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| **Mantle of the Expert – Turtle Watch**  **Class: Year 1 and 2**  **Term:** Spring Term part 1  **Main curriculum focus**: Science and Geography  **Expert team**: Turtle Watch  **Client(s):** The Village Elders  **Commission**: To find out why a colony of turtles has not come to their usual beach to lay eggs. To work to bring turtles back to the island.  **Context:** A fictional Polynesian island needs help. In recent years, turtles have stopped coming to its beach to lay eggs – turtles are very important to the local culture; they are the shadow of the gods and the lords of the ocean. Some of the younger children can’t remember ever seeing turtles on the beaches. The village elders are saddened by this and are concerned that the island’s heritage and culture is dying out. They want the island to return to what it used to be and for the children to love the turtles and be proud of them. They commission the Turtle Watch to investigate where the turtle colony is going and how they can attract turtles back to the beaches of their island. | **7 aspects of planning a start:**   1. What’s happening? Location, people, events? 2. What signs are there for the students ton interpret – words, pictures, movement? 3. What’s going to attract their interest – the tension? 4. What questions are raised – the inquiry? 5. What tasks are the students going to do to bring them into the fiction? 6. How are students going to take on the mantle of the expert team? 7. How are they going to be introduced to the client and the commission? |

*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?*

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|  | | Steps in *(to develop concern and investment) (these steps in will be expanded upon in more detailed planning)* | | | Opportunities/tasks/challenge. |
| **Steps into the fiction** | **Step 1** | Introducing the island to children through storytelling; an island that was discovered around 1600 years ago in Polynesia. | | |  |
| **Step 2** | Creating the island; children draw the shape of it together on enormous paper, adding geographical features (use images etc to teach children about features of modern Polynesian islands) | | |  |
| **Step 3** | How might people travel to or find this island? Chn make maps and plans | | |  |
| **Step 4** | Narrative voice: based on the Hawaiin Myth of how Honu led the first inhabitants to their island. | | |  |
| **Step 5** | Creating the turtle bale for the window: blue cellophane on the window, large art work of turtles | | |  |
| **Step 6** | Food chains – creating other creatures for our sea scene and learning about turtles (towards becoming experts) | | |  |
| **Step 7** | Turtle migration begins – learning about turtle migration; mapping it out | | |  |
| **Step 8** | Meeting the village elders to discuss the problem – the turtles have not reached the island for the 4th year running. Letters and AIR | | |  |
| **Possible episodes within the Mantle (order and activities are flexible)** | | | | | |
| **Commission** | | | **Fictional world: the team** | **Activities/purpose** | |
| **To establish why turtles are no longer coming to the island** | | | Find out about turtle habitats and why they are suited to turtles’ needs | Report for the local people what turtles need | |
| Researching the microhabitat of a coral reef to find out whether it will provide for turtles | Educate the islanders about their coral reef | |
| Mapping a turtles’ route to find out where turtles are going, and why. | To compare where the turtles are going with the island’s beaches to identify what an ideal habitat is like | |
| Go to the beach and establish why it is an unsuitable habitat for the turtles to lay their eggs in | To identify steps to be taken to re-establish the beach as a suitable habitat for the turtles | |
| **To persuade local people and the tourist board to adapt to ensure the turtles will return to the island** | | | Creating a model of the beach as it could be (models of turtles etc) | To help the tourist board to advertise the beach as desirable destination and to understand the value of having turtles back on the beach | |
| Creating books about turtles to educate the local children | To ensure that the local children care about turtles and their heritage | |
| To create tourist leaflets highlighting the ocean creatures they could see, including turtles, if the beach and ocean were cleaned up | To ensure that tourism is positively affected by our work | |
| **To educate the local people and tourists about how to ensure the turtles keep coming to the island and why this is important** | | | To create art from collected rubbish and show others how to do | To provide an alternative use for the litter that is cleaned up from the beach | |
| Producing a poster to educate local people about reduce, reuse and recycle | To promote care for the turtles and other wildlife in the oceans | |
| To create an **artefact** from the island’s past to educate its children about their heritage | To promote the children’s pride in their story and heritage. To promote care of turtles | |
| To explore alternatives to plastic usage on the island | To ensure that the turtles’ habitat remains clean and healthy and therefore that the turtles continue to come to the beach | |

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| **Step 1: Theme**  A Polynesian island hasn’t seen turtles on its shores for the past four years. The chief and other members of the community are concerned about this. A team is commissioned to research where the turtles are going and why they are no longer laying eggs on the island. | **Step 2: Overview of learning**   * **Knowledge**: names and features of animals; classifications of sea creatures; the ocean as a habitat; the coral reef habitat; ocean food chains; human and physical geographical features of an island; map features and keys; compass directions; * **Skills:** classification of animals; scientific enquiry; researching using books and the internet; map-making; using atlases and globes * **Understanding:** how animals are affected by human actions; how people from a different culture live; how to treat animals with respect; that people may harm animals unintentionally | | | **Step 3: List of things that make the theme interesting**   * Turtles * Sea creatures * Island in a different part of the world * Different cultures, heritages and ways of life * World maps and maps making * Environmental problems / cause and effect | | | | **Step 4: Generate questions for inquiry**  *Social, political, historical, environmental, critical, ethical, philosophical, spiritual*     * Are we responsible for animals and creatures? * How can certain animals have cultural significance? * Should we put human needs above animals’? * How can heritage and tradition be preserved in the modern world? Should it? * What do animals need in order to survive and flourish? | |
| **Step 5: Invent a narrative – include tension, location and time**  **Tensions:** The turtles go missing in the oceans; one can’t be tracked; beach closure due to litter causing danger; tourists refusing to leave the beach when requested; poachers trying to steal turtle eggs; a turtle is found to have eaten a plastic bag and is very ill; the local fisherman are determined to keep fishing using their nets that are trapping turtles – they need to earn a living.  **Time:** Present day  **Location:** an island in modern Polynesia | | | **Step 6: Select the expert team and list powers, responsibilities and values**  **Team:** Turtle Watch **Powers:** To conduct research as needed into the island and the turtles. To advise local people about their island.  **Responsibilities:** To protect the turtles; to ensure people treat the turtles and their habitat with respect; to help people to understand how to help the turtles and why this is important;  **Values:** To protect the turtles and their ocean; to educate others; to treat both people and turtles with dignity and respect. | | **Step 7: Decide on the client and their role, purpose and authority**  The island chief and local elders. They need help, support and information from the team and have the power to ask the team to leave the island if they are not happy with their work. | | **Step 8: Devise the commission**  The island Chief requires the team to visit his island to establish why turtles no longer come to lay their eggs on the beach. As part of this, the team must learn about turtles and their habitats; explore the beach and wider island; persuade the local tourism board to help out and change some of its habits; educate local people about turtles and their needs; and find ways for the local people to help. | | |
| **Step 9: Other points of view**   * Local islanders * Local children from the island * Fishermen * Tourism officer * Wildlife conservation officer * Turtles * The island | | **Step 10: Possible team tasks and classroom activities**   * See list above | | | | **Step 11: National Curriculum Links**  *Subject to change as the mantle develops*   * Science: habitats, microhabitats, food chains, animal classification, animal needs for survival * Geography: oceans, maps, human and physical features, using maps, atlases and globes, * Computing: use of map technology * Art: the work of others; using clay to create sculptures | | | **Step 12: Sequence of steps into the fiction**  See above |

**Turtle Watch**

**Stage 4: The Start**

**Step 12: Plan a sequence of steps into the fiction**

**Stage 3: Activities and Curriculum Tasks**

**Step 10: Make a list of team tasks and classroom activities**

**Step 11: Link the tasks and activities to the National Curriculum**

**Stage 2: Context**

**Step 5: Invent a narrative: include tension, location and time**

**Step 6: select the expert team and create a list of powers, responsibilities and values**

**Step 7: Decide on the client and their role, purpose and authority**

**Step 8: Devise the commission**

**Step 9: Consider other points of view**

**Stage 1: Foundations**

**Step 1: Theme**

**Step 2: Overview of children’s learning**

**Step 3: List of things that make the theme interesting**

**Step 4: Generate questions for inquiry**