

**Credibility:** What will we learn?

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

- Henry Blogg was a local famous RNLI crew member/coxswain
- The RNLI is a charity that saves lives at sea

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

- Research information about a local famous person including using local amenities and museums and asking questions to find out more
- Work together as a team to achieve an end goal and use drama strategies to become immersed in the experience.

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

- Different responsibilities as part of a life boat crew
- The importance of a charity to help save lives

**We will understand that:**

- Local Charities and Volunteers are needed to help keep people safe. Henry Blogg is a well known RNLI volunteer and hero

**Character:** What 'Learner Values' will we explore? How? **Being a problem solver**

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

By finding out about some of the rescues Henry Blogg was involved in and the difficult decisions he had to make.

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

- Through drama strategies be invited to become a new lifeboat crew member in Cromer following in the footsteps of Henry Blogg.

Things that make this theme interesting to our children:

- Using the children's own research information, their school trip experience and their imagination.

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

- RNLI, charity, lifeboat, crew, coxswain, Henry Blogg, museum, lifeboat station, rescue, volunteer, commitment

Year 1 (Summer 2 2023)

**Key Inquiry Question:**

Key year group concept: **Problem Solver**

What makes someone a hero? – **Henry Blogg**

**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?)**

- A new life boat crew is needed at Cromer Lifeboat station

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

- Lifeboat station Cromer

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

- A new boat needs to be designed
- A new uniform created – lightweight and water proof
- Roles onboard the lifeboat need to be studied – what role would they choose?
- A fitness test needs to be created and then passed in order to be a new crew member

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

- Research into life as a RNLI volunteer, using videos, utube clips, books, class visits to find out more and to use drama strategies

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

- Compassion for the RNLI volunteers and families
- Compassion for the people who need to be rescued, including animals

**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:

- What do the children already know about the RNLI and Cromer?
- What would they like to find out? Research and hands on experience

Connections to core learning:

- DT – modelling and designing – new boat, uniform
- Science – materials
- Writing – lists, commitment, rules, job description, labelling, recount, creative story writing with sea setting
- Speaking and listening – asking questions to find out more
- Art – sketching, boat drawings
- RSE – emotions
- History – timelines, finding out about a famous local person
- Maths – measuring the actual length of a life boat, timescales and dates

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

Trip to Cromer Museum and Lifeboat station

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

Design and make a kite

Money and work



### **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?

A letter arrives from Paul Watling the new coxswain at Cromer lifeboat station inviting us to become new lifeboat crew members.

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?

Front loading and research into the RNLI and Henry Blogg  
Collective drawing of a new lifeboat  
Team building activity to design and make a new uniform  
Crew commitment to each other  
Meet the crew display – what is your role?  
Fitness routines created and executed  
New members given a certificate  
School trip to Cromer museum and the lifeboat station  
Videos and books and pamphlets used to gather information  
Drama strategies used to help the children get into role

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

Class discussions  
Using timelines  
Watch utube clips of the RNLI and Henry Blogg  
Pictures and pamphlets  
School trip and feedback  
Collective drawings  
Take photos  
Children pass a RNLI test to become new crew members and if successful receive a certificate

#### **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?

The children will use all of the information they have gathered and learnt to help them pass a RNLI entry and fitness test. If successful they will become new crew members and will be presented with a certificate from Paul Watling the existing Coxswain at Cromer. Learning will be presented in the form of Collective drawings  
New crew uniforms will be modelled and judged  
Boat designs will be tested  
Identity badges created

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?

Peer feedback and discussions  
le uniform designs, fitness routines and their effectiveness  
Certificate from existing Coxswain in Cromer if able to pass entry test and fitness routine  
Self evaluation – does my boat float?