

Credibility: What will we learn?

We will know (factual knowledge):

- The different stages of design: design, evaluate (reflect).
- That all plants and animals are inter-dependent – including humans.
- That humans can have a lasting impact on places and the things that live there – even within our local area.
- That we must reflect on our opinions and sometimes make compromises.

We will know how to (procedural knowledge):

- Find compromises in design and our opinions.
- Consider the opinions, beliefs and needs of other people.

We will learn the similarities / differences / connections between (conceptual knowledge):

- Attitudes and designs from the past.
- How we can learn by mistakes made in the past.
- How we can reflect on what we have done and decide on what we might change or do differently.

We will understand that: We can have a positive and negative impact on our local area. Reflecting is a tool that we can use to become better or improve on what we know. That change can be a good process that should be welcomed.

Character: What 'Learner Values' will we explore?

How? Being Reflective: By addressing real world problems and discussing the various points of view and design involved. By learning to compromise and reflecting on their time at RRI and wanting to leave a legacy.

What significant people will we learn about?

Ole Christiansen /Tim Brooks/ Humphrey Repton/ Henry Trevor

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

- How change is a positive thing and how reflecting can aid our learning. Using design and evaluation to get the children 'thinking hard' on how to improve their work and what they would change. Linking to transitioning to junior school.

Things that make this theme interesting to our children:

- Designing for the school, how Lego was invented, using Lego to display their designs, creative design.

Year 2 (Summer 2 2022) **Reflective**/Tim Brooks/ Ole Christiansen/Lego/Invention/Environment/ Plantation Gardens/ Angie Lewin

Key Inquiry Question: How can design teach us to be reflective in our learning?

Catalyst: What's the story that will 'hook' the children into the learning theme and energise the inquiry?

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

- Mr Bunting asks the children of Year 2 to help leave a legacy by helping to design a climate classroom. The school needs a climate classroom designed; we want it to look good but also be friendly to the environment.

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

- On the school grounds (linking to Geography about local area/school – creating ariel map of the school)

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

- We need a space that all the children can use to help support our learning? Needs to fit in with school landscape. Kind to the environment?

Possibilities (What are the solutions? How do those solutions drive possibilities for curriculum coverage?)

- Designing a variety of different Climate classrooms using aerial mapping, keys, Lego to create 3D representations of these designs. This can drive looking at we can help the environment with the climate classroom – looking at energy, habitats, extinction (bees?).

Compassion: What opportunities are there to teach compassion?

- Learning about how we reflect on our own opinions, changing them or making compromises to suit a wider audience.
- Building on our learning about the environment and how humans still need to build on land but in a way that is kinder to the area. Trying to reduce the negative impacts on an area.

Key Vocabulary that all children should learn:

- **Landscape/ Compromise/Evaluate Environment/Opinion/Reflect/Design.**

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:

- Link to work on habitats, what animals inc. humans need, human impact on the environment, how we can reduce the impact.
- Pond Project

Connections to core learning:

- **Science-** insects, how to look after the environment, habitats.
- **Maths-** shape, symmetry, statistics.
- **Literacy** – writing a non-chronological report about Ole Christiansen and fact writing about Tim Brooks/persuasive writing/points of view/instruction writing/reflections in class book?
- **Geography** – Looking at a local area, school area, drawing a map of school, impact of humans on a place over time.
- **Art** – class printing in the style of Angie Lewin, life drawing from plants, bricks etc. at Plantation Gardens, in the classroom.
- **PHSE, RSE** – caring for the planet/ empathy/change (transition activities with Lego challenges to encourage collaboration)/compromise/reflective/ believing we can make a positive difference.
- **History** – timelines, how our local area and the school have changed over the years. Humphrey Repton – landscaper. Ole Kirk Christiansen – how he was reflective on his practice and had to make compromises to invent Lego.
- **DT-**finishing the Pond Project from Autumn, designing the school's climate classroom, using Lego to create a 3D model or our designs.

Culture & Community: Where are the links to local / national / international expertise and resources?

(Including offsite visits): We will be visiting the plantation gardens to see how a local area has been used as a space for humans by design but also allows plenty of space for minibeasts and other wildlife.

Where are the links to our '50 things to do before you leave Rec Road'? Eating and preparing a meal, leaving a lasting legacy.

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?

Leaving a legacy, impacting on the school and using design with Lego to showcase their ideas.

What will you use as your key inquiry stimuli?

We have an important video message from Mr. Bunting asking us to become surveyors and to design an eco-friendly climate classroom for all to enjoy. He wants us to leave a legacy for future children to enjoy.

We will use our map knowledge to locate Norwich on the map and to begin to explore the local area and how some of the land is used: Plantation Gardens.

The work this half term will discuss upcoming change and reflecting on the past to help impact our future.

Launch-

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

We will discuss how an architect works and compare this to landscape designers too – creating a 2D drawing and a 3D model as well.

We will learn about the development of Lego and the environmental benefits of it and use this to create a temporary 3D model of our plans.

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

Reflecting on their design choices and making compromises when working with other. Reflecting on how their decisions might impact the land and environment.

What resources will they / you need?

- Lego
- Large paper for their designs.
- KUW Books
- Lego history film
- *A Planet Full of Plastic* by Neal Layton
- *The Boy who Unplugged the Sea* by Paul Brown

What opportunities will there be for collaboration?

Collaborative discussions about the environmental impacts of building on the site. Why it should be environmentally friendly.

Children can work in small groups to create the 3D models of their designs. Children to present their ideas in groups to the rest of the class/year group.

What will you do to help the children:

collect information;
evaluate its worth;
organise it into a useful form?

Information:

- Ole Christiansen (inventor of Lego)
- Tim Brooks (Environmental responsibility for Lego)
- Humphrey Repton (Landscape Designer)
- Henry Trevor (Plantation Gardens Designer)
- Angie Lewin (Artist)
- Look at eco-friendly buildings/designs.
- Look and design our own 2D plan.
- Use Lego to design a 3D model in teams.

Use the internet, books, experts, visit to the Plantation Gardens.

Have class discussions and reflection times.

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?

Class/Year group/Class adults/Mr Bunting?

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

Groups present together their 2D and 3D designs for the school climate classroom, discussing what they had to change/compromise on and how it reflects an eco-friendly design.

How will the children gain meaningful feedback?

Children can ask questions about groups designs and ask about choice they have made.

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

Children will write up an evaluation of what they did and why, with a reflection section – thinking about how they worked individually.

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

Have we become more aware of the impact a building in our local area might have.
How the local area can be used for both wildlife and humans.

Reflect on how well we actively participated in the designing and presenting and took on board a range of points of view.

Discuss- have we learned to think about ethical and moral considerations?