

Credibility: What will we learn?

We will know (factual knowledge):

- The different stages of planning: plan, evaluate (reflect).
- That humans can have a lasting impact on places and the things that live/built there – even within our local area.
- That we must reflect on where we started and where we have come from.
- The history of the school and community (in our local area).

We will know how to (procedural knowledge):

- Find compromises in design/plans and our opinions.
- How to form a simple stop motion video.
- Consider the opinions, beliefs and needs of other people.
- Create simple maps with a key.
- Develop our directional language and map reading skills.

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 will have a stronger understanding of our local area and the school's history. 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 / Lego

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.
- Pupils will work collaboratively to plan out scenes and film the stop motion video, each member of the group having a role e.g. director, character, producer, scene builder.
- Pupils will be creative by designing their scenes and video sets for the video

Things that make this theme interesting to our children:

- Using Lego to create a stop motion video as a year group about the history of the school.

Year 2 (Summer 2 2022) **Reflective/ Ole Christiansen / Lego / Invention / History / Environment / Local / Legacy**

Key Inquiry Question: How can we leave a legacy, celebrating where we have come from?

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?)

- Children to find clues in the classroom. Children to solve clues to follow a trail around school, each clue leading to a Lego brick with a letter on them. Once all 11 bricks are collected, children to organise them to say Ole Christensen.

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) Children will be taken on a trail around the school and will recreate the route they took on a map and through a written recount.

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

- The school wants a video made about the history of the school, they need a team of researchers and videographers to make it. Pupils to create a short stop motion video about the history using Lego.

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

- Children to make a video about the school. Pupils will have work in groups and plan out scenes for the video – this will be to encourage collaboration. Pupils will explore history and use their knowledge of timelines to plan out the video. Map drawings and skills from geography will also be used to explore the school site.

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. Learn how land uses can evolve over time.

Key Vocabulary that all children should learn:

- **Landscape/ Map/ key/ Lego/ stop motion video/ Compromise/Plan /Evaluate**

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.
- Class Timeline
- Reading world maps to now reading local maps and understanding keys.
- UK: countries, capital cities, Norwich.

Connections to core learning:

- Science- how to look after the local environment.
- Maths- shape, symmetry, statistics.
- Literacy – writing a non-chronological report about Ole Christiansen, recount of trail and life as a Lego piece.
- 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

Culture & Community: Where are the links to local / national / international expertise and resources? (Including offsite visits): We will be learning about the history of the school and also hopefully look at the history of other local sites e.g. Heigham Park and Plantation Gardens.

Where are the links to our '50 things to do before you leave Rec Road'? Eating and preparing a meal, leaving a lasting legacy, become an eco-campaigner, see what a million looks like.

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?

Pupils to follow clues leading to 11 Lego bricks, spelling out Ole Christensen. This will lead them to a challenge for the pupils to create a stop motion video.

What will you use as your key inquiry stimuli?

We will use Lego as our key stimuli, and this will be learning the journey of Lego and looking at its future. In turn, we will then look at the school's history and its future e.g. Climate Classroom.

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-

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 receive their final challenge as Rec Road students – with the opportunity of this video going on to the school website for new children and families to look at. We will learn about the development of Lego and the environmental benefits of it and use this to create a temporary 3D model for our sets.

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

Reflecting on their choices and making compromises when working with others. Reflecting on how their decisions might impact the land and environment.
Understanding we are a small part of a buildings journey/timeline.

What resources will they / you need?

- Lego
- Storyboards
- KUW Books
- Lego history film
- Maps
- Atlases
- iPads
- Stop Motion App
- History of the school

What opportunities will there be for collaboration?

Children to work in groups to plan scenes and make sets for their video.
Children to have individual roles as well as part of the videographer crew.

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:

- Ole Christiansen (inventor of Lego)
- Humphrey Repton (Landscape)
- Henry Trevor (Plantation Gardens Designer)
- Angie Lewin (Artist)
- Look at eco-friendly buildings/designs.
- History of the school
- How to make a stop motion video
- Planning sheets.

Once pupils understand their challenge, they will work independently in their groups to plan and make their video across several weeks. Once these have been photographed, teachers will put them into a video and make once long video together.

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?

Children to make a stop motion video about the history of the school using Lego and iPads. This to be presented to parents at leavers show.

Who will their audience(s) be?

Class/Year group/Class adults/Miss Mattock and parents.

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

Each class to focus on a different part of the school's history/future. Within each class, they will be split into scenes and stages to work in groups collaboratively. Children will work together to design and build their sets, have a practice, and allocate different roles.

Reflecting

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

How will the children gain meaningful feedback?

Children will work together in groups and as a class to give constructive feedback to the filming process but also during our learning sessions e.g. editing writing.

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 planning, filming, and presenting and took on board a range of points of view.

How we will be a part of the schools past but we are somewhere else's future and that it can be worrying and exciting.