Planning for Mantle of the Expert: The Meadow

	1. Theme	**The Meadow** - Is Nature Important?	
	1. Overview of the Students' Learning	3. Things that make the theme interesting	4 . Inquiry Questions
Stage 1 Foundations ↓	The changing seasons, characteristics of each season. Different kinds of plants – flowers, trees, bushes, grass, etc Trees grow season by season; different parts of a tree Questions; following instructions; understanding narrative Sharing ideas, collaborating, solving problems Using resources and materials That things deteriorate over time if not cared for and maintained The purpose of a community meadow Taking responsibility and helping others The different purposes of writing – to remember, to inform, to entertain Field work Locality Study	A meadow and things in a meadow – plants, creatures, trees, a river and a pond etc. A team who need help. Animals and plants of different kinds. Plants and trees Equipment – especially scientific equipment. Linking to a local area – pond and nature around school Community links- real purpose	- What jobs need to be done to maintain the environment? - What responsibility do we have to one another, to help and give creatures a hand? - How do buildings, plants, and people need to be cared for, maintained and looked after? - How can information be communicated through words and images so we can tell people things they need to know? - Is nature important?
	5. The narrative – people, location, events, time, tension	6 . Expert Team – powers, responsibilities and values	7 . Client – role, purpose and authority
Stage 2 Context ↓	An environmental protection team is invited by a local farmer to investigate a meadow situated on the outskirts of town. The farmer has recently been approached by a housing association interested in purchasing the land to develop affordable housing for young families. Before making a final decision, the farmer wants to understand the ecological value of the site, including its plant life, wildlife, and insect population. A small river runs along the edge of the meadow, providing a valuable water source and contributing to the local ecosystem. The meadow is also a popular green space used by the local community for walking, nature observation, and informal recreation. The investigation will help determine the environmental significance of the area and guide any future decisions about land use and development.	Environmental Protection Team (EPT) **What the Team Can Do (Powers)** • Look at plants, animals, and insects very carefully • Take notes and pictures of what they find • Ask experts for help if they need it • Talk to the farmer and the council about what they've found • Share ideas to help nature stay safe **What the Team Must Do (Responsibilities)** • Count flowers, bugs, birds, and other animals • Check if the meadow is clean and healthy • Write or draw a report to show what they found • Listen to what local people say about the meadow • Think carefully about what's best for both nature and people **What the Team Believes In (Values)** • **Caring for Nature** – We look after plants and animals • **Telling the Truth** – We always say what we really find • **Helping Everyone** – We try to make good choices for people and wildlife	A farmer has been asked by a housing group to sell her meadow so they can build homes for families. Farmer's background: - A woman called Mrs Green - Mid 50s - Two grown up children - She wants to pass it on to her children - The meadow has been in the family for a long time going back in history - Is it okay to change things? - Children have left home and have families of their own. - Gone to live in the city and not that interested in farming. - She still got hopes that they will come back. - Her memories of the meadow - picnics, playing with her siblings, swing on the tree - She's been to the meadow recently because she's so busy running the farm. - "I remember…" - The farm house, portraits and artefacts from the past (timeline).

		• **Working Together** – We listen, share, and help each other • **Loving the Outdoors** – We enjoy being outside and noticing nature	
	8. Commission		9. Other points of view
	Children to build a portfolio as they are given 2 months to provide a reasonable argument as to why the land should not be developed on.		The **local people** who might use the meadow and experience nature; **the council** who have their eye on the meadow and would like to 'redevelop' it into a new housing estate; the **animals** that live in the meadow the **birds** that visit during their migration; the **insects** that have made a home under the rotting wood and leaves; the **people from the past** who visited the meadow and are still there as memories; the **old oak**, who was there for hundreds of years and who's memory stretches back through time. **The people** who would benefit from new houses or employment.
Stage 3 Activities & Curriculum Links ↓	10. Team tasks and classroom activities	11. Curriculum Links	12 Literacy Links & Ideas
	1. **Survey the Meadow** • Observe and identify plants, insects, birds, and other wildlife. • Use senses (sight, sound, smell) to explore the environment. • Record findings through drawings, labels, simple writing, or tally charts. • Note features of the habitat, including the river and natural areas. 2. **Collect Data** • Count and sort different species (e.g., flowers, bugs, birds). • Use simple data-handling methods such as pictograms or bar charts. • Compare findings across different areas of the meadow. • Identify any signs of human use or impact. 3. **Investigate Stakeholders** • Explore the views of different people and groups involved: • The farmer who owns the land • The housing association wanting to build homes • Local families and community members who use the meadow • Wildlife and nature experts concerned about habitats • Use role-play and discussion to understand each stakeholder's needs and opinions. 4. **Design Eco Homes** • Create environmentally friendly home designs that fit with the meadow. • Include features such as: • Green roofs	**Science** • **Working Scientifically** • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Identifying and classifying • Using observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions • **Plants** • Identifying and naming a variety of common wild and garden plants • **Animals, Including Humans** • Identifying and naming a variety of common animals • Describing and comparing the structure of animals • **Seasonal Changes** • Observing changes across the four seasons • Describing weather associated with the seasons **Geography** • **Locational Knowledge** • Recognising familiar places in the local area • **Human and Physical Geography** • Identifying basic physical features (e.g. river, meadow) • Identifying basic human features (e.g. homes, buildings) • **Geographical Skills and Fieldwork** • Using simple fieldwork skills to study the geography of the school and surrounding environment	Possible writing opportunities: **1. Recount Writing** • Personal recount of a meadow walk or investigation • Group recount of a visit, observation session, or stakeholder interview **2. Information Writing** • Fact files about minibeasts, flowers, birds, or eco homes • Non-chronological reports about the meadow or its wildlife • Labelling diagrams of eco house designs or meadow habitats **3. Persuasive Writing (in a simple form)** • Posters or signs encouraging people to protect the meadow • Speech bubbles or short letters from a stakeholder's point of view (e.g. "Please don't build here!" or "We need homes too!") **4. Report Writing** • A report to the farmer explaining what was found and what should happen • A team presentation script to share findings with the class or a visitor **5. Instructional Writing** • Instructions for how to care for the meadow • Steps to build a simple bug hotel or eco house model

	• Solar panels • Bug hotels • Wildlife-friendly gardens • Natural materials and colours • Present designs through drawings, models, or building materials (e.g., junk modelling or construction kits). 5. **Produce and Present a Report** • Summarise findings from the meadow survey and data collection. • Share different stakeholder viewpoints. • Offer recommendations for what should happen to the meadow. • Present findings in formats such as: • Posters or booklets • Oral presentations • Displays or exhibitions • Videos or digital slideshows	• Using maps, photographs, and simple plans **Design and Technology (D&T)** • **Designing** • Designing purposeful, functional products for themselves and others • Generating, developing and communicating ideas through talking, drawing, and mock-ups • **Making** • Selecting and using a range of tools and materials • **Evaluating** • Exploring and evaluating existing products and their own ideas • **Technical Knowledge** • Building structures and exploring how they can be made stronger, stiffer, and more stable • Understanding how simple environmental features (e.g. solar panels, green roofs) work **Art and Design** • **Drawing and Observational Skills** • Using drawing and painting to share ideas and observations • Developing a wide range of art and design techniques • **Use of Natural Materials** • Creating artwork inspired by the natural world • Exploring texture, colour, and form through meadow-based art **English** • **Spoken Language** • Participating in discussions, role-play and presentations • Listening and responding appropriately to adults and peers • Speaking clearly and confidently in front of others • **Writing Composition** • Writing for different purposes (e.g. reports, letters, labels) • Sequencing sentences to form short narratives or explanations • **Reading Comprehension** • Listening to and discussing non-fiction texts related to nature and homes • Answering questions and making links to real-life experiences **Mathematics** • **Measurement and Data Handling** • Using standard and non-standard units to measure (e.g. height of plants) • Creating simple tally charts, pictograms and bar charts • Counting and comparing numbers of plants or animals found	**6. Creative Writing** • A story set in the meadow (e.g. a day in the life of a butterfly) • Descriptive writing using the senses (e.g. “In the meadow, I can see… hear… feel…”)

		PSHE / Citizenship • **Living in the Wider World** • Understanding how people use and look after their environment • Learning about needs and responsibilities in a community • **Relationships & Teamwork** • Working and playing cooperatively • Sharing opinions and listening to others	

Steps in

Episode 1 – Meeting the farmer

1. Say: “When I sit on this chair, I’m going to be someone in a story. Take a look and see what you think.”
2. Sit on the chair and look like someone who is thinking.
3. Come off the chair and ask: “What did you notice?”
4. **Discussion** – Encourage the students to say what they saw. For example, “I saw them rubbing their chin,” etc.
5. Say: “I’m going back into the story. This time, you’ll be able to hear what this person is thinking.”
6. **Teacher-in-role (TIR)**: “I wonder what the right thing to do is. It’s such a beautiful meadow, with flowers and birds, and the old oak tree. But people need homes, and it would be a lovely place to live.”
7. Come off the chair and ask: “What did you hear?”
8. **Discussion** – Help the students with vocabulary (e.g., “meadow”) but don’t elaborate on the story—let that emerge naturally.
9. Say: “I’ll tell you something about this person. She is a farmer, her name is Mrs Green. She has a farm that has been in her family for a very long time. One part of the farm is a big meadow next to a small river. In the middle of the meadow, there is a tall oak tree. It’s a beautiful place. People go there to have picnics and to walk their dogs. Yesterday, the farmer got a letter from a housing association. They want to buy the meadow to build new homes for families.”
10. Ask: “Why do you think she is so worried?”
11. **Discussion**
12. Say: “I’ll go back into the story so you can talk to the farmer. Maybe she can answer some of your questions and tell you more about what is going on. This morning, she is being visited by a team of people who are going to help her decide what’s best to do.”
13. Sit back on the chair. **TIR**: “Ah, you’ve arrived! I’m so glad to see you. I’m really not sure what to do. The meadow is such a beautiful place, but people need homes and it would be a lovely place to live.”
14. Answer the students’ questions – tell them about your farm, that you have lived there all your life, about the people who use the meadow, about the **habitat** and the animals. Say that you used to play in the meadow as a child and have many fond memories. Say you don’t know much about the plants and animals—that is not your area of expertise.

Here are some possible memories the farmer might share:

"Oh, I remember playing down by the river on warm summer days, dipping my toes in the water and trying to catch tadpoles in a jam jar…"

"There's an old oak tree right in the middle of the meadow. I used to climb it with my brother—we'd pretend it was a pirate ship or a castle in the sky."

"In spring, the whole meadow turns yellow with buttercups. I used to lie in the grass and see how many ladybirds I could spot crawling up the stems."

"We used to make daisy chains, long enough to go all the way round our heads. I'd wear mine like a crown and pretend I was the queen of the meadow."

"I remember listening to the birds singing early in the morning. There was always a robin hopping about, following me as I walked."

"In the evenings, the meadow would glow with the last bit of sunshine. I'd lie there with my dog and watch the clouds change colour."

"There was a little path only we knew about, through the tall grass. It felt like a secret place—our own wild garden."

"Sometimes we'd have family picnics under the tree. Mum would bring lemonade and cheese sandwiches, and we'd stay until the sun started to set."

"There were butterflies everywhere—red ones, blue ones, yellow ones. It felt like the meadow was full of tiny flying jewels."

"I always felt safe there. Like the meadow was looking after me, somehow."



Episode 2 – creating the meadow

Resources:
- Masking tape or a very large sheet of paper
- Pencils and coloured pencils
- Small pieces of paper for drawing (A6?)
- The drawing of the oak tree

1. Sit the children around the edge of the carpet.
2. Say, "Let's have a look at the meadow from our story." [You might show them a picture on the board if you don't think they know what a meadow is).
3. Mark out the edges of the meadow using the masking tape or roll out the large sheet of paper.
4. Say, "Here it is. Around the edges there is a hedge that runs all the way around and wooden gate that people use to get in and out."
5. "In the middle there is an ancient oak tree that has been there for so long no one can remember a time without it. Some people say it's been standing for hundreds of years, watching over the meadow through every season." [Place the picture of the oak tree in the middle].
6. "Birds and other creatures live in the tree. Sometimes you can see squirrels chasing each other along the branches, and in spring, the birds fill the air with songs as they build their nests. Bees buzz around the blossoms, and owls hide in the hollows when the sun goes down. People love

the tree too—children play under it, families sit in its shade for picnics, and some even say it's a wishing tree."

7. "The meadow is full of many different **plants**. There are buttercups, clover, daisies, and tall grasses. Some plants grow low to the ground, and others grow much taller. Nettles and brambles grow near the hedge. The plants give food and shelter to insects and small animals. There is something growing in every part of the meadow."
8. Show the students the slide of the plants in the meadow.
9. Hand out the paper and ask the students to draw the plants and put them in the meadow.

10. Say, "Along with the plants there are many **minibeasts** of different kinds."
11. Show the slide with the picture of the minibeasts.
12. Hand out the paper and ask the students to draw the minibeasts and put them in the meadow.

13. Say, "And of course there are other **animals** that use the meadow, birds, and mammals."
14. Show the slide with the picture of the animals.
15. Hand out the paper and ask the students to draw the animals and put them in the meadow.

Step 3 – The Team Get to Work

Resources:
- A5 paper for equipment
- Clip boards
- Paper for collecting data – plants, minibeasts, and animals.

1. Sit the students around the meadow.
2. Narrate: "The peace of the meadow was disturbed by the sound of a van driving down the lane. It stopped at the gate, and written on the side of the van were the words: 'Environmental Protection Team'."
3. "The people who climbed out of the van had been asked by the farmer to visit the meadow and find out what kinds of plants, minibeasts, and animals were living there."

4. "In the back of the van they had all kinds of equipment to help them with their investigations."
5. Show the slide of the team's equipment.
6. Say, "If you were the team carrying out the investigation, what kind of equipment would you want to take with you into the meadow?"
7. "Take a piece of paper and draw what you thinking you are going to need. Don't forget to label it."
8. Hand out the paper.

Once the students have drawn their equipment, ask them to leave their drawings on the table and return to the carpet.

9. **TIR:** "So, here we are. We've all got our equipment, and we know what we need to do today. Our job is to visit every part of the meadow and make a record of all the plants, minibeasts, and other animals we find there."
10. **(Hold up one of the clipboards with a piece of paper attached.)**
11. "We each have a clipboard and paper to write down what we discover."

12. “Well, we’d better get started — we’ve got a long day ahead!”
13. **(Demonstrate looking around the meadow and writing on the record sheet.)**
14. Send the students off to their tables to make their own records. Allow them to return to the meadow whenever they need to check or remember what is there.

Step 4 – Using the data

1. Gather the students back together. Ask: “What did we find in the meadow?”
2. Share findings.
Let students show their record sheets and say what they noticed—plants, minibeasts, other animals. Encourage drawing attention to interesting or unusual finds.
3. Sort the information.
Use hoops, trays, or the board to sort what was found into three groups:
    - Plants
    - Minibeasts
    - Other animals
4. Count and compare.
Count how many of each thing was found. Use tally marks or pictures to help. Ask:
    - “Which plant did we see the most?”
    - “Were there any animals we only saw once?”
5. Create a class record.
Work together to make a large chart or poster showing everything found. Include drawings, labels, photos or cut-outs. This can be added to the display or used in the report for the farmer.
6. Discuss what the data tells us.

Step 5 – Reporting to the farmer

1. **Bring the students together**
Gather the class and remind them: “It been a lot of work, but I think we are ready to go back the farmer and tell her what we’ve found.”
2. **Revisit what’s been found**
Look back at the class records, posters, and charts. Ask:
    “What do you think is the most important thing to tell the farmer about?”
    “At this stage, what do you think we should advice about building the new homes?”
3. **Decide how to present the report**
Options might include:
    - A spoken presentation
    - A group-created poster
    - A letter or booklet for the farmer
4. **Prepare the content**
Support students to organise their ideas:
    - What did we find?
    - What does it tell us about the meadow?
    - What do we think should happen next?
    - What is our advice to the farmer?
5. **Rehearse and refine**
Allow time for practising and improving their work. Model clear speaking and how to explain something simply.
6. **Present to the farmer**

Go back into role: sit in the "farmer's chair" and say:
• "Thank you for coming back. I've been looking forward to hearing what you found."
Listen, ask questions, and respond as the farmer might.

7. After listening to the Team's report and advice, the farmer says, "This is so interesting. I had no idea there was so much going on in my meadow. However, before I make my final decision, I think it would make sense for you to go and talk to the Housing Association and see what they have to say. They are very keen on building these new homes."

Step 6 – Visiting the Housing Association

1. Narrate:
   "The offices of the Housing Association are in the middle of town. They are in a modern building made of steel and glass, and there is a revolving door at the entrance. After speaking to the receptionist, the Team are taken upstairs to a meeting room with a long wooden table. At the top of the table is a man waiting to meet them. He is smiling."

2. At this point, stand up and speak as teacher-in-role (TIR):
   "Ah, good to meet you. My name is Mr. Farrow. I work here at the Housing Association. I understand you are working for Mrs. Green, the farmer."

3. Sit down.
   "We are very interested in buying the meadow from Mrs. Green and building new homes for young families. As you know, it is very difficult to buy a house at the moment, and people are desperate for a place of their own. We think the meadow would make a beautiful location."

4. "However, I understand you have doubts and are worried about the animals and plants that live there? I am more than ready to listen to what you have to say."

5. Mr. Farrow listens carefully to the points made by the Team. He nods as they speak, occasionally jotting something down on a notepad.

6. TIR:
   "Thank you. The meadow sounds like it's a very special place. We don't want to destroy something that's important to the community, or to the plants and animals that live there."

   Pause.

7. "I wonder… is there a way we could do both? What if we designed eco-homes—houses that use natural materials, have green roofs, and leave space for wildlife? What if we built just a few, in the least disruptive area, and kept the rest of the meadow wild?"

   Pause again and look around the room.

8. "I'd be very happy to hear your ideas about that. You're the ones who know the meadow best."

9. Step out of role. Bring the students together to reflect.

   Discussion:
   - "What did you think about Mr. Farrow's idea?"

- “Could we keep most of the meadow wild and still build a few houses?”
- “What would the houses need to have to be friendly to nature?”

Step 7 – Designing the eco-homes

Resources
- Paper and pencils for drawing the designs
- Images of eco-homes

1. Bring the students together
Say, “Mr. Farrow said he was open to new ideas. He wondered if there might be a way to build some homes in the meadow without damaging it. That’s what we’re going to explore today.”
2. Revisit what needs protecting
Ask:
- “What do we think we need to look after in the meadow?”
- “Where are the places we *shouldn’t* build do you suppose?”
Record a few key points—e.g. the riverbank, the oak tree, the long grass where animals live.
3. Introduce the challenge
Say:
“Today we are going to design an eco-home—something that could be built in the meadow without causing too much damage. It needs to be a good place to live, but also kind to nature.”
4. Share possible types of eco-home
Show examples (images, models, or simple descriptions) (take a look on Google).



- A house with a green roof
- A home built from wood

- A treehouse built carefully into the branches
- A home raised up on stilts so animals can move underneath
- A home with solar panels and rainwater collectors

Ask: “Which ones do you think would fit best in our meadow?”

5. Students design their homes
Students choose the type of eco-home and begin designing. Encourage:
- Drawing the home with labels
- Showing where it would go in the meadow (not too close to the oak tree or river)
- Thinking about how it helps nature (e.g. space for insects, made from natural materials)

8. **Talk to people who use the meadow**

1. Say:
“Lots of people use the meadow. They walk their dogs there, go for picnics, look for wildlife, or just enjoy being in a quiet, green space. Before we go any further, we ought to talk to some of them to find out how our plans might affect the way they use the meadow.”
2. “Let’s speak to a few of the people who use this place. Listen carefully to what they say—they might have very different views about the idea of building eco-homes here.”

3. In-role as local people:

• **Frank – retired, walks here every morning**
“I’ve been coming here for years. I like the quiet. I’d miss it if it changed. But if the homes are small and tucked away, maybe it could work.”
• **Maya – parent of two young children**
“We come here all the time. It’s safe, it’s open, and the kids love it. I know people need homes. If the homes don’t take over too much space, I might be okay with it.”
• **Jamal – teenager, birdwatcher**
“There are skylarks here. They nest in the long grass. If the building starts, they’ll leave—and they might not come back.”
• **Lisa – dog walker**
“This is where I bring my dog. If the meadow is fenced off or full of buildings, it won’t be the same. Even if the houses are eco, they’ll still take up space.”
• **Claire – runner**
“I use the path through the meadow. I’d still want to run here. If the path stays and it’s still green and quiet, maybe it could work.”
• **Peter – local resident, played here as a child**
“I’ve known this place since I was small. I don’t want to lose it. But if the homes were well designed, and most of the meadow stayed wild, I think it might be possible.”

4. Discussion:

- “It seems not everyone agrees! This is a difficult discussion. What are your views?”

Step 9 - Return to the farmer

1. “We’ve listened to what the local community had to say. Some people are open to the idea of eco-homes. Others are more cautious. We’ve got a lot to think about, but the farmer is waiting to hear from us.”
2. Return to the farmer (teacher-in-role). Sit or stand in a way that brings the role back clearly.

TIR: ““Well, you’re back. I’m still thinking about what to do. The meadow means a lot to me, but I know things are changing. What have you found out?”

3. Invite the team to speak.
Allow students to offer their views, ask questions, or share what they’ve learned—from the meadow, from the Housing Association, from local people.
4. Stay in-role and respond.
Let the farmer ask questions, listen, and reflect—but don’t rush to decide. You might say:

- “That’s interesting. I hadn’t thought about that.”
- “And you think it’s possible to build the homes without harming the meadow?”
- “Would you be willing to show me your designs?”
- “What would you say to the people who don’t want any change at all?”

5. “It doesn’t feel like there’s a clear answer yet. But we’ve gathered a lot. What should we do next?”