



# Wildfires

## Stage 1: Identifying learning need

### Authentic context for learning

**Big question / global issue / big idea:**

Wildfires are becoming more intense and more frequent, devastating communities and ecosystems.

**Why this learning matters for our young people:**

- Recently, there have been record-breaking wildfire seasons across the world from Australia to the Arctic to North and South America.
- Climate change and land-use change are making wildfires worse.
- With global temperatures on the rise, the need to reduce wildfire risk is critical.
- Wildfires can be devastating to people, biodiversity and ecosystems.
- Wildfires worsen climate change, contributing significant greenhouse gasses to the atmosphere.
- In Wales, wildfires require substantial resources to extinguish and manage, burning through the public purse.

### Making meaning

**Understanding:**

Learners should come to understand that:

- Fire is a natural phenomenon.
- Some ecosystems, plants and animals benefit from periodic wildfire, having evolved to withstand and even rely upon it.
- Wildfire is a term used to describe unplanned fires in countryside areas including forest fires, grassland fires, bushfires, brushfires, and any other vegetation fire.
- Wildfires are extremely dangerous to wildlife, plants, property and human life.
- Wildfires happen in Wales and across the globe. Wildfires can be caused deliberately or accidentally.
- Deliberately starting a fire without prior planning and consent in the countryside is illegal and irresponsible.
- Controlled burning is a land management technique which is only allowed at set times of the year.

**Underpinning Concepts:**

Learner’s understanding will be founded upon:

- Personal responsibility
- Natural phenomena
- Health
- Safety
- Interconnection
- Climate change
- Cause and effect
- Land management
- Criminality
- Arson



## Stage 2: Identifying progression

Prior knowledge, skills and understanding		
<b>Learners already know:</b>	<b>Learners already can:</b>	<b>Learners already understand:</b>
Purposes of learning		Transferable learning
<b>Learners can become increasingly effective by:</b> <ul style="list-style-type: none"> <li>• Building up a body of knowledge and having the skills to connect and apply that knowledge in different contexts.</li> <li>• Thinking creatively to reframe and solve problems.</li> <li>• Understanding and considering the impact of their actions when making choices and acting.</li> <li>• Taking measured decisions about lifestyle and managing risk.</li> </ul>		<b>Learners might use their learning in other contexts by:</b>



## Knowledge and skill acquisition

**Learners should broaden and deepen their knowledge of:**

- What is a wildfire.
- Climate change is increasing the frequency and intensity of wildfires.
- While wildfires can be devastating, they can have some benefits.
- Wildfires have negative impacts on human health.
- Loss of vegetation due to wildfires can increase the risk of floods and landslides.
- Wildfires can lead to pollution of the air, soil and water.
- How to keep themselves and others safe in the event of a wildfire.

**LNF/DCF/AoLE:**

## Essential questions

**Students should consider and reconsider:**

**Topic level questions:**

- Why do wildfires happen?
- What are the impacts of wildfire?

**Unit level questions:**

- How do natural wildfires start?
- How do un-natural wildfires start?
- What effect does climate change have on wildfires, and vice versa?
- How is the natural environment affected by wildfires?
- How are humans affected by wildfires?
- How are wildfires managed and extinguished?
- What are our responsibilities in preventing wildfire and keeping ourselves safe from harm?



### Stage 3: Demonstrating learning

Learner portfolio	Foci for progression	Evidence of learning
<p><b>Learners might demonstrate their understanding by:</b></p> <ul style="list-style-type: none"> <li>• Exploring how wildfire can be a force for good or bad.</li> <li>• Examining the reasons why some people deliberately start wildfires.</li> <li>• Considering their personal standpoint on how society deals with wildfire setters.</li> <li>• Describing the role wildfire plays in relation to climate change.</li> <li>• Discussing and comparing how Wales and the wider world are impacted by wildfire.</li> <li>• Presenting information on the impacts of wildfire.</li> <li>• Researching the historical use of fire.</li> <li>• Investigating the varying responses to wildfire around the world.</li> </ul>	<p><b>Learners should make progress in:</b></p> <ul style="list-style-type: none"> <li>• Their effectiveness as learners.</li> <li>• The breadth and depth of their knowledge.</li> <li>• Their understanding of the ideas of the AoLE.</li> <li>• The sophistication of their skills.</li> <li>• Their ability to transfer understanding to new contexts.</li> </ul>	<p><b>What might you see / hear / read that demonstrates progression?</b></p>





### To support further learning about wildfire:

- Invite local emergency services to discuss the causes and consequences of wildfires, and how they work to reduce the risk.
- Look for local, volunteering land management opportunities to help reduce and manage potential fuel load vegetation.

### Learning in, learning about, and learning for the natural environment. Looking for more learning resources, information and data?

Visit <https://naturalresources.wales/learning>

Alternative format; large print or another language, please contact:  
[enquiries@naturalresourceswales.gov.uk](mailto:enquiries@naturalresourceswales.gov.uk), **0300 065 3000**

