

Hazelbury Learning Quest

The Future is Us



Year 2

Can we stop extinction?



Intent

This theme will teach pupils about the meaning of endangered and extinct animals. They will gain an understanding of the environmental impact of human behaviours and what small changes that they can make to help stop extinction. With the knowledge of habitats, pupils will understand the effects of destruction, invasive species, pollution, poaching and overuse.

Implementation

In **geography**, pupils will use aerial photographs to gain an insight into changing habitats over time. They will identify the key features of a location that an animal lives in and discuss how this impacts their survival e.g rural or city location. They will use geographical vocabulary relating to physical features of varying habitats around the world (including: beach, forest, hill, mountain, ocean, river).

In **Art**, pupils will be inspired by the sculptor Lym Moreno to create their own 3D habitat. They will use sculpture techniques with paper e.g. rolling and curling and transforming 2D shapes into 3D form.

Within their **science** lessons, pupils will learn about the variety of habitats and the plants and animals that live there. They will learn how animals adapt to suit their habitat and relate this to their understanding of extinction. Pupils will also gain knowledge of how animals obtain food from their habitats and know the impact of the destruction of these habitats.

Impact

Children will gain an appreciation of the world that we live in and have knowledge of the changes that have occurred in different habitats around the world. They will have a deep understanding of how they can make a difference to our environment and the animals that are endangered as well as the having opportunity to influence others.



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Hazelbury Value – Respect

Children will further their understanding of respect and how this can be applied in different contexts.

Citizenship Focus (PSHE)

Relationships - This unit explores the Very Important Persons (VIPs) in children's lives and the ways in which they can develop positive relationships with them. It enables children to identify who the special people in their life are and what makes someone a special person. Children are also encouraged to explore why families and friendships are important and to understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches children the importance of cooperation and how to show the special people in their lives that they care, as well as the positive impact of doing this.

UNCRC Articles

No Discrimination (Article 2)

All children have these rights no matter what their differences are.

Freedom of thought, belief and religion (Article 14)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

Rule of law Children will develop an understanding of laws around the protection of animals. Pupils knowledge of endangered species will increase through discussions about of the Red List of Threatened Species (IUCN Red List or Red Data List) and the Wildlife and Countryside Act as well as the work of the RSPCA. Questions explored will include: *Whose responsibility is it to look after the environment? Should endangered animals be kept in the zoo to ensure they survive?*

Engage, Enrich, Experience

Trip – Classes will visit the Natural History Museum in Tring to learn about the work of scientists and take on the role of a palaeontologist.

Digital Learning

Information Technology around us – Children will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.



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Writing across the curriculum

Children will write an informative text or placard to encourage others to make environmental changes to their daily behaviours. They will also write fact files on endangered and extinct animals.

Subjects covered: Geography, Art, Music and Science

National and School curriculum

Geography	Art	Music	Science
<ul style="list-style-type: none"> • Ask and answer geographical questions • Use basic geographical vocabulary • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area • Use aerial photographs and plan perspectives to recognise landmarks and basic physical features; 	<ul style="list-style-type: none"> • To understand the work of Lym Moreno and making links to some of these ideas in their own work. • Produce creative work, exploring ideas and recording experiences. • Become proficient in sculpture techniques. • Use sculpture to develop and share their ideas, experiences and imagination. 	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of recorded music • Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<p>Living things and their habitat</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food