

Unit of Work	Earth Education	Years 5/6	
About the Unit	This Unit seeks to teach knowledge, understanding and appreciation of the natural environment through practical and sensory outdoor activities. The Unit explores key ecological concepts using each of the five senses of sight, sound, smell, touch and hearing. The Unit is based on work developed by Steve Van Matre of the Earth Institute.	Places, Themes and Skills	<p>Places:</p> <ul style="list-style-type: none"> Describe what this environment is like and the variety of smaller habitats within it. Describe why this environment is like it is and how it has changed through natural and man made processes <p>Themes:</p> <ul style="list-style-type: none"> Identify how the local environment may be interpreted through each of the senses. <p>Skills:</p> <ul style="list-style-type: none"> Develop geographic and scientific vocabulary <p>Develop an appreciation and understanding of a natural environment.</p>
Vocabulary	Sustainable, conservation, inter-dependence, food chains, reproduction, habitat and micro-habitat, adaptation, keys, solitude, ecology.	Resources and Safety Points	<p>Group leaders should carry out a risk assessment of the area to be used, based on a pre-visit, or take advice from one of the rangers on site. Designate the area to be used. Brief the group and other adults about key safety points. Take a first aid kit and have a system of recall. Tell group members not to taste anything and to wash their hands after the activity.</p> <p>Choose the route for the blindfold trail to avoid the possibility of eye injuries from branches etc.</p> <p>Resources will depend on particular</p>

			activities. Most resources may be borrowed from the ranger for the first visit. Equipment includes leaf slides, egg cartons, double sided tape (artist's palette), eye-shades, length of rope, hand lenses, plastic cups, stirring sticks etc.
Learning Objectives	Possible Teaching Activities	Learning Outcomes	Points to Note
<p>Pupils should learn:</p> <ul style="list-style-type: none"> • how the process of learning may be enjoyable and stimulating; • the importance of sustainable development; • about and develop greater respect for the environment within which they live; • how they may better act as responsible and caring citizens; • a range of words and concepts related to woodland and heathland habitat; • about growth and nutrition, as illustrated by woodland plants • how plants and animals adapt to different habitats • how plants may be classified in different groups • how seeds disperse 	<p>A range of teaching activities may be developed and linked to form a sequence or a short journey within one or more lessons. Examples are listed here under particular names, although may be known by other headings.</p> <ul style="list-style-type: none"> • Leaf slides • Quiet spot • Artist's palette • Blindfold trail • Wind dancers • Our tree • Basement windows • Scent catchers 	<p>Pupils:</p> <ul style="list-style-type: none"> • will develop ways in which they express their response to their environment; • appreciate variety and the wonder of the natural environment; • will be able to work together in the completion of outdoor tasks; • will have a developed understanding of the ecology of a woodland; • will understand their role in ensuring fragile environments are managed and conserved; 	<p>Each of the activities provides a distinct opportunity to develop an understanding and appreciation of the environment; the accent should be on fun and enjoyment within a structured and educationally purposeful setting.</p> <p>Time needs to be set aside to discuss the work which pupils create, individually and in small groups and to explain concepts.</p> <p>Preparation by the teacher will help to ensure there is a natural flow from one activity to the next, using walking activities as a possible link from one activity to the next.</p>

<p>Prior Learning It is helpful if the pupils have:</p>	<p>Previously undertaken similar activities within familiar environments such as the school grounds</p>		
<p>Expectation At the end of this Unit:</p>	<p>The pupils will have a heightened appreciation of inter-dependence within the environment and their relationship with that environment.</p> <ul style="list-style-type: none"> • Have a greater understanding and appreciation of the natural environment and their role in its conservation; • Appreciate variety within the environment and different types of habitat; • Understand and appreciate the natural environment and the complex inter-relationships which sustain that variety. 	<p>Future Learning</p>	<p>Pupils will be more confident and have a positive approach to practical exploration of natural environments</p>
<p>Cross Curricular Links</p>	<ul style="list-style-type: none"> • English • Science • Personal and Social Education 	<p>Extended Study: Out of lessons, at home and in the community</p>	<p>Pupils may have opportunities to revisit this Country Park or similar locations, with friends or family. Earth education leads naturally to young people taking part in conservation work.</p>