

**Credibility:** What will we learn?

**We will find out (factual knowledge):**

- Facts about gorillas, where and how they live, habitats, diet, social structures etc
- About the advantages and disadvantages of keeping animals in zoos
- About stranger danger and keeping safe
- Similar stories by Anthony Browne – making links between texts.

**We will know how to (procedural knowledge):**

- Find and collate relevant information – internet, nonfiction books, experts – David Attenborough
- Formulate a point of view and share this with others
- Be reflective and consider other points of view
- Be persuasive
- **We will learn the similarities / differences / connections between (conceptual knowledge):**
- Different points of view. Peoples opinions and behaviours can be influenced by different experiences

**We will understand that:**

- It is important to consider, understand and value other people’s perspectives and points of view

**Character:** What ‘Learner Values’ will we explore? How? Being Reflective.

We will explore being Reflective by getting to really understand and explore the main characters and events in the book Gorilla through drama strategies.

**What significant people will we learn about?**

The main characters in the book Gorilla, Hannah, Dad and the gorilla.

**Coherence:** What theme have we chosen to bring the curriculum and ‘Learner Values’ together?

- The book Gorilla by Anthony Browne – exploring emotions and different behaviours
- Finding out about gorillas and creating new habitats

Year 1 (Summer 2)

**Key Inquiry Question:**

Key year group concept: Reflective

Hannah

Gorilla by Anthony Browne

**Catalyst:** What’s the story that will ‘hook’ the children into the learning theme and energise the inquiry? Gorilla by Anthony Browne

**People (Who is in a mess or a muddle? Who else might have different points of view on the situation?)**

- Dad
- Hannah
- The Gorilla
- Us – is Hannah making the right choices?

**Place (Where and when does this take place? How does the setting and time create opportunities for learning?)**

- Hannah’s house, the zoo and a chosen play date with the Gorilla
- It is Hannah’s Birthday. She has a visit from a Gorilla. Who is the gorilla?

**Problem (What is the mess or muddle? Where are tensions, complications and difficulties?)**

- Why is Dad sad? How does this affect Hannah? Does this influence her decision to go with the Gorilla? Should Hannah go with the gorilla?
- Why are the animals in the zoo unhappy? How can we help them?

**Compassion:** What opportunities are there to teach compassion?

- To explore the emotions and feelings of Hannah and her Dad
- To study the gorillas in the zoo and to discuss why we think they look unhappy. What can we do to help?

**Connectedness:** How does this inquiry link to other learning, in the past or yet to come? How does it link to core subjects?

Connections to previous and future learning:

- Using drama strategies to explore emotions and feelings and to find out more about characters we are studying
- Using the children’s own experiences of being reflective and experiencing a range of emotions
- Using the children’s interest and knowledge of animals

Connections to core learning:

- DT – designing new gorilla habitats
- Science – animal classification, animal habitats
- Writing – fact files, speech bubbles, persuasive writing, story writing, creating a class brochure, newspaper headlines
- Speaking and listening – decision alleys, expressing different points of view, use of persuasive language
- Art – torn gorillas, gorilla portraits, printing wall paper, collective drawing,
- RSE – emotions
- Geography – making plans of a new animal enclosure and ariel views

**Culture & Community:** Where are the links to local / national / international expertise and resources? (Including offsite visits)

Using websites and links to conservation work and research by environmentalists including David Attenborough

Where are the links to our ‘50 things to do before you leave Rec Road’?

Make and taste food from different cultures

Run a recycling project

Have a beach day at school

**Key Vocabulary that all children should learn:**

- **Habitat, gorilla, silver back, knuckle walking, being reflective, emotions, being persuasive, nonfiction, fact file, speech marks, speech bubbles, expert.**

## **Being Curious**

**We're Curious**  
**We Use What We Know**  
**We Ask Questions**  
**(And It Matters To Us)**

## **Exploring**

**We Plan**  
**We Investigate**  
**We Record**

## **Making Sense &**

**Meaning**  
**We Collect**  
**We Evaluate**  
**We Organise**

## **Creating & Sharing**

**We Select**  
**We Create**  
**We Share**

## **Reflecting**

**What Have We Learnt?**  
**Even Better If?**  
**What Now?**

### **Inquiry Launch**

How will you launch the inquiry, so the children are curious, share their prior learning and care about the context?

**What will you use as your key inquiry stimuli?**

Read Gorilla by Anthony Browne  
Discuss – main events and main characters, what have we found out?

Questions generated from the story

Create fact files about Gorillas – use nonfiction books and the internet

Introduce David Attenborough

How will you introduce the children to how their learning will be presented? What will you decide / what can they decide?

**What do you see as the key lines of inquiry that the children will need to explore?**

**What resources will they / you need?**

**What opportunities will there be for collaboration?**

Use drama strategies to explore Hannah's emotions and feelings – voice behind, hot seating, role play. Use Decision Alley techniques to explore the use of persuasive language and different points of view – why is dad sad? should Hannah go with the gorilla? Human sculptures to create a scene in the story and to find out more, collective drawings of a new zoo – working collaboratively  
Use art work to represent a given emotion and to look closely at gorilla features

What will you do to help the children:  
collect information;  
evaluate its worth;  
organise it into a useful form?

Have a range of nonfiction resources and PowerPoints and internet links to help the children gather and collate facts about gorillas. This will help them to relate to Hannah in the story and her fascination for gorillas. The information will also be useful when the children design a new gorilla enclosure for the zoo. Where do gorillas live, sleep, habitat, what do they eat, social groupings etc  
Through art work and written tasks, writing fact files, creating a zoo brochure and leaflet, writing a newspaper headline – the children will collect and collate information and organise it to support their learning.  
Through discussions and drama the children will have further opportunities to gather information and ideas

### **Presentation of Learning**

What learning product(s) will the children create that will lead them to tackle the key inquiry question?

**How will the learning product(s) be presented to others?**

**Who will their audience(s) be?**

**How will the children be actively involved in presenting their learning?**

Art work for class display  
Collective drawings  
Class brochures and leaflets  
Writing tasks  
Class discussions and drama presentations

How will the children gain meaningful feedback ?

What will you do to help them to reflect on what they did well?

**What will you do to help them reflect on what they could do better in future?**

Through questioning, class discussions and feedback from each other and adults in the setting, children will reflect on their learning and potential Next Steps.