

Year 5/6		PSHE / Geography	Ignite Zoo Project ( Illegal Wildlife Trade)	SUMMER term					
<p><b>Prior Knowledge:</b>  <b>Science</b> – habitats, adaptation, evolution and inheritance</p> <p><b>Geography</b>                      Locational knowledge: Revise continents and oceans of the world (KS1)                      Locate the world’s countries (KS2)</p> <p><b>Human geography:</b>                      Types of settlement and land use/ economic activity and trade links (KS2)</p> <p><b>Map work:</b>                      Use maps to locate countries and describe features studied</p>		<p><b>Intention:</b>                      Children will have the passion and empathy to take action in whatever capacity they can. By building up a bank of knowledge around, not only the tiger subspecies and its geographical location and natural habitat, but also the farmer/poacher and the social deprivation, trade links and economic activity. The children will develop well – informed opinions for all involved in this global issue (360 degree perspective). They will use this knowledge and passion as a vehicle to share this message in a variety of ways (not just within the sequence but forever, leaving a legacy within the children). The children will have the belief and aspiration that their voice can be heard and can make a difference in the wider world.</p>		<p><b>UNCRC Articles:</b></p> <ul style="list-style-type: none"> <li>• <b>Article 12</b> You have the right to give your opinion, and for adults to listen and take it seriously</li> <li>• <b>Article 13</b> You have the right to find out things and share what you think with others.</li> <li>• <b>Article 29</b> Your education should help you learn to live peacefully, protect the environment and respect other people.</li> </ul>		<p><b>Cross-curricular links:</b></p> <ul style="list-style-type: none"> <li>• <b>English</b> <ul style="list-style-type: none"> <li>- Reading text : <b>Can We Save the Tiger?</b></li> <li>- Writing – persuasive texts</li> <li>- Letters</li> <li>- Advertisements</li> <li>- Campaign posters</li> <li>- Interviews</li> </ul> </li> <li>• <b>Art and Design</b> <ul style="list-style-type: none"> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul> </li> </ul>		<p><b>Vocabulary Dozen:</b>                      subspecies                      solitary                      nocturnal                      ambush                      commercial                      curtailing                      mitigate                      agricultural growth                      poaching                      coexist                      stealthy                      consumer                      producer</p>	
Lesson	Lesson Objective	Knowledge			Vocabulary				
1	To discuss and explore a moral dilemma	<p>Without revealing the book to the children, but using page 14 as the basis for discussion, ask the children to go into role as ‘poor farmers’. Organise them into small groups and tell them that as a group of farmers, a predator has arrived that is slowly killing all their livestock and destroying their livelihood and later on they will come together for a meeting of local farmers to debate and decide what to do. What would you do about this predator? Model a possible response on a sentence strip, e.g. If we catch the predator, it will not hunt our livestock.</p> <p>Children to discuss and gather responses ready to share at the ‘local farmers’ meeting’.</p> <p>PART way through the session, tell them that the predator has fur that can sell for £1000s – all they will need to do is shoot dead the savage and will supplement the income they have lost – What would you do now? Does this change how you responded?                      The children will now write a letter to their farmer friend discussing what they can do to address this problem.</p>			<p>savage                      predator</p> <p>tropical broadleaf                      evergreen forests,                      freshwater swamp                      forests and peat swamps</p>				

Can We Save the Sumatran Tiger?

Year 5/6 Summer Medium term plan

		<p>Show children body parts of the ‘savage’ and ask the children to identify the creature. Tell the children it is a tiger.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>Argue for or against in the Local Farmers’ Meeting</li> <li>Write a letter - (letter in envelope to friend – informal) – moral dilemma</li> </ul>	
2	To use maps to locate countries and describe features studied	<p>Give children a blank map of the world and ask them to locate the continents and oceans of the world (revise KS1 knowledge). The children will then be given information about the ‘The Tigers of the World’ and also be given access to sources of information for further research. The children must then populate the world map with the tiger species and outline whether they are ‘endangered’ or ‘critically endangered’. They will do this by using a map key to ensure the information is clearly communicated.</p> <p>Do they notice anything significant? ( Answer: Due to the decline, all <b>wild</b> tigers currently only inhabit the continent of Asia)</p> <p>Outcome:</p> <ul style="list-style-type: none"> <li>Complete map and key showing knowledge of the ‘Tigers of the World’.</li> </ul>	<p>continents countries endangered critical</p>
3	To read a text and respond in a variety of ways displaying knowledge and interpretation.	<p>Read the text ‘The Sumatran Tiger’ within a mixed-ability reading group. Each child will take on a role within the group: interpreter, clarifier, summariser and questioner. After reading a section of text, the children will discuss and consider their role and respond to the text read. This will continue for the rest of the text, resulting in the children getting an all-round understanding of the text and any new language experienced.</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>Reciprocal read completed with each child taking on a role</li> <li>An in-depth understanding of the text read</li> <li>Clarification of any new vocabulary experienced.</li> </ul>	<p>subspecies solitary nocturnal ambush commercial curtailing mitigate agricultural growth poaching coexist stealthy</p>
4	To answer questions based on knowledge and vocabulary	<ul style="list-style-type: none"> <li>A low-stakes quiz based on knowledge and vocabulary obtained so far. Children will answer the questions and self-mark, discussing and editing any questions they have not explored in enough detail.</li> </ul> <p>Outcome: Low-stakes quiz</p>	<p>Should include in responses: tropical broadleaf evergreen forests, freshwater swamp forests and peat swamps coexist webbed-paws solitary agricultural growth commercial</p>

			camouflage
5	<p>To understand and clarify the word 'extinct' and how this affects the Sumatran tiger</p>	<ul style="list-style-type: none"> <li>• Read page 10 and stop at the word extinct. What does it mean? Add to the working wall and identify a definition. Is this emotive language? Identify as you read how the font size and typeface changes. What does it tell us? Identify that it gives us information about the animal.</li> <li>• Ask children the following questions, using because to begin sentences and making predictions about the responses (before checking in book),             <ul style="list-style-type: none"> <li>- Why do tigers need a lot of space? because they are large, energetic animals.</li> <li>- Why do people hunt tigers? because their meat can be sold for large amounts of money.</li> <li>- Why don't tigers mix well with humans? because they are fierce and dangerous creatures.</li> <li>- Can we save the tiger?</li> </ul> </li> <li>• Now ask children to scan the QR code and read the text from page 10. Did they include all the information they needed? Ask them to reflect on their own work and edit where necessary.</li> <li>• The children will then explore and use the information provided to outline the three main reasons why the Sumatran tigers are becoming extinct and display this in a campaign poster form ( <b>deforestation/loss of habitat - the flattening of land makes it easier for the animals to be poached, the loss of habitat encourages the tiger to venture towards inhabited villages, loss of land results in other species dying out which are often the tigers prey .....human-tiger conflict – when tigers move towards villages they often eat the livestock of the poor farmers or are dangerous so this results in the killing of the animals by humans..... illegal poaching for commercial gain – tigers are very valuable to producers whose businesses capture and kill tigers to butcher and sell in a variety of ways</b>). Model how to use prepositions for slogans... e.g. before poaching, there were many more Sumatran tigers living in the wild.</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Exploring the idea of being 'extinct' and the factors that lead to this</li> <li>• Responding to questions</li> <li>• Large campaign poster outlining the 3 dangers which tigers face (groups of 3 or 4)</li> </ul>	<p>extinct poaching livestock livelihood fierce energetic</p>
6	<p>To explore and appreciate the natural form of the Sumatran tiger.</p> <p>To explore and sketch the types of settlement that the Sumatran tiger inhabit, both in the wild and captivity and compare and contrast</p>	<ul style="list-style-type: none"> <li>• Explore the natural habitat of the Sumatran tiger in terms of climate, anatomical, locational etc. The children will then compare this to the habitat they have in captivity (link with trip to Chester Zoo) the children will sketch and label the two habitats – discuss pros and cons of these animals living in captivity (360 view). Children will focus their learning on the physical features of these habitats.</li> <li>• Explore the tiger in its natural form and look at every intricate detail – eyes, whiskers, paws, stripes etc. The children will use a viewfinder tool to sketch these body parts. This will then be revisited later in the sequence when we find out that each and every one of these majestic body parts of the tiger are used to produce items that consumers are buying in the illegal wildlife trade. (provoke anger and empathy in the children).</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Labelled sketches of the two habitats outlining the physical features</li> <li>• Sketches of intricate parts of the Sumatran tiger</li> <li>• Printing – tiger stripes (to be used as covers for project books)</li> </ul>	<p>vegetation climate trade captivity wild tropical broadleaf evergreen forests, freshwater swamp forests and peat swamps</p>

	<p>the human and physical features</p> <p>To use a viewfinder tool to sketch intricate parts of the Sumatran tiger.</p>		
7	<p>To explore the demand for Sumatran tiger products within the illegal wildlife trade.</p> <p>To understand the responsibility of the consumer.</p>	<ul style="list-style-type: none"> <li>Give the children products 'for sale'. The items will all be products originating from tiger parts, e.g. medicine, tablets, claw pendants, tiger teeth, tiger skin rugs, decorations, amulets, tiger-infused alcohol, paste-like 'glue', food.</li> <li>The children must discuss and place into two piles: 'In Demand' (true) or 'No Sale' (false). After the children have sorted the items (do not give any clues), they will be told that ALL the items explored are real items and there is demand for them across Asia and even in other parts of the world. This will emphasise how huge this market is.</li> <li>Ask the children what is meant by the word 'consumer'. Ask them to explore and reach a definition.</li> </ul> <p>Ask the children would the illegal trade of tiger products be able to continue if the demand for tiger products diminished?</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>Table of items sorted into 'In Demand' or 'No Sale'</li> <li>Conclusion as to what this tells them about the demand for tiger products</li> <li>Discussion within group about possibilities</li> </ul>	<p>demand consumer producer diminished</p>
8	<p>To understand and explore the moral dilemma of the poacher</p>	<ul style="list-style-type: none"> <li>P4C – Show children the image of the fresh tiger skin with the humans stood around holding it up... encourage the children to consider the question – who is to blame? Allow the children to discuss who they think is to blame and why, making notes around the image. Presuming the children blame the poacher, after enough time to discuss, explain to the children that what if his family hadn't been fed for a week and this was the only way he could get money to feed his family. Explain that the man was only paid the equivalent of £50 by a merchant (someone higher up in a huge black-market business) for killing this tiger and that the merchant would get £1000s of pounds from the tiger parts.</li> <li>Show the children an interview from a poacher. Ask the children to discuss the interview and note down any key points. The children will now write a diary entry in the perspective of the poacher. (Teacher modelled)</li> </ul> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>Notes around the P4C question</li> <li>Diary entry in the perspective of the poacher</li> </ul>	<p>poverty producer merchant desperate despair</p>
9	<p>To explore how the initial discovery of using tiger parts for medicinal purposes hugely</p>	<p>Read the extract from an article and show the children the information for the Chinese Taxonomy of tiger products for 'curing' ailments.</p> <p>Children to read and discuss as a whole class.</p> <p>How does this make them feel?</p>	<p>Demand taxonomy ailment</p>

Can We Save the Sumatran Tiger?

Year 5/6 Summer Medium term plan

	increased demand and fuelled the illegal wildlife trade	Children to use the information given to create a taxonomy of tiger products.	
	To use mod-roc to create tiger bones to use as a vehicle to spread a message	Outcomes: <ul style="list-style-type: none"> <li>• Taxonomy of tiger parts</li> <li>• Tiger bones with a message (legacy)</li> </ul>	
10	To take action in supporting the campaign to ban the use of tiger bone in Chinese medicine.	<p><a href="https://www.worldwildlife.org/stories/in-a-blow-to-wildlife-china-lifts-a-ban-on-the-use-of-tiger-and-rhino-parts">https://www.worldwildlife.org/stories/in-a-blow-to-wildlife-china-lifts-a-ban-on-the-use-of-tiger-and-rhino-parts</a>  Read the above article with the children and allow the children to annotate and analyse the article summarising key parts. Explain to the children that the use of tiger bone for medicinal purposes was back in 1993 but China have recently legalised trade in farmed tiger bone which reverses 25 years of conservation work in reducing demand for these products. The new regulations say hospitals can obtain parts from captive facilities within China—excluding zoos—where tigers are bred for commercial purposes. Experts estimate that more than 6,500 tigers live in China’s tiger farms, far outnumbering the roughly 3,900 remaining in the wild.  <b>Sign the petition at the bottom of this article as a class, pledging to be a voice for the tiger. Screen shot and tweet.</b>  Show the children the video clip exposing tiger farms across Asia.  <a href="https://www.washingtonpost.com/graphics/2019/investigations/tiger-farms-poaching-laos/?utm_term=.56d9904a770b">https://www.washingtonpost.com/graphics/2019/investigations/tiger-farms-poaching-laos/?utm_term=.56d9904a770b</a>  Read this story and watch the videos with the children. Explain that, as we realised earlier in the sequence, the ‘demand’ for tiger products is what is keeping the illegal wildlife trade alive. Due to such high demand, there are 1000s of tiger farms across Asia. This video shows a ‘hidden’ tiger farm in Lao, South East Asia.  After watching and discussing this video, the children must now write a letter to the Chinese Ambassador. Explain to the children that we will actually be posting these to the Chinese embassy to have our voice heard and to be the voice of the Sumatran tiger. The children must include emotive language, facts and figures and formal language, modals (will, must...)</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>• Collectively sign petition</li> <li>• Analyse and annotate the article</li> <li>• Write a letter to the Chinese Ambassador</li> </ul>	demand trade consumer producer commercial regulation
10	<p>To write a speech persuading the world, particularly China, to save the Sumatran Tiger</p> <p>To use multi-media to create a video, educating people, who may not know, about the dangers</p>	<ul style="list-style-type: none"> <li>• Incorporating all of the learning and knowledge during the sequence around the dangers to the Sumatran tiger species, the children will now write a persuasive speech that they are going to perform during our showcase, either live or on our digital media filming. This writing opportunity will give the children the platform to spread this message that they are now so knowledgeable and passionate about.</li> <li>• Use multi – media to create a video to educate people and spread the messages around the disappearing Sumatran tiger species. The children will incorporate photography images they took themselves during their trip to Chester Zoo, as well as work and photographs taken during the learning.</li> </ul>	subspecies solitary nocturnal ambush commercial curtailing mitigate agricultural growth poaching coexist stealthy

Can We Save the Sumatran Tiger?

Year 5/6 Summer Medium term plan

<p>surrounding the Sumatran tiger and its survival</p>		<p>For both opportunities they should incorporate persuasive devices, including, <i>emotive language, facts and figures, rhetorical questions, addressing the audience, personal pronouns, opinions...</i></p> <ul style="list-style-type: none"> <li>Both the speech and multi-media presentation will be used within our Zoo Project showcase.</li> </ul>	<p>consumer producer</p>
		<p>Outcomes:</p> <ul style="list-style-type: none"> <li>Speech to perform</li> <li>A multi – media presentation</li> </ul>	
<p><b>National Curriculum Aims:</b></p>		<p><b>How NC aims are met in this unit:</b></p>	
<p><b>Location and place knowledge</b></p> <ul style="list-style-type: none"> <li>I can locate the continents and oceans of the world</li> <li>I can locate the world’s countries</li> </ul>		<ul style="list-style-type: none"> <li>Locate continents and oceans of the world on a map</li> <li>Locate the world’s countries on a map</li> </ul>	
<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>I can describe and understand how key aspects of physical and human geography influenced the location and growth of cities and other types of settlement in the past</li> <li>I can study how land use, economic activity, trade links and the distribution of natural resources influenced the growth of cities over time</li> </ul>		<ul style="list-style-type: none"> <li>Describe the physical features of the natural habitat of the Sumatran tiger and the conditions that they live in</li> <li>Explore agricultural growth as a reason why the Sumatran tiger species find themselves moving towards inhabited villages</li> <li>Understand how the illegal wildlife trade and the demand for tiger products are affecting the survival of the Sumatran tiger</li> <li>Explore social traditions of Chinese medicine</li> <li>How trade and commercial links are a catalyst for the curtailing number of tigers in the wild and the possible extinction of this subspecies</li> <li>Explore political systems – Chinese laws around the use of tiger parts</li> </ul>	
<p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>I can plot continents and oceans on a world map</li> <li>I can locate and plot the world’s countries on a map</li> </ul>		<ul style="list-style-type: none"> <li>Populated maps with geographical key</li> <li>Sketch natural types of settlement both in the wild and in captivity</li> </ul>	

The Chinese culture believes that nearly all parts of the tiger can be used to derive some medicinal cure for any number of ailments. Here are some examples of how tiger parts and their derivatives are used in traditional Chinese medicine and causing the tiger to be a critically endangered species:

**Tiger claws:** used as a sedative for insomnia

**Teeth:** used to treat fever

**Fat:** used to treat leprosy and rheumatism

**Nose leather:** used to treat superficial wounds such as bites

**Tiger bone:** used as an anti-inflammatory drug to treat rheumatism and arthritis, general weakness, headaches, stiffness or paralysis in lower back and legs and dysentery

**Eyeballs:** used to treat epilepsy and malaria

**Tail:** used to treat skin diseases

**Bile:** used to treat convulsions in children associated with meningitis

**Whiskers:** used to treat toothaches

Can We Save the Sumatran Tiger?

Year 5/6 Summer Medium term plan

**Brain:** used to treat laziness and pimples

**Dung or feces:** used to treat boils, hemorrhoids and cure alcoholism