

Curriculum links overview

Lesson	Learning objectives	Sample activities	KS 3 National Curriculum links	Additional links at KS 2 and 4
<p>Lesson 1: Exploring viewpoints</p> <p>Pupils explore differing viewpoints to help shape their own ideas about whether the hunting ban should have been enforced and the implication of the Hunting Act.</p>	<ul style="list-style-type: none"> - Pupils examine the viewpoints of others to help shape their own viewpoint. - Pupils explore the viewpoints of others to be able to think about, express and explain views that are not their own. - Pupils question and debate topical issues in order to justify orally and then write up a personal opinion. 	<p>KS 3</p> <ul style="list-style-type: none"> - Hunting Act quiz allows teachers to identify levels of awareness about the subject. - Pupils match a range of short quotations to different viewpoints to explore different arguments. - Pupils write a letter to their friend telling them whether or not they want to join the Liberty and Livelihood March and explaining the reasons why. <p>KS 2</p> <ul style="list-style-type: none"> - Pupils examine evidence on the website and explore arguments through role play. <p>KS 4</p> <ul style="list-style-type: none"> - Consider sections of the Hunting Act and consider the rights, responsibilities and restrictions and how they would affect different interest groups. 	<p>Main National Curriculum links:</p> <p>KS 3 Citizenship: 3a - Consider other people's experiences and be able to think about, express and explain views that are not their own.</p> <p>KS 3 Citizenship QCA Unit 05: How the law protects animals - a local-to-global study.</p> <p>KS 3 Citizenship QCA Unit 14: Developing skills of democratic participation.</p> <p>KS 3 English: 1a-g, 2b-f, 3a-e -Speaking, listening, group discussion and interaction.</p> <p>Additional Curriculum links:</p> <p>KS 3 RE: 3k - Global issues: what religions and beliefs say about animal rights and the environment, moral viewpoints.</p> <p>KS 3 History: 3, 4a, b – Historical interpretation, evaluating sources.</p>	<p>KS 2 Citizenship QCA Unit 08: How do rules and laws affect me?</p> <p>KS 2 QCA Unit 03: Animals and Us.</p> <p>KS 2 History QCA Unit 18: What was it like to live here in the past?</p> <p>KS 2 English: 1a-f, 2a-e, 3a-f, 4a - Speaking, listening, group discussion and interaction, drama.</p> <p>KS 4 Citizenship: 2a-c, 3a, c - Research a topical political, moral or cultural issue by analysing information from different sources.</p> <p>KS 4 Citizenship QCA Unit 04: How and why are laws made?</p> <p>KS 4 Science: Moral debates about pest control, adaptations of animals to their environment, predators and genetics and how they affect the food chain.</p> <p>KS 4 Humanities 'issues' requirement for coursework.</p>

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<p>Lesson 2: Protest campaigns</p> <p>Pupils explore protest campaigns to develop understanding of civil liberties and freedom of choice.</p>	<ul style="list-style-type: none"> - Pupils identify and explore protest movements and campaigns. - Pupils think about issues and explore those relating to civil liberties and identity by analysing information linked to protest campaigns. - Pupils use prior knowledge of other examples of uprisings and protest movements e.g. Tolpuddle Martyrs, Chartists, Rebecca Riots and the Luddites. - Pupils look at viewpoints and examples of protest to explore motivations behind protest and justify a personal opinion about protest. 	<p>KS 3</p> <ul style="list-style-type: none"> - Pupils explore sources to identify different types of protest campaigns. - Pupils examine clothing linked to protest and logos related to a movement's message. - Pupils design a campaign plan/slogan/placard for a protest campaign. - Pupils use the Internet and local knowledge to research any protests relating to the hunting ban that were held in their local area. - Pupils compose a protest song or poem about an issue they feel strongly about. - Pupils follow the news to see if any protest campaigns are in the press or key figures linked to campaign movements. <p>KS 4</p> <ul style="list-style-type: none"> - Collect evidence about other Acts (historical and current) that touch on rights and responsibilities. 	<p>Main National Curriculum links:</p> <p>KS 3 Citizenship: 3a - Consider other people's experiences and be able to think about, express and explain views that are not their own.</p> <p>KS 3 Citizenship QCA Unit 05: How the law protects animals - a local-to-global study.</p> <p>KS 3 Citizenship QCA Unit 14: Developing skills of democratic participation.</p> <p>Additional Curriculum links:</p> <p>KS 3 English: 1a-g, 2b-f, 3a-e, 4a - Speaking, listening, group discussion and interaction, drama.</p> <p>KS 3 Art & Design: 1a - Explore ideas for different purposes and audiences.</p> <p>KS 3 History: 3, 4a, b – Historical interpretation, evaluating sources.</p>	<p>KS 4 Citizenship: 2a-c, 3a, c - Research a topical political, moral or cultural issue by analysing information from different sources.</p> <p>KS 4 Citizenship QCA Unit 04: How and why are laws made?</p> <p>KS 4 Humanities 'issues' requirement for coursework.</p>

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<p>Lesson 3: Reading between the lines</p> <p>Pupils develop skills in recognising bias, identifying opinion and fact and practice writing for a specific audience.</p>	<ul style="list-style-type: none"> - Develop use of language and practice writing in a persuasive style and for a specific audience. - Develop listening and interpretation skills and understand how to approach sources of evidence. - Develop using their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own as well as justify orally and write up a personal opinion. 	<p>KS 3</p> <ul style="list-style-type: none"> - Pupils examine images, adverts, articles and describe the scene then annotate the article/advert to identify examples of rhetoric and bias. - Split pupils into pairs with one assuming the role of journalist and one, photographer. Provide them with an assignment relating to an aspect of the hunting ban. - In groups, pupils design an advert relating to an aspect of the hunting ban. <p>KS 2</p> <ul style="list-style-type: none"> - Pupils look at newspaper cuttings and keep a file of nouns / verbs / adjectives / adverbs. - Pupils write a story about characters on the <i>Foxhunting: past, present, future?</i> website. 	<p>Main National Curriculum links:</p> <p>KS 3 Citizenship: 3a - Consider other people's experiences and be able to think about, express and explain views that are not their own.</p> <p>KS 3 Citizenship QCA Unit 05: How the law protects animals - a local-to-global study.</p> <p>Additional Curriculum links:</p> <p>KS 3 English: 1a-f, 2b-f, 3a-e, 4a - Speaking, listening, group discussion and interaction, drama, writing for public and formal purposes, develop their ability to evaluate the way language is used and explore social and moral issues.</p> <p>KS 3 History: 3, 4a, b – Historical interpretation, evaluating sources.</p>	<p>KS 2 English: 1a-f, 2a-e, 3a-e, 4a - Speaking, listening, group discussion and interaction, drama.</p> <p>KS 4 Humanities 'issues' requirement for coursework. Different interpretations of the same issue.</p> <p>KS 4 Citizenship: 2a-c, 3a, c - Research a topical political, moral or cultural issue by analysing information from different sources.</p>

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<p>Lesson 4: Changing places</p> <p>Pupils collect evidence to explore the anticipated and actual implications of the Hunting Act 2004.</p>	<ul style="list-style-type: none"> - Pupils develop understanding of the concept of 'our place' by identifying the implications of the Hunting Act 2004 on communities and the surrounding environment. - Pupils explore if people's perceptions of fox hunting have changed since the Hunting Act was implemented. - Pupils collect, record and present evidence drawing conclusions and justifying viewpoints. 	<p>KS 3</p> <ul style="list-style-type: none"> - Pupils create a mind map to identify people/groups that might be affected by the Hunting Act 2004 and what the possible implications of the Hunting Act might be. - Pupils use oral history evidence on the website to make a documentary 'Living with the ban' about the impact of the Hunting Act on individuals/ different interest groups. - Pupils use selective information about a character so that a team has to work together to solve the clues/questions to the character. - Discuss with the group if they see fox hunting as a local or national issue and if they feel it impacts upon their lives at all. Make a list of the responses. <p>KS 2</p> <ul style="list-style-type: none"> - Look at different laws passed through time to explore how society changes to reflect those laws. 	<p>Main National Curriculum links: KS 3 History: 3, 4a, b – Historical interpretation, evaluating sources.</p> <p>Breadth of study: Local history study.</p> <p>KS 3 Geography QCA Unit 1: Making connections – explore how the identity of areas where fox hunting was prevalent may have changed as a result of the Hunting Act 2004.</p> <p>KS 3 Geography Unit 5: Exploring England.</p> <p>KS 3 English: 1a-g, 2b-f, 3a-e, 4a, b - Speaking, listening, group discussion and interaction, drama.</p> <p>Additional Curriculum links: KS 3 Art and design QCA Unit 7c: Recreating landscapes.</p> <p>KS 3 Science QCA Unit 8D: Ecological relationships.</p> <p>KS 3 Citizenship: 3a - Consider other people's experiences and be able to think about, express and explain views that are not their own.</p> <p>KS 3 QCA Unit 05: How the law protects animals - a local-to-global study.</p>	<p>KS 2 Citizenship Unit 08: How do rules and laws affect me?</p> <p>KS 2 English: 1a-f 2a-e, 3a-f, 4a - Speaking, listening, group discussion and interaction, drama.</p> <p>KS 2 History: 3, 4 – Historical interpretation, enquiry, evaluating sources.</p> <p>History QCA Unit 18: What was it like to live here in the past?</p> <p>Breadth of study: Local history study.</p> <p>KS 4 Citizenship: 2a-c, 3a, c - Research a topical political, moral or cultural issue by analysing information from different sources.</p> <p>KS 4 Citizenship QCA Unit 04: How and why are laws made?</p> <p>KS 4 Humanities 'issues' requirement for coursework.</p>