

## Credibility: What will we learn?

### We will know: (*factual knowledge*):

- Learn about different faiths.
- A range of celebrations that are celebrated in the months of November and December.
- Different celebrations and the faiths they belong to.
- Why are these important events celebrated in those faiths?
- The origins of these celebrations.
- Have a recap of the 7 continents and 5 oceans.
- How people around the world celebrate differently i.e. Christmas.

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

- Write in the genre of diary entries for our inquiry.
- How to make food for Hanukkah i.e. challah and latkes.
- Look at writing a shopping list for a celebration.
- Instruction writing on how to make challah/latkes.
- Locate and identify the 7 continents and 5 oceans.

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

- Similarities and differences about life in other countries.
- Similarities and differences between how Christmas are celebrated around the world.
- Connections between different faiths celebrations in November and December. Any similarities and differences of these celebrations.

### We will understand that:

Different countries and different faiths celebrate a range of events. These events may be the same around the world but may be celebrated in different ways and looking at different areas of the celebrations.

## Character: What 'Learner Values' will we explore?

### How? Being Collaborative:

Looking at how celebrations bring people together and they work together to bring celebrations and feasts to life. We will work collaboratively to create our Christmas Performance, looking at how Bernie Taupin and Elton John collaborated to create fantastic music. We will also work together to retell the Nativity through Talk4Writing.

### What significant people will we learn about?

Prince Albert / Queen Victoria / Elton John / Bernie Taupin

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

- Key celebrations – mainly looking at Christmas and similar celebrations (covering DT, Art, English, Geography, and some History).

### Things that make this theme interesting to our children:

- Children will be explorers completing an unfinished diary that was found. The children will travel the world learning about a range of religious celebrations, writing diary entries to finish the diary.
- We will write a shopping list to have our own Hanukkah celebration in class and share a traditional Hanukkah meal. The children will also look at how to make Challah and Latkes to share.
- Throughout the half term our key focus will be to work collaboratively and to create our Christmas Performance.

## Year 2 (Autumn 1: 2022) **Collaborative:**

### Key Inquiry Question: **How do different faiths celebrate important events around the world?**

### **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?)

- An unfinished diary is found with blank pages, as explorers the children are asked to complete the diary recording about different religious celebrations around the world.
- Religions: Judaism, Christians, Sikhs, Pagan, Jain/Hindu.

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

- Learn how different countries celebrate Christmas and how traditions differ.
- Pupils to identify key countries on maps i.e., Israel, India, Scotland, England.
- Recap of the 7 continents, 5 oceans.

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

- The diary has been left unfinished and needs to be completed. The children are left with the job of completing the diary entries about different celebrations before Christmas.
- How different countries may celebrate Christmas differently.

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

- Children will become explorers to go around the 7 continents to learn about different religious celebrations.
- Pupils will pack their bags and travel to find similarities and differences.

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

- Learning about how traditions of Christmas came around and why they are still respected now.
- Empathy for people living and celebrating differently to us.
- Learning about how different faiths see importance in different celebrations.

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

- **faith / collaboration / religion / Christmas / Hannukah / continents / Sikhism / Judaism / Queen Victoria / Originate.**

## **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 identification of 7 continents, 5 oceans, how people in different countries live, money, cooking, instruction learning, collaborating for Christmas.

### Connections to core learning:

- **Science**- healthy eating.
- **Maths**- measuring, money.
- **Literacy** – writing a non-chronological report, diary entries, instructions, poems.
- **Geography** –recapping 7 continents, 5 oceans, locating different countries on a map.
- **Art** – creating a range of different Christmas decorations using skills such as printing, clay and sewing.
- **PHSE, RSE** – respecting other religions and understanding the importance of faith.
- **DT**- Children to make and share a meal based around the Jewish celebration Hannukah.
- **Music** – Learn a range of Christmas songs together, Step Into Christmas by Elton John and Bernie Taupin.

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

- Contact Synagogue on Earlham Road, children could write questions to ask about the celebration / go on visit?
- Ask parents of children from different countries about they traditionally celebrate Christmas – invite for a talk?
- Look at celebrations internationally.

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

Make and share a meal and learn to play the Ocarina.

## **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?

Children discover an old unfinished diary. Look at the diary, what is it about? Can we help to complete the diary writing about other religious celebrations.

What will you use as your key inquiry stimuli?

We begin reading 'Ticket Around the World' as a Non-fiction Whole Class Read to see the features of a non-fiction text and to get a stronger understanding of different countries around the world.

Children will use their prior knowledge of the 7 continents to pinpoint on a map where they are going next.

Children to create a passport to travel the world and visit different celebrations.

## **Exploring**

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

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

Children will be given a copy of the diary to complete in a diary entry style, this will then be put into their Writing Books once the inquiry is completed.

Information about Christmas will be recorded separately in their Blue KUW books.

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

Children understanding how different religious faiths celebrate around the world.

Look at cultural differences about how Christmas is celebrated, which food is eaten, which day is seen as the most important?

What resources will they / you need?

- Writing Books
- KUW Books
- Ticket Around the World
- Diary entry book for each child
- Resources to recreate celebrations
- Contact details for Synagogue.
- Information about each celebration.
- Ingredients for baking.
- Continuous provision challenges to go with the inquiry.
- Art/DT resources for decorations morning.

What opportunities will there be for collaboration?

Children to learn different songs to perform at our collaborative Christmas Performance, where we will discuss the different religions we have learnt about.

## **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?

Information:

- Use the internet for research.
- Watch videos.
- Recreate some celebrations in the classroom so children have the opportunity to experience some of them first-hand.
- Use the internet, books, experts.
- Visit and communicate with local Synagogue.
- Have class discussions and reflection times.
- Look at world map, globes

## **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?

Children will create a diary with diary entries describing the celebrations they have participated in. Pupils will have the opportunity to share a feast for Hannukah as a class and make challah and latkes.

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

Christmas Performance, Diary, baking for Hannukah

Who will their audience(s) be?

Class/Year group/Class adults/  
Parents/ Families

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

Children will use drama to imagine they are taking part in the different celebrations; we will use drama to look at what to take on an expedition and how we might travel from one country to the next. Children will use these experiences to write descriptive diary entries about the different celebrations.

## **Reflecting**

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

How will the children gain meaningful feedback?

Children can ask questions about each other's different opinions. We will use Character Voice as an option and hot seating to see how the children are feeling during the expedition. We will discuss the similarities and differences of Christmas to our own traditions.

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

Children will write up their diary entries and be able to discuss how different faiths celebrate.

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

Be mindful that people belong to a range of faiths and beliefs and that these should be respected.

A better understanding of different traditions for Christmas around the world and the origins of Christmas and British traditions.