

Term: Spring			Year Group: 2		
This term's whole school Inquiry theme is... Places and Spaces			Our Key Inquiry Question will be... Is change always bad?		
Values / ideas to be explored: Conservation, immigration, creating a legacy, impact of change on habitats, our environment and how small contributions can add up to positive change, what is a refugee?					
Anticipated lines of investigation:		Points of View that will need to be explored:		Key stimuli to prompt / support children to inquire:	
<ul style="list-style-type: none"> ○ How can small changes help? ○ What happens when landscapes change? ○ Is it our responsibility to look after the environment? vs Is it our responsibility to look after people in need? ○ Can I appreciate the points of view of others? 		<ul style="list-style-type: none"> ○ Our personal views ○ Those of the developers ○ People that might want to move to the area ○ The animals whose habitats are affected ○ People who use the school field for recreation ○ Future generations 		<ul style="list-style-type: none"> ○ Our school grounds – becoming invested in how it is used. ○ Receiving a planning proposal – reflecting on the implication of this and what it means would happen – how it would affect certain demographics ○ Historical maps of the local area and how it has changed over time ○ Visiting the construction going on near to the school and looking at the blueprints and innovations in house building (environmental impact) ○ Examining old maps of the school and recognising the need to update them. ○ Books – Window (<i>Jeannie Baker</i>), Tin Forest (<i>Helen Ward</i>), The Promise (<i>Nicola Davies</i>), Iggy Peck Architect (<i>Andrea Beaty</i>) 	
The Key Components of Knowledge, Skills and Understanding that children will need to learn as they explore the Key Inquiry Question (with curriculum links)					
Maths – measure - measuring the field to make plans of the school accurate – Collect data about people's thoughts and represent in a graph Science – <i>Working scientifically</i> – observation, gathering data etc. – living things and their habitats – Animals, including humans – basic needs and importance of exercise – materials – uses of everyday materials History – Changes in the locality over time RE – Judaism – tree of life, tree planting ceremony, creating a legacy, positive impact on the environment English – writing letters, discussion, debating, creative writing opportunities, questions, descriptions, research and factual writing, writing lists, speaking and listening		Geography – develop knowledge of the local area – looking at historical maps and identifying changes – use geographical vocabulary to identify human and physical features – use simple fieldwork and observational skills to study the school and its grounds – use information collected to map the new part of the school and field. Art – Gustav Klimt, Georgia O'Keeffe Design & Technology – Norman Foster - construction			
How the learning will be presented in a <u>meaningful</u> and <u>motivating</u> way to others (think purpose, audience, authenticity)					
Learning communication skills – negotiating, debating etc. Questionnaire involving people outside school Promoting positive development of the area Exploring and investing in the local area – history and geography					
Anticipated Milestones					
<u>Inquiry launch</u>	Learning about the school and nature in the grounds. Investing.	Making contact with a family looking to move to the area and learn about their point of view.	Learning about the local area (geographical and historical) and effect of conflicts of interest	Collating the information gathered and weighing up the pros and cons of the development	<u>Presentation of learning</u>
Planning Proposal – introduce idea that school field is going to be turned into affordable houses.					Summary booklet containing the children's personal opinion with justifications detailed.

