



NATURAL CURRICULUM

MALADY OF THE MARSHES

Project Overview



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Malady of the Marshes is an exciting, cross-curricular, story-led adventure for children aged 7-11. This educational journey takes participants across Geography and Design Technology; Science and History; Art and English.

In this exciting Victorian, penny-dreadful You (a poor street child) find yourself alone and lost in a cruel and hostile London, with only your friend Mabel and a pungent bulb of garlic to help you decipher science from superstition.



Like all our Natural Curriculum adventures, Malady of the Marshes is designed to be delivered by *all* educators, whether you are a classroom teacher, home or freelancer educator.

Our inclusive story-led learning style motivates children of all ages and backgrounds to engage and learn, and in doing so, value the natural world that surrounds them.

Read on for a glimpse into the fabulous storyworld of Malady of the Marshes and discover the many National Curriculum steps that you and your children will be taking along the journey.

Enjoy-
from project creators, **Francis and Hugo**



Sample
CHAPTER 1

THE OLD, DARK RIVER

WHAT DO YOU SEE AND HEAR? WHAT DO YOU THINK? WHAT DO YOU WONDER?

THE OLD DARK RIVER

"The dead gallop fast thro' the night."

London. September - 1881

A ragged boat of dirty wood with two figures in it floats on the River Thames amongst the thick mist of a hot and muggy September night - the foul stench of the water rises up slowly in wisps of ghoulish vapour. Lights from the riverbanks are barely visible on either side and only the distant horn of a ship, further off to the east, escapes the silence. The figures in this boat are those of a powerful man with wisps of grey hair and a dark face, and a girl of no more than fifteen years with dirty, fair hair. The girl rows while the man keeps both eyes on the water. To You, watching from the pebbled beach on the south bank, they appear to be fishermen looking for a muddy, brown catch to bring home for their dismal supper yet they have no net, no hook or line. Theirs is a different catch. The man stands at the front of the boat holding an oil lamp outstretched, his eyes watching every swirl of water. The girl watches his eyes in turn, but within her eyes is a touch of fear and horror. Slowly, slowly they move across the murky water without a word said.

You move as quietly as possible along the pebble beach to get a better view. As You step over a pile of rags left on the high tide line, something gets caught on Your foot. You try to flick whatever it is away but it is wet and heavy. You look down.

To Your horror, it is a limp arm emerging from the heap on the floor - a pale wrist from what was once a white shirt lies on Your foot. Using Your feet, You roll over the wet mass to uncover a body. A man in expensive clothes, his face is pale and his eyes are open, staring with glassy eyes at the sky. It is a gentleman in middle age; smartly dressed in the fashion of a wealthy individual - perhaps a lawyer or businessman.

It is not unusual for bodies to wash up in the Thames. Sometimes a slip or a fall from a bridge or a victim of a murder would appear - and - if the victim was wealthy or important there was much fanfare in the newspapers. Most of the time however it was a beggar or poor drunk who had fallen. When their bodies were recovered from the brown water of The Thames, people would click their tongues in shame of these people at being so foolish as to fall or how terrible it was that they could not handle their drink, and life in London would move on as if nothing had ever happened. After all, what was one less drunk beggar to a city plagued by poverty and gin? However, this is the first You have seen in the flesh and You are transfixed. This is no beggar

who has fallen to his death from a bridge drunk on gin. His coat tails and trousers are soaking wet but do not have a sign of damage. His clean-shaven face is lean and his dark hair is neatly cropped.

A cold shudder tickles down Your spine. You look around to see if anyone else is watching.

The boat, with the girl and man, has stopped paddling and You see, even in the darkness that they are watching You. The man grabs the oars and begins to paddle with great speed toward You on the beach.

You stand there terrified at both the dead body and the oncoming boat.

The small boat arrives at the beach with a crunch of wood on pebbles. The man climbs out stiffly and drags his hulking body directly towards You. "Oi! That's my body, that is!" he hisses gruffly at You. "Get back or I'll beat You senseless."

You stand stock still, too scared to move at the angry man threatening You. "Don't, father, please!" the girl from the boat shouts but her voice doesn't reach him in time.

The man from the boat is so close now You can see his face that looks like a bulldog. You see he is lifting one hand high. Before You can move, he strikes You hard across

the head and sends You spinning to the beach floor next to the dead man.

Nothing feels stable, everything is spinning, and Your vision is blurred. You hear the girl remonstrating angrily with her father. Then the body of the dead man is lifted up from the floor. Falling back onto the pebbles, You try to move but can only watch as the man lifts the dead body. As he does, the dead man's head rolls slightly revealing his bare neck and two small, red bumps upon his throat and a small stain of blood upon his starched collar.

Everything goes black.

CHAPTER 1- THE OLD DARK RIVER

“The dead gallop fast thro’ the night.”

N.C Statements (History)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>To note connections, contrasts, and trends over time.</p> <p>Skills:</p> <p>To address and sometimes devise historically valid questions about change</p> <p>To gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘parliament’ and ‘peasantry’</p> <p>To understand historical concepts such as continuity and change</p>	<p>Hook Lesson:</p> <p>You, a Victorian orphaned child, discover a dead body on the banks of the river Thames. In inspecting the corpse, you notice two mysterious puncture marks on the body’s neck. Your macabre reverie is disrupted by the arrival of two ‘Watermen’ who knock You unconscious and make off with the body.</p> <p>You are roughly woken by a young girl ‘Mabel’ - one of the Watermen, who has left her father, to come and help you.</p> <p>In leaving the scene, You and Mabel discover garlic bulbs on the ground, along with the dead man’s diary. On skimming through you see find a list of names and addresses.</p> <p>Later, You see a strange gentleman searching the area.</p>	<p>Plant:</p> <p>Children are introduced to the garlic bulb.</p> <hr/> <p>Outcome:</p> <p>Children learn to place the Victorian era on a timeline and learn about what happened before, during, and after the Victorian period.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Vertical: History of Britain (History)</p> <p>Horizontal: Inheritance (Science)</p> <p>Diagonal: Number lines (Maths), Rivers (Geography)</p>		

CHAPTER 2- SMITHEFIELD MARKET

“I will not let you go into the unknown alone”

N.C Statements (History)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>To note connections, contrasts, and trends over time.</p> <p>Skills:</p> <p>To address and sometimes devise historically valid questions about change</p> <p>To gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘parliament’ and ‘peasantry’</p> <p>To understand historical concepts such as continuity and change</p>	<p>Mabel explains to You that she has abandoned her father and his nefarious profession and together You head to Smithfield Market in the hope of finding food or some work.</p> <p>Mabel tells You about all the different jobs available to a child, which You find very off-putting.</p> <p>You decide to see if You can sell the garlic in the hope of earning some money, however, garlic is not a popular commodity in Victorian London and You can not sell it.</p> <p>Having assessed your professional options and liking none, you turn to the only remaining option, The Workhouse, as suggested by a policeman. You go to the Hackney Marshes Workhouse to find somewhere to stay, work, and food.</p>	<p>Plant:</p> <p>Children learn that garlic was mainly used for medicinal purposes.</p> <hr/> <p>Outcome:</p> <p>Children learn about the different jobs for street children in Victorian London.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Vertical: Victorians (History)</p> <p>Horizontal: Human Settlements (Geography)</p> <p>Diagonal: Oliver Twist (Drama/Literacy), Careers (PHSE), British Values</p>		

CHAPTER 3- THE WORKHOUSE OF HACKNEY MARSHES

“I don’t like this place, I’m glad we ain’t by ourselves” whispers Mabel in Your ear. Indeed, You had no idea how welcome the companionship of a friend was until You stood looking out at the Marshes.”



N.C Objectives (History)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>To note connections, contrasts, and trends over time.</p> <p>Skills:</p> <p>To address and sometimes devise historically valid questions about change</p> <p>To gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘parliament’ and ‘peasantry’</p> <p>To understand historical concepts such as continuity and change</p>	<p>You and Mabel enter The Hackney Marshes Workhouse as a place to stay rather than the streets.</p> <p>Inside, You are shocked by the appalling squaller and the tyrannical rule imposed by Matron and The Guardian.</p> <p>You and Mabel must perform a grueling day’s work in the workhouse.</p> <p>The one respite from the grimness of your new surroundings is a covert group of children being read a novel (Bram Stoker’s Dracula/La Faun’s Carmilla) by an older child; specifically, a scene in which a person is bitten by a vampire.</p>	<p>Plant:</p> <p>Children are first introduced to the story of Dracula.</p> <hr/> <p>Outcome:</p> <p>Children investigate the lives of people living in Victorian Workhouses.</p>

3D Curriculum Link Suggestions:

Vertical: Victorians (History)

Horizontal: British Values

Diagonal: No Poverty (Global Learning)

CHAPTER 4- THE BLIGHT OF

BLIGHTY

"I bring news that will make both your ears tingle."

N.C Statements (Geography)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>Name and locate major industrial cities in Victorian Times</p> <p>Name and locate Counties in England</p> <p>Skills:</p> <p>Use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Use local areal/OS maps to identify physical features</p>	<p>You see a newspaper report that names the man found in the river as a successful businessman. The police believe the death to be murder.</p> <p>You also notice another report that people all over the country are falling sick with a mysterious illness with similar symptoms to what You found on the dead man (bite marks). The reporter blames an invading foreign malady for the sickness.</p> <p>You and Mabel decide to investigate where these bouts of sickness are appearing and find a map and notice they are happening in specific marshy areas.</p>	<p>Plant:</p> <p>Children are informed that garlic was used as a repellent for disease.</p> <hr/> <p>Task:</p> <p>Children use a county map of Britain to identify areas affected by a mystery fever and find commonalities with marshes.</p>

3D Curriculum Link Suggestions:

Vertical: Product Design (DT)

Horizontal: Victorians (History)

Diagonal: Health and Wellbeing (PHSE), Animals and their Habitats (Science)

CHAPTER 5- GODFREY'S CORDIAL

"Blood is life, it shall be mine!"

N.C Statements (DT)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products</p> <p>Skills:</p> <p>Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate - investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world.</p>	<p>After a terrible night dreaming of vampires, you wake to find Mabel ill with a mysterious malady. You are alarmed to notice two puncture marks on her neck (similar to that of the dead man and those described in the children's Vampire book)</p> <p>The workhouse staff claims she is only suffering from hysteria. However, based upon the reading from last night's novel, and similar puncture marks on the corpse's neck, You and the other children begin to believe this could be evidence of Vampire activity.</p> <p>Ignoring Matron's instructions to fetch the notorious Godfrey's Cordial, and inspired by Your readings from the Vampire Book, You design a garlic-based vampire repellent, using cobbled-together ingredients from the Workhouse's medicine cabinet.</p> <p>Mabel recoils at the smell of garlic in your rudimentary repellent, and You begin to worry she is becoming a vampire. At a loss as to what to do for your friend, You decide to search for a doctor</p>	<p>Plant:</p> <p>Children learn of the medicinal properties of garlic.</p> <p>Children use part of their bulbs to create a homeopathic medicine.</p> <hr/> <p>Task:</p> <p>Children create Victorian tincture - a vampire repellent.</p>

3D Curriculum Link Suggestions:

Vertical: Product Design (DT)

Horizontal: Victorians (History)

Diagonal: Health and Wellbeing (PHSE), Animals and their Habitats (Science)

CHAPTER 6- **THE ITCHY SCALP OF
J. COLLIS BROWNE**

“Remember that knowledge is stronger than memory.”



N.C Statements (DT)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products</p> <p>Skills:</p> <p>Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate - investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world.</p>	<p>In a desperate search to find a cure for Mabel, You visit Mr. J Collis Browne (the first name in the dead man’s diary). An ex-British army physician who invented Chlorodyne and many different tincture medicines.</p> <p>Mr. Collis Browne is currently suffering from an aggressive bought of dandruff that he can not cure.</p> <p>In exchange for two garlic cloves to help his dry scalp, he tells you about purgatives and their power to rid the body of illness. You create a purgative with your salve.</p> <p>Mabel reacts strongly to the purgative, leading you to think that you’ve worsened the situation.</p>	<p>Plant:</p> <p>Children use part of the garlic bulb to create a Victorian purgative.</p> <hr/> <p>Task:</p> <p>Children use their garlic bulb to create a Victorian purgative.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Vertical: Product Design (DT)</p> <p>Horizontal: Victorians (History)</p> <p>Diagonal: Health and Wellbeing (PHSE)</p>		

CHAPTER 7-

MOTHER SEACOLE



“Our toil must be in silence and our efforts all in secret.”

N.C Statements (History)	Story Overview	Lesson Task and Progress
<p>Skills:</p> <p>A study of an aspect or theme in British history that extends children’s chronological knowledge beyond 1066</p> <p>Changes in an aspect of social history – the changing lives of children in London over time.</p> <p>Knowledge:</p> <p>To note connections, contrasts and trends over time.</p> <p>To address and sometimes devise historically valid questions about change</p> <p>To gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘parliament’ and ‘peasantry’</p> <p>To understand historical concepts such as continuity and change.</p>	<p>You notice that the purgative You created has not improved Mabel’s condition.</p> <p>You decide to look for a medical expert to help and find a nurse’s name in the dead man’s diary: Mother Seacole (Mary Seacole), a famous nurse who notoriously would ride into the battlefield on a horse and help both sides of the battle.</p> <p>Mary Seacole is very old and forgetful. She wishes to have her memoirs written and You offer to help.</p> <p>In return offers to tell You more about how garlic can cure Mabel.</p> <p>She tells You that Russian soldiers used garlic to heal infected wounds. She suggests applying garlic to the bites.</p>	<p>Plant:</p> <p>Children learn the many superstitious uses for garlic across Europe.</p> <hr/> <p>Task:</p> <p>Children investigate the life of Mary Seacole and write a brief memoir of her life.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Vertical: Victorians (History) Black History (History)</p> <p>Horizontal: Product Design (DT)</p> <p>Diagonal: Health and Wellbeing (PHSE)</p>		

CHAPTER 8- THE LAST MAHARAJA OF PUNJAB

“Those eyes and those teeth are too beautiful.”

N.C Statements (History)	Story Overview	Lesson Task and Progress
<p>Skills:</p> <p>A study of an aspect or theme in British history that extends children’s chronological knowledge beyond 1066</p> <p>Changes in an aspect of social history – the changing lives of children in London over time.</p> <p>Knowledge:</p> <p>To note connections, contrasts and trends over time.</p> <p>To address and sometimes devise historically valid questions about change</p> <p>To gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘parliament’ and ‘peasantry’</p> <p>To understand historical concepts such as continuity and change.</p>	<p>You venture into London to return to the last place You saw the man You believe to be the vampire who bit Mabel.</p> <p>You reach Blackfriar’s Bridge and see a solitary figure of a mysterious looking man.</p> <p>When ready to attack him with the garlic and wooden stake, You realise this is not a vampire but a member of the Royal Family - Duleep Singh.</p> <p>He is angrily ranting at the statue of Queen Victoria for taking him away from his homelands and family and not allowing him to return.</p> <p>Duleep Singh informs You that he has heard of this mysterious illness and has learned friends who may help Mabel. He asks for Your help in deciding what to do next with his life.</p>	<p>Plant:</p> <p>Children learn the many superstitious uses for garlic across Europe.</p> <hr/> <p>Task:</p> <p>Children investigate the effects of the British Empire on India.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Vertical: Victorians (History) Black History (History)</p> <p>Horizontal: India (Geography)</p> <p>Diagonal: Health and Wellbeing (PHSE), British Values (PHSE),</p>		

CHAPTER 9- THE BULBS OF SWAN

*“I opened wide the door,
Darkness there and nothing more.”*

N.C Statements (Science)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>Skills:</p> <p>Plan different types of enquiry to answer questions.</p> <p>Take accurate measurements using a range of scientific equipment and repeat them if needed.</p> <p>Record increasingly complex data in various ways using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use results to make predictions and suggest further tests.</p> <p>Present findings (including conclusions, causal relationships and explanations) orally and in writing.</p> <p>Identify scientific evidence for or against an idea.</p>	<p>You meet Joseph Swan, a physicist who is creating the first incandescent lightbulbs in Britain.</p> <p>He has been asked by the Savoy Theatre in London to create the first theatre lit by electric light.</p> <p>His issue is he doesn’t have a way of creating power to each individual bulb effectively.</p> <p>Sir Joseph Swan offers to help You in return for helping him with his task of creating incandescent bulbs for the Savoy Theatre in London.</p>	<p>Plant:</p> <p>Children are made aware of a society of learned people who can help determine Mabel’s illness as well as how garlic might help her.</p> <hr/> <p>Task:</p> <p>Children learn about electrical circuits and electrical safety.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Vertical: Forces (Science), Electricity (Science)</p> <p>Horizontal: Victorians (History)</p> <p>Diagonal: Drama (Drama)</p>		

CHAPTER 10- LIGHTING THE SAVOY

“Sitting down to lunch, Joseph Swan, through large mouthfuls of beef and potatoes, talks excitedly about the evening’s event”.



N.C Statements (Science)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p> <p>Skills:</p> <p>Plan different types of enquiry to answer questions.</p> <p>Take accurate measurements using a range of scientific equipment and repeat them if needed.</p> <p>Record increasingly complex data in various ways using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use results to make predictions and suggest further tests.</p> <p>Present findings (including conclusions, causal relationships and explanations) orally and in writing.</p> <p>Identify scientific evidence for or against an idea.</p>	<p>You and Sir Joseph Swan head to the theatre to install the incandescent bulbs.</p> <p>The staff at the Savoy theatre are unable to control the power of the electrical current powering the lightbulbs.</p> <p>You and Joseph Swan have to find a way to edit the circuit to increase and decrease the brightness of the bulbs.</p> <p>You are introduced to a man who Sir Joseph Swan says might be able to help save Mabel.</p>	<p>Plant:</p> <p>Children are made aware of a society of learned people who can help determine Mabel’s illness as well as how garlic might help her.</p> <hr/> <p>Task:</p> <p>Children construct an electrical circuit to light the Savoy Theatre and control its brightness.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Vertical: Forces (Science), Electricity (Science)</p> <p>Horizontal: Victorians (History)</p> <p>Diagonal: Drama (Drama)</p>		

CHAPTER 11- THE POOR MAN'S EARL

"What is now proved was once only imagined"

N.C Statements (History)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>A study of an aspect or theme in British history that extends children's chronological knowledge beyond 1066</p> <p>Changes in an aspect of social history – the changing lives of children in London over time.</p> <p>Skills:</p> <p>To note connections, contrasts, and trends over time.</p> <p>To address and sometimes devise historically valid questions about change</p> <p>To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'parliament' and 'peasantry'</p> <p>To understand historical concepts such as continuity and change</p>	<p>You escape The Savoy Theatre with the Earl of Shaftesbury who takes You back to the workhouse.</p> <p>He is shocked by the living conditions of the inhabitants and the feeble and uncared-for state of Mabel.</p> <p>He tells You that he has the political power and influence to change these conditions but needs You to document everything You have seen and experienced in the workhouse.</p> <p>Unfortunately, despite all Your efforts, it is too late for Mabel who dies with You at her side.</p> <p>Full of grief and anger, You head into the marshes outside the workhouse to find the vampire.</p>	<p>Plant</p> <p>N/A</p> <p>Task</p> <p>Children have to write a persuasive letter petitioning for better treatment of the lower classes in Victorian Britain and their health.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Vertical: Victorians (History)</p> <p>Horizontal: Forces (Science), Electricity (Science)</p> <p>Diagonal: British Values (PHSE)</p>		

CHAPTER 12- LAVERAN

"In the silvery light of the full moon, You see the dark, green mass of the marshes. A low fog clings to the ground. Trees, shrubs, and the walls of a crumbling building rise through the mist like remnants of a shipwreck."

N.C Statements (History)	Story Overview	Lesson Task and Progress
<p>Knowledge:</p> <p>A study of an aspect or theme in British history that extends childrens' chronological knowledge beyond 1066</p> <p>Changes in an aspect of social history – the changing lives of children in London over time.</p> <p>Skills:</p> <p>To note connections, contrasts and trends over time.</p> <p>To address and sometimes devise historically valid questions about change</p> <p>To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'parliament' and 'peasantry'</p> <p>To understand historical concepts such as continuity and change</p>	<p>You enter the marshes and find a skulking figure in the fog. You wait to surprise the 'vampire' and listen as he speaks to himself.</p> <p>In the man's explanation of the cause of this mysterious illness, you mistakenly believe he is describing himself as a vampire. In your terror You ambush the man and accuse him of being a vampire, only to be corrected that he is in fact referring to mosquitos as the carriers of the mysterious illness - Malaria.</p> <p>The man is Dr Laveran, an eminent scientist investigating the cause of malaria and is a member of the Royal Society.</p> <p>You and Monsieur Laveran leave the marshes. He is impressed by Your knowledge and tenacity and offers to take You away from London to work in Paris.</p>	<p>Plant:</p> <p>Children learn that garlic keeps mosquitos away who are the carriers of the disease that killed Mabel.</p> <p>Task:</p> <p>Children write and perform a speech describing their discoveries of garlic to the Royal Society.</p>
<p>3D Curriculum Link Suggestions:</p> <p>Vertical: Victorian Britain (History)</p> <p>Horizontal: Significant Scientists (Science)</p> <p>Diagonal: French (Modern Foreign Languages)</p>		

THE NATURAL CURRICULUM

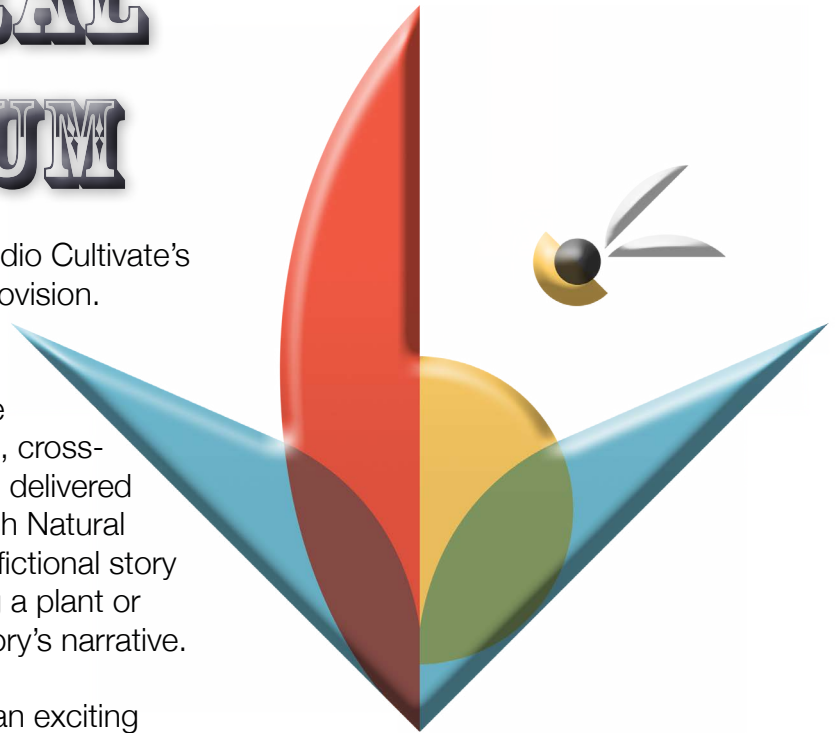
The Natural Curriculum is Studio Cultivate's latest curriculum-spanning provision.

The Natural Curriculum uses nature and story-telling as the inspiration for comprehensive, cross-curricular learning adventures delivered by teachers and parents. Each Natural Curriculum project weaves a fictional story into a factual timeline, placing a plant or animal at the centre of the story's narrative.

Each story chapter provides an exciting catalyst for a clear National Curriculum learning objective that links pupils' disciplinary skills and substantive knowledge across all subjects.

Each package is provided with a mapped progression of learning, showing where children have come from, where they are going and how they will get there.

The Natural Curriculum can also be provided with CPD training in horticultural and storytelling skills along with pedagogy and subject knowledge to enhance teaching and learning.



ALSO AVAILABLE

- **THE SEEDS OF LIFE**
- TREE OF THE GODS