

LESSON 1

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| Age Range | KS4/KS5 |
| 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 | <ol style="list-style-type: none"> To understand the life cycle and environmental requirements of a grey partridge. To understand the distribution of grey partridges To understand the reasons for the decline in grey partridges |
| Starter Activity | <p><i>The lifecycle of a grey partridge</i></p> <p>Watch the video and look at the information on page 2 of the teaching booklet. Summarise the key requirements for survival & feedback to the class.</p> |
| Main body of lesson | <p>Range of activities, pace determined by teacher depending on ability and understanding of students. Exploring habitats that partridges thrive in, reasons for their decline and linking this to other species.</p> <ol style="list-style-type: none"> Introduce habitat that allows grey partridges to thrive (writing at top of page 3 of teaching booklet). Show pictures on page 3 and 4 to students. Group activity – discuss factors which meant that grey partridge thrived in these conditions. Feedback to class Distribution over time <ul style="list-style-type: none"> Sussex case study – Describe the change in partridge population over time – extension activity – begin to think about <u>why</u> these declines occurred (in pairs – quiet discussion). Introduce the two reasons for decline. Discuss modern farming and how this has led to a decline in the number of grey partridges in groups and feedback to the class. <ul style="list-style-type: none"> Could use ‘textwall’ website to feedback to the class and then create a class summary poster from this website (can be handed out to students next lesson/emailed to them/shared on the online learning platform). Fieldsport feedback. Introduce (writing at top of page 8). Describe and interpret the graph. What has happened to the rate of change? Summarise by reading the two points at the top of page 9 in teaching booklet. Discussion point to complete section – what are the impacts on other species? Work in groups of 3 or 4 where each group is expected to feedback one thing to rest of group. |
| Finishing Activity | <p>Think of 1 question and its related answer relating to the information covered in this lesson.</p> <p>At the beginning of next lesson students will be paired with each other (not necessarily the person next to them / their friends).</p> <p>They will have the opportunity to ask / answer questions relating to this lesson for the first 5 minutes of the next lesson.</p> |

LESSON 2 / THEME 2

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| Age Range | KS4/KS5 |
| Resources Required | Teaching booklet (created with this lesson plan in mind). Powerpoint slides from website. Additional resources from website at www.gamekeepertrust.org.uk |

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| Aim | <ol style="list-style-type: none"> To understand the future sustainability of the grey partridge Can farming be made more sustainable? |
| Starter Activity | <p><i>Students were asked to think of one question relating to the information studied in the previous lesson and to bring it with them. Pair students up and get students to take it in turns answering and asking their questions. Choose 3 students to share their questions with the class and use mini whiteboards to answer these questions.</i></p> |
| Main body of lesson | <p>Range of activities, pace determined by teacher depending on ability and understanding of students. Exploring the sustainability of the grey partridge and the practices that impact upon its survival both positively and negatively. Number of lessons and length of lessons is obviously determined by the school environment in which the lessons are being taught.</p> <ol style="list-style-type: none"> Introduce idea that farming may need to become more sustainable. Type 'intensive farming' into Google and show students pictures of modern farming techniques. <ul style="list-style-type: none"> Snowballing Activity 6 – think about how farming can be made more sustainable, following the instructions in the lesson booklet on page 11. Feedback to class and create a spider diagram. At the bottom of the box create a summary sentence about how farming can be made more sustainable. How does farming link to other areas of society? <ul style="list-style-type: none"> Fill in the table for Activity 7. Think about how improvements to farming may affect other areas of society both positively and negatively and feedback to class. Can allocate each student a number and have a bowl of paper with numbers on at the start of the class and pick numbers out to choose which students feedback. Introduce the idea that in order for grey partridge to thrive, chicks must survive. Show students the pictures in the pack of chicks favourite insects and explain how the availability of insects can be improved. <ul style="list-style-type: none"> Activity 8: Read the summary of decreased use of pesticides and ask the students to highlight the key points. Feedback to class to ensure whole class understanding. Conservation Headlands: Outline the key ideas on page 15 and explain the diagram. Turn to page 16 and introduce the case study – do conservation headlands improve the number of grey partridges in an area? <ul style="list-style-type: none"> Study the resources on page 16 and 17 and create a summary of |

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| | <p>how conservation headlands have impacted on numbers of grey partridges. Feedback to the class, asking each student to either make a point or develop a point.</p> |
| Finishing Activity | <p>Ask students to write down one thing that they have learnt on a post it note and to stick it to the door on the way out.</p> <p><i>Recap the key aims from the previous lesson.</i></p> <p><i>3 questions on the board, each student has a whiteboard and pen in front of them on which to answer the questions. Students then feedback to each other and the rest of the class. Questions can be anything to do with what the students learnt last lesson, for example : 'What are the environmental requirements to ensure survival of the grey partridge?'</i></p> |

LESSON 3 / THEME 2

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| Age Range | KS4/KS5 |
| Resources Required | Teaching booklet (created with this lesson plan in mind). Powerpoint slides from website. Additional resources from website at www.gamekeeperstrust.org.uk |

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| Aim | To understand the future sustainability of the grey partridge <ul style="list-style-type: none"> • Should shooting of the grey partridge be banned? • Biodiversity Action Plan • Creation of Potential Habitats |
| Starter Activity | <i>Recap the key aims from the previous lesson.</i> <i>Students to all say one way in which they believe agriculture can be improved in order to increase numbers of grey partridges.</i> |
| Main body of lesson | <p>Range of activities, pace determined by teacher depending on ability and understanding of students. Exploring the sustainability of the grey partridge and the practices that impact upon its survival both positively and negatively. Number of lessons and length of lessons is obviously determined by the school environment in which the lessons are being taught.</p> <ol style="list-style-type: none"> 1. Introduce idea that the decline in the grey partridge community was first noticed by the game keeping community. <ul style="list-style-type: none"> • Activity 10. Examine the map and describe how the number of gamekeepers in different areas of the UK has changed since 1911. (Can find actual answer to this on the powerpoint slides. • Activity 11. Discuss the idea that the smaller the number of gamekeepers, the smaller the number of grey partridges (linking back to graphs of partridge populations from previous lessons. 2. Discuss the predators that are a threat to the grey partridge <ul style="list-style-type: none"> • Label the pictures to name the predators and ask students to state which one is the most serious, and why. 3. Summarise the fact that a reduction in shooting in an area will actually lead to a reduction in the number of grey partridges using the information on page 20 of the teaching pack. Then introduce the Salisbury Plain predator control experiment. <ul style="list-style-type: none"> • Activity 13: Examine the resources on page 21 and 22 and summarise the effects of predator control on the grey partridge population. Could use textwall in order for students to each text one finding to the board and then create a word document which can be emailed to students to summarise the findings from this activity. 4. Spend a short term introducing the Biodiversity Action Plan and how it links to grey partridge populations (page 23). Explain that this, along with the creation of potential habitats and managed levels of |

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| | <p>gamekeeping in an area will lead to increased numbers of grey partridge.</p> <ul style="list-style-type: none">• Discuss the pictures on page 24 and ask students to outline 'the perfect habitat' for grey partridge. These pictures and descriptions can be printed on A3 paper from the powerpoint and used as prompt cards if required (<u>differentiation</u>). |
| Finishing Activity | Students to write down one thing that they want to learn more about and refer back to this next lesson. |

LESSON 4 / THEME 3

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| Age Range | KS4/KS5 |
| Resources Required | Teaching booklet (created with this lesson plan in mind). Powerpoint slides from website. Additional resources from website at www.gamekeeperstrust.org.uk |

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| Aim | <p>Can numbers of the grey partridge be successfully increased?</p> <ul style="list-style-type: none"> • Case studies relating to successful projects • The Norfolk estate, Sussex |
| Starter Activity | <p><i>Ask students their own opinion on whether numbers of the grey partridge can recover.</i></p> <p><i>Ask them to jot this down somewhere and refer back to it at the end of this section – have their opinions changed?</i></p> |
| Main body of lesson | <p>Range of activities, pace determined by teacher depending on ability and understanding of students. Exploring the sustainability of the grey partridge and the practices that impact upon its survival both positively and negatively. Number of lessons and length of lessons is obviously determined by the school environment in which the lessons are being taught.</p> <ol style="list-style-type: none"> 1. Summarise the perfect potential habitat for grey partridges from page 25 and introduce the ideas of the case studies. <ul style="list-style-type: none"> • Activity 15. Pair students up (either same ability/mixed ability depending on how teacher wishes to differentiate this). Students are to use web links on page 26 as a starting point to create a one page factfile about the Norfolk estate. Students will need to word process this and email to the teacher by the end of the lesson. Teacher will then look at these before next lesson and question students accordingly on their findings. |
| Finishing Activity | Ask students to email completed fact files to teacher by end of the lesson. |

LESSON 5 / THEME 4

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

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| Aim | Can numbers of the grey partridge be successfully increased? <ul style="list-style-type: none"> Case studies relating to successful projects <ul style="list-style-type: none"> The Norfolk estate, Sussex The Royston Project and Protocol |
| Starter Activity | <i>Teacher to ask students to feedback their findings from previous lesson to class. Maybe allocate a 'typist' to create a word document of the whole class summary which can then be emailed to students for their own reference.</i> |
| Main body of lesson | Range of activities, pace determined by teacher depending on ability and understanding of students. Exploring the sustainability of the grey partridge and the practices that impact upon its survival both positively and negatively. Number of lessons and length of lessons is obviously determined by the school environment in which the lessons are being taught. <ol style="list-style-type: none"> Introduce the Royston Project <ul style="list-style-type: none"> Activity 16: Use a highlighter to outline the key processes which should be followed. Critically evaluate the success of the Royston Protocol using the information on pages 28 and 29 and feedback to the class. |
| Finishing Activity | Ask students to assess how successful the Royston Protocol was, and as a differentiation of this task teachers could ask the more able students to assess its sustainability and successes in relation to the Norfolk Project. |

LESSON 6 / THEME 3

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| Age Range | KS4/KS5 |
| Resources Required | Teaching booklet (created with this lesson plan in mind). Powerpoint slides from website. Additional resources from website at www.gamekeepertrust.org.uk |
| Aim | <p>Can numbers of the grey partridge be successfully increased?</p> <ul style="list-style-type: none"> Case studies relating to successful projects <ul style="list-style-type: none"> The Jacques Hicter Project <p>Conclusions</p> |
| Starter Activity | |
| Main body of lesson | <p>Range of activities, pace determined by teacher depending on ability and understanding of students. Exploring the sustainability of the grey partridge and the practices that impact upon its survival both positively and negatively. Number of lessons and length of lessons is obviously determined by the school environment in which the lessons are being taught.</p> <ol style="list-style-type: none"> Introduce the Jacques Hicter Project and show the graph which outlines its successes. <ul style="list-style-type: none"> Show the video from the web link in the teaching unit. Students to make notes and then feedback to class to summarise. Activity 16: critically evaluate the success of the Royston Protocol using the information on pages 28 and 29 and feedback to the class. Discuss the issues explored within this unit and start to summarise the grey partridge situation. <ul style="list-style-type: none"> Complete a summary of the unit on page 31 (activity 18) and discuss the key questions on this page. Summarise the key conclusions on page 32 and complete the summary activities to the end of the unit. <ul style="list-style-type: none"> Activity 19: create a key word table for this unit (see finishing activity for homework.) Activity 20: Devise 2 questions and answers about the unit. (see finishing activity for homework). |
| Finishing Activity and link to test for final lesson | <p>Homework</p> <ol style="list-style-type: none"> Create a quizlet quiz relating to Activity 19 in the unit (follow instructions in unit and then instructions on website. Send this link to your teacher for revision purposes. Email your two questions and answers to your teacher ready for the test. <p>TEST at beginning of next and final lesson on this topic devised from the class questions and answers emailed to the teacher. Students can then peer mark and set targets ready for next unit of learning.</p> |