

Mantle of the Expert: Park Keepers

What can the children do? How can we increase the challenge in each step? What can we prepare as givens? What will the teacher do? What will the children do? What will we do together? How will we publish what we know at each stage?

Step 1: Theme Woodland habitats and creatures	Step 2: Overview of learning <ul style="list-style-type: none"> Knowledge: Plants and animals in a woodland; what animals need to survive; names of some trees; how woodlands change throughout the seasons; Skills: simple map drawing; large and small-scale building skills; tree/plant identification; identifying animal footprints; animal identification Understanding: how people affect habitats; the responsibility we have to look after woodlands and animals 	Step 3: List of things that make the theme interesting <ul style="list-style-type: none"> Woodlands Animals in the woodlands The Gruffalo/ other mythical creatures (possible direction to take) Tracking animals Learning outside the classroom Percy the Park Keeper – use of books/stories and problems 	Step 4: Generate questions for inquiry <i>Social, political, historical, environmental, critical, ethical, philosophical, spiritual</i> What responsibilities do we have towards wild animals? How should we treat wild animals? Should habitats be destroyed so that people can have what they want? How can we care for wild animals? What do woodland animals need to survive?
Step 5: Invent a narrative – include tension, location and time Tensions: habitat destruction; animals in danger; missing animals; imminent threat of eg a tree about to be cut down; discovering injured animals Time: Past: habitat being destroyed. Animals have found themselves homeless. Houses have been built where the animals once lived Present: The team is trying to create a new woodland and help the creatures from the old woodland Future: Considerations of how to protect this new woodland and ensure the animals remain safe Location: A fictional, co-created woodland	Step 6: Select the expert team and list powers, responsibilities and values Team: Animal Experts Powers: To look after animals; to move animals where necessary; to educate others about animals; to listen to those who are worried and to help them out Responsibilities: To care for animals; to look after the woodland; to educate others about the woodland and its creatures; to listen to other points of view about the woodland; to be available for people to come and share their problems Values: To care for wildlife and prioritise the needs of the animals; to treat every creature with respect; to only intervene where necessary; to ensure they flourish; to help people with any problems they have	Step 7: Decide on the client and their role, purpose and authority Percy the Park Keeper: has been tasked by the Spirit of the Woodlands to make things better for the local wildlife by creating a new woodland and protecting it and the wildlife. Role: To bring the team together to create a new woodland habitat; to help to educate children about woodland animals and their needs; to be perplexed and not sure how to proceed with his task to create a new woodland. .. Authority: low/middle; he needs the team’s help as he can’t create a woodland alone. He needs support to care for the animals as they are widespread.	Step 8: Devise the commission Percy the Park Keeper has discovered several wild animals that have been made homeless. This is because their previous habitat has been destroyed to make way for houses, so they are homeless. He needs the children to help him to design and create a new habitat for these creatures; to ensure each one has a suitable habitat and to oversee the care of them and the woodland.
Step 9: Other points of view <ul style="list-style-type: none"> The animals The housing developers Percy The trees Visitors to the woodland Mother Nature/ the Spirit of the Wood 	Step 10: Possible team tasks and classroom activities: Percy’s Problems <ul style="list-style-type: none"> Find out about creatures that might live in a woodland Deciding which trees should be planted in the woodland Find out about their different homes Design and make a woodland Make posters to go up around the woodland Write to housing developers Identifying any new plants and trees that grow in the woodlands Identifying new animals that arrive in the woodlands Deciding how to care for different animals Observe and make notes on the woodland animals’ movements, habits and so on Monitor and care for the different creatures in the woodland 	Step 11: Possible EYFS and NC links <i>Subject to change as the mantle develops</i> <i>See highlighted objectives below</i>	Step 12: Sequence of steps into the fiction See below for steps 7 aspects of planning a start: <ol style="list-style-type: none"> What’s happening? Location, people, events? What signs are there for the students to interpret – words, pictures, movement? What’s going to attract their interest – the tension? What questions are raised – the inquiry? What tasks are the students going to do to bring them into the fiction? How are students going to take on the mantle of the expert team? How are they going to be introduced to the client and the commission?

Mantle of the Expert: Percy’s Park Keepers

Steps in:

Step 1:
Share a range of ‘Percy the Park Keeper’ books with the children before the Mantle begins – this will introduce the role of Percy.

Step 2:
Have prepared an area indoors or outdoors where a fictional world can be created. Also have prepared pieces of card, and felt tip pens. Say to the children: if this were Percy’s park and he was walking around it, what might he see? Let’s imagine the animals are all asleep at the moment – what else might he see? Draw out some geographical features and as the children name them, show the labels with them on (trees, bushes, pond, lake, hill, stream, footpath...).

Step 3:
Share photos of the children’s park with them. Say, ‘It would be helpful for Percy to have a map of his park, don’t you agree? That way, he won’t get lost when he’s out and about in it. Give out a piece of paper to each child to draw a geographical feature on, and invite them to glue it onto a pre-prepared piece of green sugar paper. Label this, ‘Percy’s Park’. Use the geographical features cards from the last step to support this.

Step 4:
Convention of Percy going for a walk in the park with his binoculars out. He spots many animals on the way. Children discuss what animals he might see in the woodland. Invite them to become a woodland creature, making ears and tails to match. Use images of woodland creature to support this. Children spend time in the park representing their chosen creature. Do further work on mammals to consolidate learning.

Step 5:
Setting up Percy’s hut (role play area) and marking its location onto the map.

Step 6:
There is a storm in the park. Percy is devastated by the damage. Children are invited to become his park helpers to re-establish the park.

	Art & Design	Computing	Design Technology	Geography	History	Science (investigation skills ongoing)
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Y1

To use a range of materials creatively to design and make products.
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work

Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
Create and debug simple programs.
Use logical reasoning to predict the behaviour of simple programs.
Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Recognise common uses of information technology beyond school.
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology.

Design
Design purposeful, functional, appealing products for themselves and other users based on design criteria.
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
Make
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
Evaluate
Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.
Technical knowledge
Build structures, exploring how they can be made stronger, stiffer and more stable.
Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Cooking and nutrition
Use the basic principles of a healthy and varied diet. Understand where food comes from.

Locational Knowledge
Name and locate the world’s seven continents and five oceans.
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Place Knowledge
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.
Human and physical knowledge
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Use basic geographical vocabulary to refer to:
Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
Use basic geographical vocabulary to refer to:
Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Geographical skills and fieldwork
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage. Use simple compass directions (North, South, East, West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time; They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods; They should use a wide vocabulary of everyday historical terms; They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; Events beyond living memory that are significant nationally or globally; The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods; Significant historical events, people, places in their own locality

Plants
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; Identify and describe the basic structure of a variety of common flowering plants, including trees.
Animals, including humans
Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals; Identify and name a variety of common animals that are carnivores, herbivores and omnivores; Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.); Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Everyday materials
Distinguish between an object and the material from which it is made; Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock; Describe the simple physical properties of a variety of everyday materials; Compare and group together a variety of everyday materials on the basis of their simple physical properties.
Seasonal change
Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.

Possible EYFS/NC links

(note: PSED, PD, C&L, Maths, Literacy covered throughout and discretely; PE and Music covered discretely)

	UtW	EAaD
3&4 year olds	Use all their senses in hands-on exploration of natural materials Explore collections of materials with similar and/or different properties Talk about what they see, using a wide vocabulary Begin to make sense of their own life story and family history Show interest in different occupations Explore how things work Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things Explore and talk about different forces they can feel Talk about the differences between materials and changes they notice Continue to develop positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Take part in simple pretend play, using an object to represent something even though they are not similar Begin to develop complex stories using small world equipment like animal sets, dolls etc Make imaginative and complex 'small worlds' with blocks and construction kits Explore different materials freely, in order to develop their ideas about how to use them and what ot make Develop their own ideas and then decide which materials to use to express them Join different materials and explore different textures Create closed shapes with continuous lines, and begin to use these shapes to represent objects Draw with increasing complexity and detail, such as representing a face with a circle and including details Use drawing to represent ideas like movement or loud noises Show different emotions in their drawings and paintings, like happiness, sadness, fear etc Explore colour and colour mixing Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings Sing the pitch of a tone sung by another (pitch match) Sing the melody of familiar songs Create their own songs, or improvise one around one they know Play instruments with increasing control to express their feelings and ideas
Reception	Talk about members of their immediate family and community Name and describe people who are familiar to them Comment on images of familiar situations in the past Compare and contract characters from stories, including figures from the past Draw information from a simple map Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them Describe what they see, hear and feel whilst outside Recognise some environments that are different to the one in which they live Understand the effect of changing seasons on the natural world around them	Explore, use and refine a variety of artistic effects to express their ideas and feelings Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and performance art, expressing their feelings and responses Sing in a group or on their own, increasingly matching the pitch and following the melody Develop storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups