

# TEACHER NOTES

## Cross-Curricular Project

### Geography, Literacy, Maths/Science & Art



Education  
Destination

TAPNELL  
FARM PARK

## Contextual Summary

This is an on-site resource with post-visit activities.

The resource is started on-site with three or four group activities lasting about 30 minutes each.

Back at school, the project covers a range of subject areas including English, maths/science, art and the humanities.

Activities are designed to appeal to students of all abilities in key stage 1 (years 1-2).

### SUBJECT

Cross-curricular

### UNIT

Various

### OPPORTUNITIES FOR USE

- ✗ Pre-Visit
- ✓ On-Site Activity
- ✓ Post-Visit



Peripheral Task

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The on-site activities are intended for smaller groups to be completed on a rotation system.

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This work is intended to be teacher/adult led with the different

subject areas. There are 4 different tasks: [www.edudest.uk](http://www.edudest.uk)

Diagrams and Drawing. The project may be continued in the classroom, post-visit.

There are some suggested activities provided within this document for follow up work.

## Ability Levels

This resource is suitable for key stage 1 students of mixed ability.

There are higher and low ability work sheets provided for the on-site tasks.



P2-P3

### CURRICULUM / SYLLABUS

- ✓ National Curriculum 2014
- ✓ Curriculum for Excellence

Applies to Resource numbered:

1 5 2 0 2 1  
1 5 2 0 2 2

### Key skills practised in this unit:

- ▶ Application of learnt skills in a new context
- ▶ Self management & organisation
- ▶ Reading for information
- ▶ Higher order thinking skills
- ▶ Writing skills required for composition
- ▶ Observational skills.

## Relationship to Curriculum

These skills are required to be taught and practised as per the National Curriculum / Curriculum for Excellence, for key stage 1 subjects.

## Learning Opportunities

### Pre-Visit

- ▶ It would be useful to cover some of the skills and concepts before the visit, but not essential. Namely:
  1. The difference between wild and domestic animals
  2. Venn diagrams with 2 sets
  3. Features of descriptive writing as included in the pre-visit lesson plan.

### During the Visit

- ▶ Students complete the activities in the resources linked to this document: *Cross-Curricular Project!*

Resource ID: **152021** (KS1 lower ability) **152022** (KS1 higher ability)

### Post Visit

- ▶ Students can complete one of the many suggested project tasks as a follow up. See appendix 1 to this document.

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- ▶ Students could learn how to develop a topic within a range of subject areas.

[www.edudest.uk](http://www.edudest.uk)

- ▶ Any appropriate ideas from the students themselves should be followed up.

## Enrichment Opportunities

- ▶ There are opportunities for discussion, for forming opinions, and for the use of ICT.

## Learning Outcomes

- ✓ Students will have demonstrated a range of skills involved in a cross-curricular study.
- ✓ The project will reinforce skills learnt in a range of subject areas.
- ✓ New knowledge will be encountered on a 'want/need to know' basis which will add to the building of background knowledge which, in turn, will impact on subsequent learning.

For further details visit [educationdestination.co.uk](http://educationdestination.co.uk)

- ▶ Hundreds more resources
- ▶ Search by age, subject, exam board
- ▶ Virtual venue tours and maps
- ▶ Bespoke online itinerary builder
- ▶ Risk assessments
- ▶ Travel and accommodation



## Appendix 1: Post visit activity suggestions

### Literacy Ideas

#### Descriptive Writing

- ▶ Follow up the writing task getting pupils to work on drafts based on their on-site activity and then to copy up in best.

#### Letter writing

- ▶ Write a thank you letter to the park telling them the bits you enjoyed the most and why.



### Maths/Science ideas

- ▶ Work on other categories for Venn diagram.

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A world map could be put up in the classroom and pictures of animals connected to the map with string showing the origins.

[www.edudest.uk](http://www.edudest.uk)

- ▶ Investigate other domesticated or introduced animals.

### Art and Design

- ▶ Observational drawings could be mounted and displayed.
- ▶ Copies could be sent to Tapnell for display.



## Appendix 2: Answers to worksheets

152021

- KS1 lower ability



### Page 1

answers could be:

Meerkat ... **S Africa**

Sheep ... **Europe & Asia**

Goat ... **SE Asia & E Europe**

Pig ... **Europe**

Wallaby ... **Australasia**

Chicken ... **Asia**

### Page 3

Animals with claws = **W**allaby, **M**eerkat

Farm Animals = **P**ig, **S**heep, **G**oat

A farm animal with claws = **C**hicken

Animals on 2 legs = **M**eerkat, **W**allaby, **C**hicken

Animals with hooves = **S**heep, **P**ig, **G**oat

Animals with hooves that stand on 2 legs = none.

All mammals on 2 legs have **claws**.

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152022

- KS1 higher ability

[www.edudest.uk](http://www.edudest.uk)

### Page 1

Meerkat ... **S Africa**

Sheep ... **Europe & Asia**

Goat ... **SE Asia & E Europe**

Pig ... **Europe**

Wallaby ... **Australasia**

Chicken ... **Asia**

### Page 4

Animals with claws = **W**allaby, **M**eerkat

Farm Animals = **P**ig, **S**heep, **G**oat

A farm animal with claws = **C**hicken

Animals on 2 legs = **M**eerkat, **W**allaby, **C**hicken

Animals with hooves = **S**heep, **P**ig, **G**oat

Animals with hooves that stand on 2 legs = none.

All mammals on 2 legs have **claws**.

### Page 2

Described animal is a hen (chicken).

Suggested reason: this is to give them extra grip. As claws can spread they are able to adapt better to the change of balance. Imagine doing a handstand on your fists!!!

