

# When We Went WILD

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**Printed in the UK on 100% recycled paper**  
**By conservationist & author of 'Wilding' Isabella Tree**

## When We Went Wild – UK Teacher Notes

Depending on the age of the children, the following activities, combined with discussion and comprehension for guided reading, can take place over one or more sessions. The activities are pitched at children in Key Stage 1 in primary school but can be adapted across the primary curriculum to suit the needs and ages of the children in your school.

Learning in this area is not designed to be specifically taught, but to create either flexible cross curricular opportunities such as English, particularly guided reading and writing, Geography, Design and Technology, Geography, Maths and PE.

By using this book and following the suggested activities, children will begin to understand and be able to discuss:

- The factors that contribute to environmental problems and climate change.
- The role that farmers can play in the nurturing of the environment.
- Why Nancy and Jake decided to 'Go Wild'.
- What the consequences were of 'Going Wild'.
- Why some people need convincing that being kind to the environment is a good thing and that we can all benefit.
- Some ways that we can make changes both at home and at school, to positively impact a better environment for humans, animals, insects and birds.

### **Discussion and Comprehension:**

Read the story and prompt discussion by asking the following questions, encouraging readers to take turns and give full answers. Offer support by turning to the appropriate pages of the book.

- What did you like most about this book?
- Why does the author tell us about the job of a farmer?
- Why did everyone begin to look sad at the beginning of the book?
- What made everyone happy again?
- What are the differences between the illustrations on pages 5 and 10?
  - How did Nancy and Jake's farm help to save the village

from flooding?

- Talk to a partner about what the following mean: Climate change. Rewilding. Flooding. Conservation.
- What do you think is a natural habitat? Can you give an example from the book?

### **Activities:**

#### **What is Rewilding?**

Begin by asking the class 'Have you heard of rewilding?' 'What do you know about it now that you have read this book?' Turn to the end of the book and read aloud to the class the page titled 'A note to the Reader'.

#### **Making Posters**

Provide a range of materials to make a poster with a message relating to one of the topics that you have discussed whilst reading and learning from this book. Think of a simple message that can make a difference and inform people about rewilding, for example 'Don't Destroy Wild Land' or 'Take care of our Land' or 'Recycle your Plastic and Cut Down on Waste!' Ask children to decorate the poster in a striking way so that it can be displayed in the classroom or around the school.

#### **Reflection:**

Ask children to remember what they have learned about rewilding by reading this book and to look for signs of how land, particularly farmland is being used. Ask what they notice about land and wildlife in certain types of weather. Ask children to share their posters and discuss the persuasive language that they have used.

#### **Being an Environmental Detective**

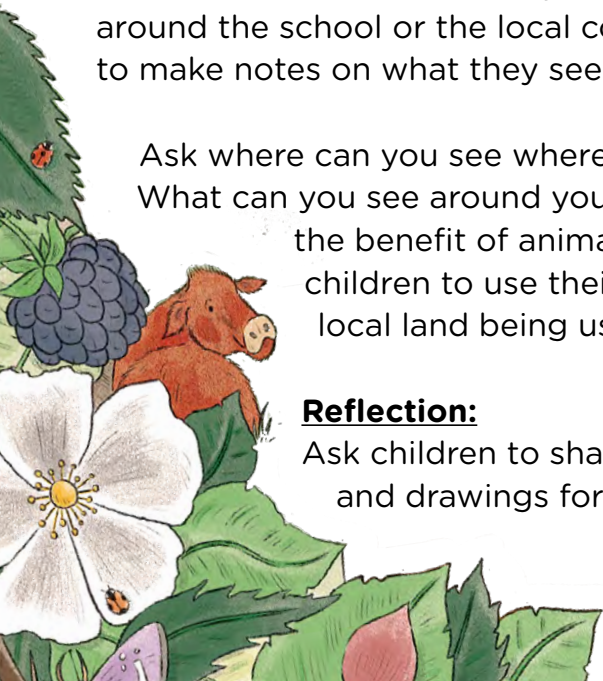
Read the story of *When We Went Wild*. Ask the class for suggestions as to what damage was happening in the story and who was causing it? Ask children to work in pairs to think about and discuss why Nancy and Jake were doing what they were doing. Ask one of the pair to report back.

Ask the children to think about their local environment in the same way that Nancy and Jake noticed what was going on in their environments. Organise a 'Learning Walk' around the school or the local community. Give children pencils, paper and clipboards to make notes on what they see.

Ask where can you see where nature has been replaced by buildings or car parks? What can you see around you? Do you notice where land is being treated well for the benefit of animals and insects? When back in the classroom, ask the children to use their notes to draw a map and make notes on how they see local land being used.

#### **Reflection:**

Ask children to share their findings with the rest of the class. Use the notes and drawings for a classroom display.





### **What can we do to Help?**

Go back to yesterday's ideas, discussions and maps and then encourage thinking about what people can do to help their local environment. Recap on what Nancy and Jake did in the story and how their village reacted.

Ask the children to work in pairs and make two lists, one for the things that humans do that have a positive impact on the environment and one for things that humans do that have a negative effect on the environment. Give the children large sheets of paper and marker pens and ask them to create a newspaper headline reporting the flood in the village and how it occurred.

### **Reflection:**

Report back on the lists that have been made. Look at which lists are the longest - positive impacts or negative impacts? Share the newspaper headlines and reports with the class.

### **Acrostic Poem**

Think of all the new words that you have learned whilst reading this book. Discuss some of the key vocabulary with a partner and ensure that you know what new words mean. Use the book to help you pick out words to form an acrostic poem using the word 'Rewilding'. Look at the amazing illustrations on pages 8 and 9 and use these ideas to illustrate your poem. Share poems and look at all the new words that have been used.

### **Reflection:**

Arrange the poems for a class display around the theme of rewilding.

### **What would you ask Nancy and Jake?**

Think of some things that you would like to ask Nancy and Jake about the way that they used to farm their land and the way they do it now. Ask for volunteers to sit in the Hot Seat and pretend that they are Nancy and Jake from the book. Give examples of questions - How are you feeling about what you achieved? How do you think the people in the village are feeling? Ask the class to think of something positive to say to Nancy and Jake that would encourage them to continue their rewilding work. This activity can be repeated with a different volunteer, but the same questions posed as some pupils will have different views on the situation.

Provide a writing template and ask the children to write a letter to either Nancy and Jake or the Villagers explaining what you think you can do at your school, at home or in the community to help to look after the environment.

### **Reflection:**

Encourage children to read out their letters to each other and use them for an assembly presentation on how Nancy and Jake changed what they did to help with the environment.

What new vocabulary have they learned from reading this book?

Are they able to explain and discuss the basic principles of



rewilding and how it contributes to a brighter future for us?

**Follow up work:**

**Make a Rain Gauge**

Give groups of children the materials to make a rain gauge from a plastic bottle. Ask them to record how much rainfall there is at various points in the term. Encourage them to use the internet to compare their findings with the average rainfall in other parts of the country. What can they learn about rainfall and the threat of flooding?

**Further Material:**

Gather the children to watch this YouTube video on the book and what the book's author Isabella Tree has done to promote rewilding at her conservation site Knepp in Sussex.

**Isabella Tree on first children's book 'When We Went Wild'**

<https://www.youtube.com/watch?v=XIDTv4mkTv4>

**More on the book:**

*When We Went Wild* is published by Ivy Kids — the new eco-imprint of publisher QuartoKids. Ivy Kids publish beautiful, sustainably printed books for the eco-conscious family. Every book from Ivy Kids is locally printed on 100% post-consumer recycled paper using renewable energy, with remaining emissions calculated and offset.

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