



Supported by



'Make it a jungle out there'
Endangered Species resource for
Eng/Wales/NI: 5-11, Scot: 5-12-year-olds

Resource Overview and Curriculum Links

(Including regional variations)

Introductory assembly – a general introduction to the concept of endangered species and possible causes with pause points for reflection and discussion. By exploring why humans are not an endangered species this activity also helps you to introduce the work of the Muscular Dystrophy Campaign.

Animals in danger – This activity supports pupils in their observational drawings of endangered species. Pupils explore the pattern and texture of different endangered animals in detail, with the support of the 'Top tips: Chalking techniques' support sheet on creating realistic texture effects and perspective using chalk and charcoal. Using animal factsheets and secondary sources, including ICT, pupils focus on the unique attributes of each animal and reflect upon the impact of its potential loss. The pavement art and chalk pictures produced will look to convey the pupils' knowledge and appreciation of their chosen endangered species.

Links:

Art & Design

England: 1, (KS1)2b, (KS2)2c 3a, 4a

NI: Investigate and respond to direct sensory experience; including visual, verbal, spatial and tactile dimensions, memory and imagination; Explore the visual elements of colour, tone, line, shape, form, space, texture and pattern to express ideas; Talk about their own and others' work and how it was made, use observations to identify difficulties and suggest modifications.

Scotland: Expressive Arts; Art & Design; Using Materials, techniques, skills and media; Expressing ideas, feelings, thoughts and solutions

Wales: 1.1, 2.1, 3.1

ICT

England: 1, (KS1)2b, (KS2)2a, 3, 4

NI: implicit strand (Communicating and Handling Information)

Scotland: Using the technology, creating and presenting, searching and researching, communicating and collaborating

Wales: 1. Communicating and Handling Information

Save me! – Using the factsheets and secondary sources, including ICT, pupils respond to the plight of an endangered species using poems or prose written from the perspective of their chosen animal. The Poetic Style support sheet provides examples of different types of poem for pupils to try. This personal view of endangered species can then support their ideas for pavement art.

Links:

English

England: En 1; 1, 2, 3, En2; 2, En3

Ni: Talking and Listening, Read, explore, understand and make use of a wide range of traditional and digital texts, experiment with rhymes, rhythms, verse structure and all kinds of word play and dialect; write for a variety of purposes and audiences, selecting, planning and using appropriate style and form;

Scotland: Functional Writing; Punctuation and Structure

Wales: Oracy 1.2, 1.3, 1.4, 2, 3.1, 3.2; Reading 1.3, 2.3; Writing 1.1, (KS1) 2.6, (KS2) 2.4

ICT

England: 1, (KS1)2b, (KS2)2a, 3, 4

Ni: implicit strand (Communicating and Handling Information)

Scotland: Using the technology, creating and presenting, searching and researching, communicating and collaborating

Wales: 1. Communicating and Handling Information

Extinction explorers – This activity structures a scientific/geographical enquiry into why certain animals are endangered and challenges pupils to collect evidence detective style to support their creative design of a solution. Using the animal factsheets and the Extinction Evidence sheet pupils piece together the information and work out which of the endangered species they could help save by applying what they have learned to design a rescue plan to support an international conservation campaign.

Links:

QCA Science Units 4B, 5_6H

Science

England: Sc1, Sc2, 5

Ni: The World Around Us; Interdependence, Place

Scotland: Environmental Studies; Society, Science and Technology; Science; Living

things and Processes of Life: Interaction of living things with their environment:
Technology; Technological capability
Wales: Scientific Enquiry; Life processes and Living Things

Geography

England: 1, 2, 5

NI: The World Around Us; Interdependence, Place

Scotland: Environmental Studies; Society, Science and Technology; Science; Living things and Processes of Life: Interaction of living things with their environment:
Technology; Technological capability

Wales: 1, 2, 3.1

Citizenship

England: 1a, 1b, 1c, (KS1) 2b, (KS2) 2a

NI: Personal Development and Mutual Understanding strand 2: Mutual Understanding in the local and wider community

Scotland: Personal and Social development; Independence and inter-dependence; Natural World & Conservation

Wales: Personal and Social Education: Moral Aspect, Learning Aspect & Environmental Aspect

English

England: En 1; 1, 2, 3, En2; 2, En3 9a, 9d

NI: Talking and Listening, Read, explore, understand and make use of a wide range of traditional and digital texts

Scotland: Scotland: Listening for Information; Instructions and Directions, Conveying Information, Instructions and Directions; Reading for Information

Wales: Oracy 1.1, 1.2, 2.1, 2.2, 2.3, 2.5, 2.11; Reading 1.6, 1.7, 2.10, 2.11, 2.12

ICT

England: 1, (KS1)2b, (KS2)2a, 3, 4

NI: Implicit strand

Scotland: Using the technology, creating and presenting, searching and researching, communicating and collaborating

Wales: 1. Communicating and Handling Information

An Island Home – This activity focuses specifically on the plight of the Falklands albatross, developing pupils' understanding of geographical and environmental features and influences as they explore its island home. This activity offers opportunities for pupils to express their own views about people, places and environments in comparison to the UK, as their island home.

Links:

QCA Geography unit 3

Geography

England: 1, 2, 5

NI: The World Around Us; Interdependence, Place

Scotland: Environmental Studies; Society, Science and Technology; Science; Living things and Processes of Life: Interaction of living things with their environment: Technology; Technological capability

Wales: 1, 2, 3.1

English

England: En 1; 1, 2, 3, En2; 2, En3 9a, 9d

NI: Talking and Listening, Read, explore, understand and make use of a wide range of traditional and digital texts

Scotland: Functional Writing; Punctuation and Structure

Wales: Oracy 1.2, 1.3, 1.4, 2, 3.1, 3.2; Reading 1.3, 2.3; Writing 1.1

ICT

England: 1, (KS1)2b, (KS2)2a, 3, 4

NI: Implicit strand (Communicating and Handling Information)

Scotland: Using the technology, creating and presenting, searching and researching, communicating and collaborating

Wales: 1. Communicating and Handling Information