

NC/QCA links within worksheets

| Worksheet | Links to National Curriculum and QCA | |
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| <p>Minibeasts</p> <ul style="list-style-type: none"> • W1 Minibeast observation • W2 A bird's diet • W3 Finding minibeasts • W4 Comparing two habitats • W5 Looking at minibeasts • W6 How many minibeasts? • W7 An insect has... • W8 Minibeast foodchains • W9 Wildlife at Oare Gunpowder Works • ID1 What's this minibeast called? • TG1 My minibeast databank display example <p>Pond life</p> <ul style="list-style-type: none"> • W10 Pond animals observation | <p>National Curriculum Science</p> <p>KS1 Sc1 1, 2f and h Sc2 1a and b, 2a and e</p> <p>KS2 Sc1 2f and h Sc2 5b</p> <p>KS1 Sc2 1b KS2 Sc2 1a</p> <p>KS1 Sc1 1 and 2 b, h and i KS2 Sc2 5b and c</p> <p>KS1 Sc1 1 Sc2 b, h and i, 5b KS2 Sc1b 2i, j and k Sc2 5b and c Breadth of study 1d</p> <p>KS2 Sc1 2f Sc2 4b</p> <p>KS1 Sc1 2f KS2 Sc1 2h</p> <p>KS1 Sc2 2a, 4b</p> <p>KS2 Sc2 1, 5d and e</p> <p>KS2 4b and 5b</p> <p>KS1 Sc2 5a KS2 Sc2 4a, b and c</p> <p>KS2 Sc2 2h 2d Breadth of study 2a</p> <p>KS1 Sc1 1, 2f and h Sc2 1a and b, 2a and e</p> <p>KS2 Sc1 2f and h Sc2 5b</p> | <p>QCA</p> <p>4b and 6a 2b</p> <p>4b feeding relationship in a habitat</p> <p>2b and 4b</p> <p>4b and 6a</p> <p>4b</p> <p>4b</p> <p>4b and 6a</p> <p>4b and 6a</p> <p>4b and 6a</p> <p>4b</p> <p>4b and 6a</p> <p>b and 6a</p> |

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| <ul style="list-style-type: none"> W11 Pond food chains ID4 and ID5 Pond minibeasts identification guide | <p>KS2 Sc2 1, 5d and e</p> <p>KS1 Sc2 5a KS2 Sc2 4a, b and c</p> | <p>4b and 6a</p> <p>4b</p> |
| Flowers and Trees | | |
| <ul style="list-style-type: none"> W12 and W13 How to find out the age of a tree | Numeracy KS2 Ma2 3j | NNS multiplication and division units year 6 |
| <ul style="list-style-type: none"> W 14 Tree seed distribution | KS2 Sc2 1b | 5b |
| <ul style="list-style-type: none"> W15 The use of trees at Oare Gunpowder Works | KS2 Sc3 1a | 5b |
| <ul style="list-style-type: none"> ID2 Identifying trees from leaves | KS1 Sc2 5a KS2 Sc2 4a, b and c | 2b and 5b |
| <ul style="list-style-type: none"> ID3 What type of seed have I found? TG3 Tree seed dispersal – teacher’s guide | KS2 Sc2 4a KS2 Sc2 1b | 2b and 5b |
| <ul style="list-style-type: none"> ID6 Flower identification sheet | KS2 Sc2 4a | 2b, 4b and 6a |
| Pond Dipping and minibeast hunting | KS1 Sc2 2e KS2 Sc1 2e | 4b |

| | National Curriculum | QCA |
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| <ul style="list-style-type: none"> H1 The Great Explosion | <p>Science KS2 Sc3 (materials and their properties)</p> <p>English KS2 EN2 3c and Breadth of study 9b</p> <p>NLS guided reading and yr5 T3 text level 17</p> <p>History KS2 4a, 5c and 7</p> | <p>*Units 5 and 7 Link to these worksheets</p> |
| <ul style="list-style-type: none"> H2 Why build a gunpowder works at Oare? | <p>History KS2 2c and 4b</p> <p>Geography (settlement and location) KS2 3b and 7a</p> | * |
| <ul style="list-style-type: none"> H3 Gunpowder testing | Science KS2 Sc1 2d | * |
| <ul style="list-style-type: none"> H4 Gunpowder-A recipe for disaster | <p>History KS2 2a</p> <p>English KS2 2 3a and c</p> | * |
| <ul style="list-style-type: none"> H5 The transportation of gunpowder | History KS2 2a | * |

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| <ul style="list-style-type: none"> • H6 Water transport | History KS2 4a | * |
| <ul style="list-style-type: none"> • TG4 The late gunpowder explosion at Faversham | NLS-guided reading and yr4 T2 word level 11 and yr6 T1 word level 7 | * |
| <ul style="list-style-type: none"> • TG5 Gunpowder Manufacture | (Links to H4) | * |
| <ul style="list-style-type: none"> • TG6 Matchlock and Flintlock muskets | English- KS2 EN2 2c and 7b | * |
| <ul style="list-style-type: none"> • TG7 Useful for teachers: web-sites and publications about gunpowder manufacture | | |

NC = National Curriculum KS = Key Stage QCA = Qualifications and Curriculum Authority
NLS = National Literacy Strategy T = term

Science

Pondlife

- Find out more about the animals you caught and the life cycles of these animals
- Many pond animals have a land counterpart such as; pond snail-land snail, water beetle-land beetle, waterlouse-woodlouse, various water worms-land worms. Use reference material to find out how they differ in terms of how they breathe, move and feed. (NC KS2 Sc2 5a and b)
- Develop the use of food chains into food webs, as some animals will form part of more than one food chain due to their varied diet. Make this into a display-large mural, hanging mobiles or collage (NC KS2 Sc2 5d and e QCA 4b and 6a)
- If you do not already have a pond within your school grounds, think about designing and then making your own pond, to encourage wildlife. Advice on constructing and managing ponds is available from www.kentwildlife.org.uk/usefulinfo/wildlife/ispages/isponds.html

Trees

- Look in more detail at a woodland habitat and the inter-relationships of food chains and food webs (NC KS2 Sc2 5d and e QCA 4b and 6a)
- Carry out tree seed germination experiments; exposing them to different conditions (NC KS1/2 Sc2 3a,c and d QCA 5b)
- Make regular visits to the site or a nearby woodland and investigate/record the seasonal changes. For example within the school grounds each child attaches a labelled tie to part of a tree and they observe the changes in their small branch over the course of the school year, through drawing and describing their observations (NC KS2 Sc2 3b and d QCA 5b Art KS2 1b and 5a)
- Give children small piece of card with double sided tape on, to which they can attach small samples of the leaves, seeds or petals they find. Note-try and collect these off the ground and not take all from the same area, (NC KS2 Sc2 3d QCA 5b)

Minibeasts

- Investigate another two contrasting habitats; why are they different? -think about the different types of creatures and plants that live there. E.g. sand dunes and woodland (KS2 Sc1b 2i, j and k Sc2 5b and c. Breadth of study 1d QCA 4b and 6a)
- Have a look at other insect life cycles (NC KS1 SC2 1c, KS2 Sc2 1 QCA 4b 5b and 6a)
- Look at pollination and the importance of insects as pollinators (NC KS2 Sc2 3d QCA 5b)

- Search for minibeasts in school grounds or local park and identify them. Discuss where they were found and why they live there (KS2 Sc1 2e QCA 2b, 4b and 6a)

Flowers

- Discuss why some flowers are brightly coloured, scented and have sweet nectar-to attract insects, which can transfer pollen. The flowers of wind pollinated plants do not need these features. Why? Trees often have pollen and seed flowers separately, some on same plants-hazel and some on separate-holly. (QCA 5b)
- Look more closely at the different parts of a flower, draw your flower and label all the parts-stamen, stigma, style, petal, sepal (QCA 5b)

Habitats

- Grassland habitat is easy to recreate in school grounds. Plant a selection of native wild flowers, native grasses, install woodpiles, rocks and even a pond! Links KS2 Sc2

History

- Link to the gunpowder plot (NC KS1 2a and QCA unit 5)
- Link to local history if you are from the Faversham area (NC KS1 4a,6b KS2 4a, 7)
- Transport-advantages and disadvantages of transporting gunpowder in certain ways (NC KS2 11a QCA unit 12)

Literacy

- Poetry relating to the site; by the pond, woodland, grassy glade, at one of the buildings, about gunpowder etc. Write poetry using sound to create effects (NC KS1 En3 9a and c, 12 KS2 En3 9a and 12 NLS yr3 T3 text level 15, NLS yr4 T1 text level 14, NLS yr6 T1 text level 10)
- Vocabulary-Stand at a certain point; mill pond, corning house and give 10 words to describe the place (NC EN1 1b 8c KS2 En1 1a NLS word level yr 1 and 2) or extend to using adjectives (NC KS1 EN3 7b KS2 En3 7a NLS yr 4 word level 14)
- Vocabulary – looking at words and expressions that have changed over time- 'twas' and 'tho' (using 'The late gunpowder explosion at Faversham' poem) (NLS yr4 T2 word level 11 and yr6 T1 word level 7)
- Drama- Use workers details as a basis for drama work revolving around working at Oare. Hot-seating of gunpowder characters or Role-play; imagine it is the 1800's and a company wants to set up a gunpowder works nearby, put pupils into different groups that would have various opinions as to whether good or bad idea-local people, unemployed, company etc OR based around a conflict today over the uses of another local habitat e.g. recreation, commercial felling, housing. (NC KS1 EN1 3c and e, 4 and 11 KS2 En1 3, 4a and c, 11a NLS yr5 T3 text level 19, yr6 T2 text level 18 and 19)
- Guided Reading-Using the 'Explosion at Faversham' poem and then discussing what has happened, ask questions getting the pupils to pick out the relevant parts of the text and then discuss the implications-for the workers, family members and cotton works.

Art

- Record from first hand (NC Art KS1 1a and 5a, KS2 1a and c, 5C)
- Bark rubbings (NC Art KS1 4a (texture), 5a and KS2 5a, QCA 2b)
- Leaf collage (NC Art KS1 and KS2 5c)
- Use digital cameras to record visit (NC Art KS1 and 2 5c)

Music (NC KS1 and 2, 4a and 5b QCA unit 2,9,13 and 21)

- Make a list of all the sounds you heard when visiting the Gunpowder works, then create your own woodland sounds using different instruments
- Try to recreate the sounds that you may have heard when the Gunpowder site was in use

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