

Credibility: What will we learn?

We will know that (factual knowledge):

- There are different challenges that exist and that these can be physical and mental.
- People will encounter challenges during their lives.
- Ernest Shackleton was a polar explorer and a hero.
- There are different continents with different physical features, animals, and weather conditions.

We will know how to (procedural knowledge):

- Find out relevant information.
- Inform an audience.
- Continue to be resilient even when we don't succeed.
- Carry out experiments to find out more.
- Work as part of a team.

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

- Equipment – similarities and differences between - then and now.
- Qualities needed to be a successful explorer and qualities needed to overcome challenges in all walks of life.
- Look at the science behind the equipment used – sinking/floating and materials/insulation.

We will understand that: Resilience, failure and working as part of a team can make us stronger, and we can learn from our mistakes.

Character: What 'Learner Values' will we explore? How? Being creative, caring, problem solving.

Resilience – looking at how people overcome physical and mental challenges.

Collaboration – crew working together to reach their destination successfully.

Problem Solving – working to solve problems as they occur and thinking of their feet.

What significant people will we learn about?

Ernest Shackleton – Learner Value Champion

Preet Chandi – Woman who recently completed an expedition to Antarctica.

Other explorers who the children might want to share and investigate.

Year 2 (Spring Term 1, 2024) **Being Resilient**

Key Inquiry Question:

How do people overcome personal challenges and remain resilient when experiencing failure?

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?)

- Learning about Ernest Shackleton and his crew – different roles that were involved on the Endurance.
- Learning about ourselves and our strengths and weaknesses as a new crew ready to explore Antarctica.

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

On Board ship designed and named by the new crew

In Antarctica, looking at specific areas explored by Shackleton e.g. Elephant Island.

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

Having found out about previous failures and attempts to explore Antarctica the new team needs to create a plan that will work. Learning from Shackleton's mistakes.

They need to design and equip a new ship, generate roles and responsibilities.

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

Research

Working as a team

Mapping

Compassion: What opportunities are there to teach compassion?

- Valuing all people despite their differences.
- Working together with peers to achieve their brief.
- Looking forward for future generations.
- Learning how to carry on and learn from each other even when we fail.

Connectivity: 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:

- Learner Value Champions – Year One – Henry Blogg - RNLI volunteer
- History – Timelines and famous people from the past
- Geography – continents, oceans.
- Science - habitats – linking back to our work on habitats and comparing Antarctica to the Rainforest from Autumn 1.

Connections to core learning:

- Science- healthy eating, exercise, what humans need to survive, working scientifically – insulation, materials, floating and sinking.
- Literacy – writing questions to find out more, writing a newspaper report, labels, writing a letter and responding to job ad.
- SPaG: Subordinating conjunctions, coordinating conjunctions, noun phrases, past tense, writing in first person, chronology, time conjunctions, commas, exclamation marks.
- Geography – continents, habitats, climate.
- Art – observational drawing, painting, exploring different medium.
- PHSE, RSE – caring for others, feeling proud of our achievements, believing we can learn from our mistakes, collaboration.
- History – timelines, inferences from photographs, discussions with historians, person of local interest.

Culture & Community: Where are the links to local / national / international expertise and resources? (Including offsite visits) Linking to Sheringham, where Shackleton lived and current exhibition on at Sheringham Museum. Looking at current polar expeditions and how they have changed and why people still do it.

Where are the links to our '50 things to do before you leave Rec Road'? Leaving a legacy, growing something to eat ties into our Healthy eating, learning to play Ocarinas.

Coherence: What theme have we chosen to bring the curriculum and 'Learner Values' together? Pupils will use a range of drama techniques to imagine what life would have been like during the Endurance trek to Antarctica. We will learn about the trek and the failure endured and how Shackleton and his team learnt from it.

Things that make this theme interesting to our children: Learning about a person of interest, pupils to learn about a famous expedition which is still endured today.

Key Vocabulary that all children should learn:

- Resilient, failure, endurance, expedition, coordinates, starboard, port, bow, stern, perseverance, enjoyment.

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?

Session 1:

Look at a picture of Antarctica. Where might this be?
What do we already know – physical features, plants and animals – post it notes and create list.
How would you travel to this sort of environment? Who would like to travel there?
Introduce Ernest Shackleton.
Front load some basic information about Shackleton. – an explorer who wanted to find out more about uncharted places around the world.

If you were to meet Shackleton what questions would you like to ask him?
Children write their questions.

Session 2:

Adult in role – children ask their questions.
What have we found out? Post it notes.

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?

Pupils to look at information given to them; how can this be used to find out more. Children to be researchers. Follow what the children want to find out about Shackleton and his expeditions.

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

What sort of qualities do you need to be an explorer?

What jobs and responsibilities did the explorers have?

What equipment did they use?

How can you remain resilient when hit with failure?

What can we learn from our mistakes?

What resources will they / you need?

Information on Ernest Shackleton, video clips, Shackleton books, links with museums, biography, photographs, information about the Endurance.

What opportunities will there be for creativity?

Using drama strategies to immerse themselves in the experience and learning

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?

Writing a newspaper report about a new crew and proposed expedition.
Writing a job description/letter in response to an advertisement.
The day in the life of an explorer/descriptive writing.

Use coordinates to mark on the expedition trail of Endurance and its end point, look at how far they were from reaching their original destination. Use world map.

Look at photos taken during expedition, what can we see, what do we know and what can we infer from these?

Look at video footage of crushed Endurance wreckage..

Have class discussions and reflection times.

Gather knowledge as a class to decide how best to use it and what the key points are.

In science looking at the materials used in the early 1900s that were to be used in freezing conditions.
Investigate what would be most suitable if we were to repeat the expedition.

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?

Newspaper report

Science: materials and experiments, looking at photography development and insulation materials for freezing conditions.

Letter writing: reply to job ad to be a part of the crew on the expedition.

DT/ART: Developing photos, using mono printing to create image of shipwreck.

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

Newspaper report, letters, and recount.

Who will their audience(s) be?
Researchers, historians, other Year 2 classes, museums.

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

Newspaper report
Letter writing for job ad to be a part of expedition.
Recount of the expedition
Artwork of crushed ship

Reflecting

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

How will the children gain meaningful feedback?

Editing sessions within English, looking at what pupils did well and how they could improve. Pupils to be encouraged to read their own work more using fingers in the ear technique to see what is missing.

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

Newspaper report: children to read out loud to a partner, discuss what went well and what they could change as part of editing sessions.

Letter writing: encourage responses from other classes.

Peer and self-assessment.

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

Children to learn from the inquiry that sometimes you can be resilient and still fail but to get back up and try again. Also use this as an opportunity to learn from our mistakes.