

## Credibility: What will we learn?

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

- All families are different
- People around the world live in different types of houses for different reasons
- All about Seasonal changes and the impact it has on the environment
- Changes in the weather and day length
- The impact cutting down trees has on the environment
- About Landmarks in our local community
- About growth and change

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

- Find and collate relevant information – internet, nonfiction books, drama strategies, working collaboratively and learning from each other
- 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. People's opinions and behaviours can be influenced by different experiences and emotions
- The seasons and weather
- Different communities and families
- Our actions and the impact it might have on the environment

### We will understand that:

- It is important to consider, understand and value other people's perspectives and points of view
- Our actions have an impact on the environment

## Character: What 'Learner Values' will we explore? How? Being Collaborative

We will find out about being Collaborative by exploring the actions and decisions made by the children in the book The Last Tree.

### What significant people will we learn about?

The children in the story and their families.

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

- The book The Last Tree – exploring emotions, families and communities and the environment. The impact our actions can have on the environment and the importance of working together.

Year 1 (Autumn Term, 2022) The Future

## Key Inquiry Question:

Key year group concept: Being Collaborative

The Last Tree by Emily Haworth-Booth

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

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

- The adults from the book
- The children in the book
- The children in the class

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

- The forest in the story The Last Tree

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

- Adults are in conflict with each other and have forgotten how to work together and as a community
- Adults want the last tree in the forest to be cut down but the children do not.

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

- To look at the impact our actions have on the environment
- To explore the positive aspects of working together and being collaborative

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

- To explore the emotions and feelings of the children and the adults in the story.
- To think more about the environment after studying the book The Last Tree.

## 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:

- Reading books and exploring emotions and feelings and to find out more about characters we are studying
- Using the children's own experiences and interest in the weather and seasons, visiting woods and forests, caring for the environment, family life and communities.
- Using their own experiences of growth and change.

Connections to core learning:

- DT – designing dens and shelters
- Science – seasons, weather diaries, day length
- Writing – sentence structure, caption writing, descriptive writing, speech and thought bubbles
- Speaking and listening – expressing different points of view, use of persuasive language
- Art – collective drawings of forests, spirals and structures, hand print trees
- RSE – Growing and changing, class promises and values
- Geography – environmental changes, develop knowledge of local area. Compare and contrast.

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

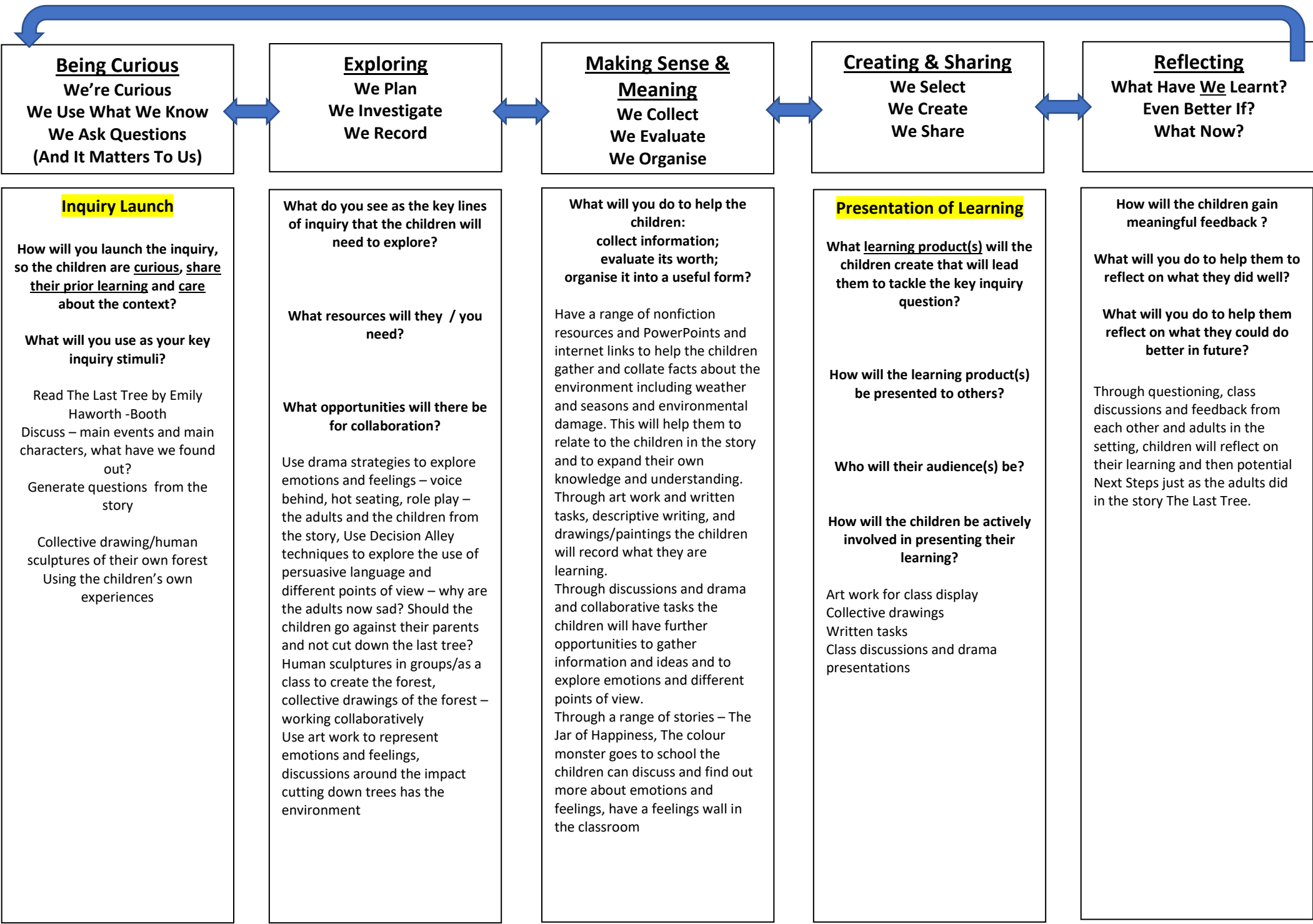
Using websites and links to conservation work and research by environmentalist.

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

Visit a local place of interest. The library.

## Key Vocabulary that all children should learn:

- Environment, seasons, weather, family, community, collaborative, emotions, being persuasive, impact, cause and effect



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

**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 The Last Tree by Emily Haworth -Booth  
 Discuss – main events and main characters, what have we found out?  
 Generate questions from the story

Collective drawing/human sculptures of their own forest  
 Using the children's own experiences

**Exploring**  
 We Plan  
 We Investigate  
 We Record

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 emotions and feelings – voice behind, hot seating, role play – the adults and the children from the story, Use Decision Alley techniques to explore the use of persuasive language and different points of view – why are the adults now sad? Should the children go against their parents and not cut down the last tree?  
 Human sculptures in groups/as a class to create the forest, collective drawings of the forest – working collaboratively  
 Use art work to represent emotions and feelings, discussions around the impact cutting down trees has the environment

**Making Sense & Meaning**  
 We Collect  
 We Evaluate  
 We Organise

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 the environment including weather and seasons and environmental damage. This will help them to relate to the children in the story and to expand their own knowledge and understanding. Through art work and written tasks, descriptive writing, and drawings/paintings the children will record what they are learning.  
 Through discussions and drama and collaborative tasks the children will have further opportunities to gather information and ideas and to explore emotions and different points of view.  
 Through a range of stories – The Jar of Happiness, The colour monster goes to school the children can discuss and find out more about emotions and feelings, have a feelings wall in the classroom

**Creating & Sharing**  
 We Select  
 We Create  
 We Share

**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  
 Written tasks  
 Class discussions and drama presentations

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

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 then potential Next Steps just as the adults did in the story The Last Tree.