

Lesson Plan Curriculum Links

National Curriculum Links

Key Stage	Geography	Science
2	Place knowledge Human and physical geography	Working scientifically Living things and their habitats Animals including humans
3	Place knowledge Human and physical geography	Biology - Interactions and interdependencies

Welsh Curriculum Links

Key Stage	Geography	Science
2	Skills <i>Locating places, environments and patterns</i> 1 <i>Communicating</i> 1, 2	Range <i>Interdependence of organisms</i> 5, 7
3	Skills <i>Locating places, environments and patterns</i> 1, 2 <i>Communicating</i> 1	Range <i>Interdependence of organisms</i> 4, 5, 6

Differentiation of activities

- A lot of the activities are quite easy to differentiate as they are group activities. Depending on the outcome which the teacher would like to achieve pupils can be grouped or paired with students of the same ability, or perhaps more efficiently with students of differing abilities. The less able students will benefit from working with more able students, and more able students will develop their understanding of the topic if they have to explain it to others.
- The research activity is differentiated as it allows for students to put as much detail as their ability requires into it and the outcome will therefore be differentiated by both ability and levels of effort and understanding.

LESSON 1

Age Range	KS2/3
Resources Required	<p>A computer room or access to laptops and tablets with internet access is required for this lesson.</p> <p>Access to the school library may also be beneficial for this lesson.</p> <p>Teaching booklet (created with this lesson plan in mind).</p> <p>Powerpoint slides from website.</p> <p>Additional resources from website at www.gamekeeperstrust.org.uk</p>

Aim	<ul style="list-style-type: none"> To be able to name and identify different types of deer.
Starter Activity	<p>Before handing the teaching pack out get students to work in pairs on whiteboards to write down anything they already know about deer. Prompting questions could include – types of deer, names of male and female deer, habitat deer are found in and the food that they eat.</p> <p>Ask each pair to feedback one piece of knowledge and create a mind map on the board or on the computer that students can refer back to at the end of this teaching unit.</p>
Main Body	<p>Hand teaching packs out and introduce the different types of deer, showing the students the different pictures on the board.</p> <p>Complete activity 1 on page 3 in pairs or groups of 3.</p>
Finishing Activity	<p>Ask students to hand these fact files to the teacher to read through before next lesson. Ask students to write down one thing that they have learnt this lesson on a post it note and to stick it to the teachers desk on the way out.</p>

LESSON 2

Age Range	KS2/3
Resources Required	Students fact files which were created last lesson. Activity 2 from lesson resource booklet blown up onto A3 paper. Teaching booklet (created with this lesson plan in mind). Powerpoint slides from website. True deer, False deer sticks Additional resources from website at www.gamekeeperstrust.org.uk

Aim	<ul style="list-style-type: none"> To be able to name and identify different types of deer. To be able to classify deer according to their species and gender.
Starter Activity	Hand fact files back to students and ask them to read through them for 5 minutes, thinking of the key points that they will need to share with their classmates.
Main Body	Complete activity 2 - Ask students to feedback the key points from their research and the rest of the class to fill in the factfile on page 4 or on the A3 version if they prefer. Move onto classification of deer. Introduce the different ways that deer can be classified on page 5 . Complete activity 3 on page 5 . Ask students to create 8 true or false statements based on their knowledge of deer so far and get them to swap these with another student in the class.
Finishing Activity	Whilst students are creating their true and false statements collect some to share on the board. Students to use whiteboards or 'true deer, false deer' sticks (attached to document) to show whether they think these statements are true or false! This also allows the teacher to check both class and individual knowledge on the subject up to this point.

LESSON 3

Age Range	KS2/3
Resources Required	Teaching booklet (created with this lesson plan in mind). Powerpoint slides from website. Additional resources from website at www.gamekeeperstrust.org.uk

Aim	<ul style="list-style-type: none"> To understand the life cycle of deer To be able to name and identify the predators of deer
Starter Activity	Show students the pictures relating to activity 4 and ask them to think about what these pictures show. Feedback to class.
Main Body	Complete activity 4 - Ask students to match the statements to the pictures of the deer that they have just discussed and feedback to the class. Then introduce the predators of deer on page 7 and talk students through <i>why</i> these animals would hunt deer.
Finishing Activity	Introduce homework extension activity. Ask students to pick one of the predators of deer and find out 3 facts about it ready for next lesson. If time is left at the end of this lesson students can try to think of 3 facts and check their knowledge for homework.

LESSON 4

Age Range	KS2/3
Resources Required	Students homework on predators Teaching booklet (created with this lesson plan in mind). Powerpoint slides from website. Additional resources from website at www.gamekeeperstrust.org.uk

Aim	<ul style="list-style-type: none"> To be able to name and identify the predators of deer. To understand the reasons for population growth in deer and to understand the problems associated with this.
Starter Activity	Students to feedback their facts about the predators of deer to the class. Students can annotate these facts onto page 7 of their booklet if they wish.
Main Body	Introduce the idea of population growth in deer. Ask students to complete activity 5 – what do they think the problems associated with a large population of deer may be? Get them to feedback to the class. Then complete activity 6 . Students have pictures and prompt words on pages 9 & 10 to help them describe the problems associated with large deer populations. Discuss these with students once they have finished.
Finishing Activity	Finish the lesson with activity 7 . Students to discuss in pairs before sharing with the class the problem that they think is the most severe and which one will have the biggest impact in the future.

LESSON 5

Age Range	KS2/3
Resources Required	Teaching booklet (created with this lesson plan in mind). Powerpoint slides from website. Additional resources from website at www.gamekeeperstrust.org.uk

Aim	<ul style="list-style-type: none"> To gain an understanding of successful deer management
Starter Activity	Ask students to think about the problems associated with large deer populations from last lesson. Complete activity 8 . Students to think of their own solutions to some of these problems and feedback to the rest of the class.
Main Body	<p>Reiterate the solutions that students come up with that fit into successful deer management. Ask students to have a go at completing activity 9. The missing words for the paragraph are at the bottom of page 12. Go through this activity with students.</p> <p>Then introduce the role of the deerstalker. Show students the information on page 13 and talk them through it.</p> <p>Ask students to complete activity 10 in pairs. Put these pictures up on the board and get students to annotate their thoughts onto these pictures.</p>
Finishing Activity	Ask students to think about activity 11 . Get them to write down their most important thought on a post it note and stick this to the teachers desk on the way out.

LESSON 6

Age Range	KS2/3
Resources Required	<p>Post it notes from lesson 5</p> <p>Maybe a computer room, or tablets and laptops with internet access.</p> <p>Teaching booklet (created with this lesson plan in mind).</p> <p>Powerpoint slides from website.</p> <p>True deer, false deer sticks</p> <p>Additional resources from website at www.gamekeeperstrust.org.uk</p>

Aim	<ul style="list-style-type: none"> To gain an understanding of successful deer management
Starter Activity	<p>Discuss points from post it notes from last lesson with students. Maybe put statements onto a powerpoint and ask students to discuss the views in pairs for 30 seconds after each one comes up. Students could then use the 'true deer, false deer' sticks to show whether they agree or disagree with other classmates views.</p>
Main Body	<p>Talk to students about the reasons for deerstalking. Inform students about what happens to the deer once it has been shot.</p> <p>Get students to complete activity 12. Students can share their ideas with the class, or, if a computer room is booked students can type these ideas up and email them to the teacher so that the teacher can create a 'menu' of venison products.</p>
Finishing Activity	<p>Complete activity 13 if possible. If not, share students ideas with the class and use the 'true deer, false deer' sticks to show classmates whether or not they would want to eat the meals that they have thought up.</p>

LESSON 7

Age Range	KS2/3
Resources Required	Teaching booklet (created with this lesson plan in mind). Powerpoint slides from website. Additional resources from website at www.gamekeeperstrust.org.uk

Aim	<ul style="list-style-type: none"> To gain an understanding of successful deer management
Starter Activity	Discuss the main points from the unit. Students could write these on whiteboards and share with the rest of the class. A student could be nominated to be a 'scribe' and type these up for reference and comparison to the thoughts students had at the start of lesson 1.
Main Body	Introduce activity 14 . Students to work in pairs to plan the main points they would like to make in their letter. Students to complete activity 15 individually and in exam style conditions (they can use their booklet and plan however.) This will allow the teacher to check individual understanding of the topic.
Finishing Activity	Pick students to share their letters with the class. Hand letters in on the way out so that students can receive prizes at the start of next lesson.

LESSON 8

Age Range	KS2/3
Resources Required	<p>Students letters from lesson 7</p> <p>Computer room or laptops / tablets with access to internet</p> <p>Teaching booklet (created with this lesson plan in mind).</p> <p>Powerpoint slides from website.</p> <p>Additional resources from website at www.gamekeeperstrust.org.uk</p>

Aim	<ul style="list-style-type: none"> To gain an understanding of successful deer management
Starter Activity	Award prizes for letters and discuss the reasons why these letters have been chosen. Praise ALL students for their hard work and level of understanding.
Main Body	<p>Ask students to complete activity 16. Discuss key conclusions with the class and ensure students write these into the box at the bottom of page 18.</p> <p>Show students how to create a quizlet profile. Ask students to complete activity 17 and send the link to the teacher. Students also need to complete activity 18 and let the teacher have these.</p>
Finishing Activity	Best to do this at the start of next lesson. Create a test (activity 19) using both student questions and teacher devised questions. Students to peer assess one another. After this students to mark themselves on the blob tree on page 20 to show their grasp of this topic.