

Main Curriculum links:

KS 3 History: 3, 4a, b Historical interpretation, evaluating sources, local history study

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

KS 3 Geography QCA Unit 05: Exploring England

KS 3 English: 1a-g, 2b-f, 3a-e, 4a, b Speaking, listening, group discussion and interaction, drama

Additional Curriculum links:

KS 3 Art and design QCA Unit 07c: Recreating landscapes

KS 3 Science QCA Unit 08D: Ecological relationships

KS 3 Citizenship: 3a Consider other people's experiences and be able to think about, express and explain views that are not their own

QCA Unit 05: How the law protects animals - a local-to-global study

Learning objectives:

- 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.

Introduction: This lesson has been designed to last approximately 50 minutes. It contains suggestions for activities, activity sheets and links to sources that provide opportunities to use secondary sources to explore knowledge and understanding of places and change. Pupils are to collect evidence to form the content of a documentary exploring the anticipated and actual implications of the Hunting Act 2004 on a community.

Please see the **virtual collection/supporting resources overview table** and **oral history overview table** in the 'supporting resources' area of the site for guidance to sources on *Foxhunting: past, present, future?* that can be used to provide evidence for the activities.

Starter activity: Lead pupils in creating 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.

Main activity: 'Real lives TV', a television production company, wants to make a short documentary film called 'Living with the ban' about the impact of the Hunting Act on different interest groups. The pupils are each given a character/group within the community to research using the Internet and *Foxhunting: past, present, future?* website. They should compare the actual implications of the ban with the anticipated changes and summarise how the Act has impacted upon the lives of different individuals/interest groups.

Pupils should complete *Activity sheet: Living with the ban* to identify facts and opinions that surround the impact of the Hunting Act on their lives from the perspective of their character and the supporting evidence. See the **oral history overview table** in the download area of the website for guidance.

The Activity sheet provides prompts to encourage pupils to explore areas that individuals feel may be affected by the Hunting Act such as personal choice, environment, conservation, traditions, working relationships, income and identity.

Some pupils examine the changing perceptions of hunting by examining representations of hunting in popular culture, literature, art and illustrations on household objects.

Pupils must then role play their character to present the evidence to be included in the documentary to the film producer (teacher).

OR:

Provide pupils with character case studies (*Activity sheet: Who am I?*) featuring sets of questions that they have to work through. Use selective information about a character so that a team has to work together to solve the clues/questions to the character.

Key questions: The following questions can be used to stimulate debate.

- What does the countryside mean to you?
- Have you ever thought about how the landscape developed?
- Has it always been like that?
- Will it always be there?
- Does your lifestyle affect it?
- What about the other methods of conservation and landscape management that are likely to replace hunting? How would these impact on foxes?
- Should hunting with hounds be reformed not banned? What are the options?
- What difficulties might the police have trying to enforce the Hunting Act 2004? Why?
- What might campaigners do after their campaign has met its objectives?
- How might the passage of the Hunting Act 2004 affect other country pursuits?

Plenary activity: 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.

Support activities: Draw a storyboard for the documentary, make a list of the characters and use the timeline of events to prompt key moments that the documentary might need to cover.

Pupils can use the Internet to research the costumes the characters might wear.

Buzz groups may be useful to reach decisions about the different characters.

Use the timeline download as the basis for a puzzle game based on snakes and ladders to chart the different events that led to the hunting ban.

Pupils could visit Melton Carnegie Museum or the Fashion Gallery at Snibston Discovery Park to research costumes that different characters might wear.

Extension activities: You may wish to use video equipment to produce the documentary. *Activity sheet: Setting the scene* can be used to help plan the production. Different roles should be assigned to the group including producer, director, narrator, sound, costumes, actors etc.

After acting out the scene each character should be put on the hot seat to answer questions posed by the rest of the class.

'The ban was based on utility and least suffering' – find out what that means.

Homework activities: Look for references to hunting and the Hunting Act 2004 in your local press.

It's January 2006 and as you have been watching a hunt as an observer. Write a short account of the hunt you witnessed and how it differed to a hunt scene before the ban.

Links to KS 2

Citizenship Unit 08: How do rules and laws affect me?

Activity: Look at different laws passed through time such as having to wear a seatbelt, dog licence, go to school till 16, how does society change to reflect those laws.

English: 1a-f 2a-e, 3a-f, 4a Speaking, listening, group discussion and interaction, drama

History: Historical interpretation, enquiry, evaluating sources

History QCA Unit 18: What was it like to live here in the past?

Breadth of Study: Local history study

Activity: Conduct a survey with family and friends to see if perceptions towards fox hunting have changed since the ban and if they think the ban has affected their surrounding area. Use *Activity sheet: Hunting Act survey* for guidance.

Links to KS 4

Citizenship QCA Unit 04: How and why are laws made and changed?

Humanities 'issues' requirement for coursework

Activity: Pupils undertake a more detailed enquiry. Provide opportunities for pupils to develop their thinking by encouraging them to pose their own questions around a specific issue, such as:

- How do you think views of the Hunting Act 2004 vary depending on where you live in the UK? Pupils should undertake research into their specific issue.
- How do you decide if hunting is cruel? Is it fair to compare it to other methods of wildlife management?

Reference to activity sheets:

Activity sheet: Living with the ban

Activity sheet: Setting the scene

Activity sheet: Hunting Act survey

Activity sheet: Who am I?