Mantle of the Expert: The Last Mammoths

What is it we want the children to learn – start with the curriculum.
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

The Ice Age

Step 2: Overview of learning

- **Knowledge**: what life was like during the Ice Age. How people survived during the Ice Age. What animals were alive during the Ice Age.
- **Skills: DT –** building shelters and making tools; making food for the journey.
  Science – investigating how to keep warm; exploring the properties of natural materials;
- **Understanding:**

Step 3: List of things that make the theme interesting

- Ice age
- Cave people and how they lived
- Ice age animals including woolly mammoths
- Extreme weathers and temperatures
- Cave art

Step 4: Generate questions for inquiry
Social, political, historical, environmental, critical, ethical, philosophical, spiritual

What was it like during the Ice Age? How did people live and survive during the Ice Age?

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

Characters: Rashka Dave, Archeologist. A tribe of hunter-gatherers

Locations: Across Europe

Time: The Ice Age, around 11,000 years ago

Narrative: It is towards the end of the Ice Age. There is only one herd of woolly mammoths left. The team is called to save the last mammoths from extinction.

Tensions: Dangerous animals, risks from the climate, how to survive, challenges from stone age people

Step 6: Select the expert team and list powers, responsibilities and values

Team: Elephant keepers

Powers: To travel back in time. To intervene in events if necessary.

Responsibilities: To search for and find Ice Age creatures. To work to protect the woolly mammoths.

Values:

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

Client: Rashka Dave, Archaeologist.

Role: To teach the team about life during the Ice Age. To prepare them for the expedition. To set out expectations for the expedition.

Authority: Medium level

Step 8: Devise the commission

Rashka Dave is an archaeologist who is passionate about woolly mammoths and other Ice Age animals. She has become very interested in mammoths and wants to try to prevent them from becoming extinct. She asks the time travellers to go back to the Ice Age, find the last herd of mammoths, and protect them.

Step 9: Other points of view

- The people hunting the mammoths
- The mammoths

Step 10: Possible team tasks and classroom activities:

- Learning about mammoths in order to identify them
- Making 'mammoth identification' booklets to take with them
- Learning to survive during the Ice Age
- Making tools
- Learning about the hunter-gatherers that lived during the Ice Age
- Making clothing
- Investigating which clothing will keep them the warmest (toy trolls and fur clothing investigation)
- Discover and interpret cave paintings
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Step 11: Possible EYFS and NC links
Subject to change as the mantle develops

See highlighted objectives below

Step 12: Sequence of steps into the fiction

See below for steps

7 aspects of planning a start:

1. What's happening? Location, people, events?
2. What signs are there for the students to 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?

Mantle of the Expert:

Steps in:

Step 1: The herd of elephants.
Use papier mache techniques to create a herd of elephants, with children creating perhaps one elephant per group of 3. Spend time creating and painting them. Give them names and back stories together.

Step 2: The elephant enclosure
If we are going to keep a herd of elephants, what will they need? Research the needs of elephants and create an enclosure to meet those needs.

Step 3: Learning about elephants (several sessions will be required)
Use ipads, books and other resources to find out about elephants. Do some purposeful instruction writing about how to care for elephants.

Step 4: Caring for the herd of elephants
Convention 1: caring for the elephants, tending to their wounds, scrubbing their feet, filling out reports.

Step 5: The Archaeologist.
The children meet an archaeologist. She has been unearthing the remains of something that looks like an elephant. Can the elephant experts help her to identify it? It will turn out to be a woolly mammoth.

Step 6:
The archaeologist will reveal that she loves woolly mammoths and would really like to meet a real one… she asks the children, as elephant experts, to go back in time to save the last herd of woolly mammoths.

Websites:

https://ymiclassroom.com/lesson-plans/iceage/

https://online.kidsdiscover.com

https://www.teachingideas.co.uk/early-human-history/stone-age-day-ideas **- ideas for teaching**

https://www.timeseekers.co.uk/schools/topic-days/back-to-prehistory **(archaeologist visit days to school)**

https://www.nypl.org/blog/2015/10/20/diy-papermache-elephant

Possible EYFS/NC links

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

	Art & Design	Computing	Design Technology	Geography	History	Science (investigation skills ongoing)
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 respectively, 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 sage. 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.

	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

TIME

MOVING FORWARD AT A NATURAL PACE

TIME

CAN BE STOPPED, REWOUND AND MOVED FORWARD

TIME

HELD AT A PARTICULAR MOMENT

PEOPLE

ENACTIVE - CHARACTERS IN ROLE

ABSTRACT REPRESENTATIONS:

ICONIC - IMAGES

ABSTRACT REPRESENTATIONS:

SYMBOLIC - WRITING

ABSTRACT REPRESENTATIONS:

SYMBOLIC - VOICE

CONVENTION 1

1 NATURALISTIC

CONVENTION 2

2 FRAMED AS A FILM

CONVENTIONS 3 - 7

3 EFFIGY
4 EFFIGY CAN SPEAK 7 MOVE
5 PORTRAIT
6 PORTRAIT CAN HEAR
7 PORTRAIT CAN SPEAK

CONVENTIONS 8 - 11

8 AN IMAGE (DRAWING, PAINTING, PHOTOGRAPH)
9 A DRAWING BEING MADE
10,11 STYLISED DEPICTIONS

CONVENTIONS 16 - 24

16,17,18,19 ACCOUNTS
20 STORIES
21 REPORTS
22, 23, 24 LETTERS

CONVENTIONS 25 - 30

25,26 VOICE
27,28,29 CONVERSATION
30 PRIVATE READING

CONVENTIONS 12 - 15

12 LIFE-SIZE MODEL
13 MODEL DRESSED
14 CLOTHING
15 OBJECTS

CONVENTIONS 31 - 32

31 CRYPTIC MESSAGE
32 SIGNATURE

CONVENTIONS 33 - 34

33 SIGN: A SPECIAL MARK
34 HERALDRY

Givens:

Always consider what your givens are and how you will weave these in. Anticipate the ideas the children might come up with and whether or not that will be okay with you for the story. If not, how will you ensure you direct them towards the givens without compromising the collaboration?

The continuum of engagement:

Attraction
Attention
Interest
Extrinsic Motivation

Concern
Investment
Obsession

Dramatic Imagination:

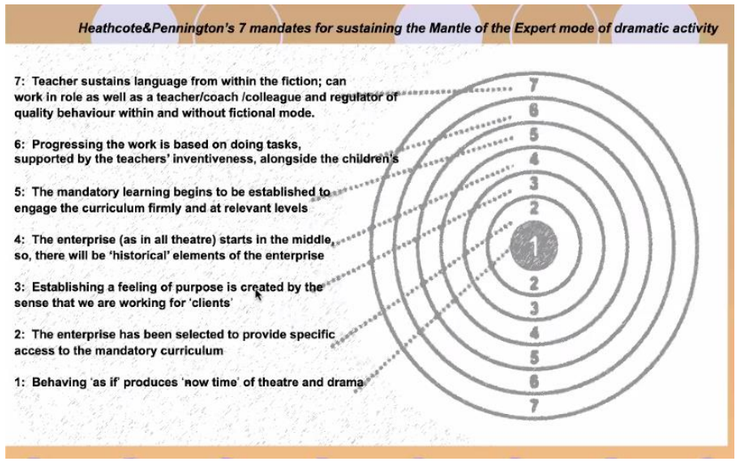
Light and dark

Silence and sound

Movement and stillness

Strategies for dramatic enquiry:

- Sharing a story
- Sharing a partial narrative selected or created in advance
- Interacting with an adult or the teacher representing a point of view in the fictional world
- Creating an image or other resource with the students
- Students create images or resources
- Interacting with the students representing one or more points of view (students in role)



Elements of a story:

Characters

Locations

Time

Narrative

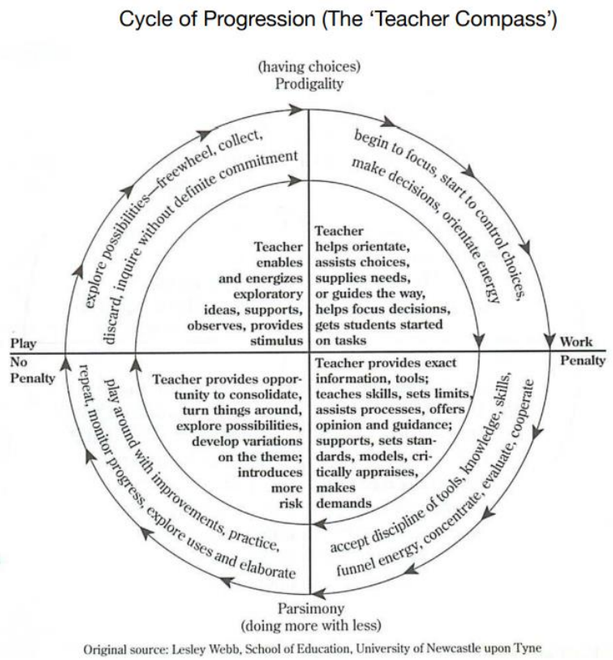
Tensions

Projections of role:

1. Full role – Always in role, often requires someone else. Representing someone for a while. Someone who is the story, needs the same negotiation. The teacher can then mediate, helping the students, might choose to lower their status to raise the demand on the students. Teacher can stop the fiction & start in order to develop the inquiry.
2. Twilight role (sometimes called shadowy) – used when the teacher is in the early stages of developing the context (frame distance v helpful). Often used to protect the students 'into' the fiction.
3. Secondary role –The person implied who is not here… Yet. Receiving the role thru other theatrical device.
4. Teacher in and out of role – teacher selects a POV, moving in and out as needed by the students, role always has dimension (what was he like?), what was the role's function? You might ask: "what sort of person do you want me to be?"

Forms of representation:

Enactive – the use of action
Iconic – the use of image
Symbolic – the use of language

7 aspects of planning a start:

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