

Credibility: What will we learn?

We will find out (factual knowledge):

- We will learn about the life and achievements of Steve Backshall, including challenges he has faced
- We will learn about the habitats of the UK and our local area
- We will learn about classifying animals

We will know how to (procedural knowledge):

- Gather information from a range of sources
- Record and share information
- Explore resilience and how we can use this skill every day in a range of environments

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

- Natural and human changes to the environment
- Resilience in every day life vs on a big mission
- Animals and their habitats – how they are suited

We will understand that:

- Resilience can occur every day in small ways
- People can change the environment
- Natural changes occur to the environment
- We have a community around us

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

- Resilient – how have people overcome challenges and kept on trying?
- Caring – showing empathy towards others' struggles
- Collaboration – planning our own adventures for Steve

What significant people will we learn about?

Steve Backshall, Ben Halms

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

- A drama where we are working alongside Steve Backshall to plan and carry out adventures.

Things that make this theme interesting to our children:

- Researching animals and their habitats
- Exploring new and exciting places

Year 1 (Spring 2, 2024)

Key Inquiry Question: Can making mistakes be good?

LV: Resilient, Champion: Steve Backshall

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?)

- In the story world Steve Backshall (our LVC for resilient) will contact us asking for help, he will give us a weekly task.

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

- Various natural environments, including the beach
- Visit to Plantation Gardens

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

- Humans are changing the environment – how can we care for it?
- Beaches are being spoilt and animals are being harmed – how can we prevent this and spread the word about beach cleans?

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

- Work as a team to be resilient when achieving a goal – spreading the message about keeping our beaches clean.
- Create a newspaper article to spread the word about caring for the environment.

Compassion: What opportunities are there to teach compassion?

- We will be learning about Ben Halm's story of resilience and determination in the face of a spinal injury.
- We will be raising money to support the Plantation Gardens ahead of our visit.

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:

- Building on children's prior knowledge of animals
- Using the children's problem solving skills to explore resilience

Connections to core learning:

- Science – what are animals, minibeasts, classifying animals, carnivores, herbivores, omnivores
- Geography – identifying areas within the UK, environmental changes, pollution, walk around local area to Plantation Gardens (50 things)
- Writing – facts, character profiles, persuasive writing, newspaper article, letter writing
- Art – flora and fauna drawing, drawing natural objects, collage, graphite, pastels
- Music – 'Lark ascending'
- WCR – non chronological texts, animal poetry, 'Plant full of Plastic'

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

Local expertise – Ben Halm, children to ask questions

Local visit – and raising money for the Plantation Gardens

Local – exploring and protecting Norfolk beaches in our drama

Local – persuading parents to look after green spaces

National – team to attempt to contact Steve Backshall

Key Vocabulary that all children should learn:

- Resilient, hero, adventurer, preserve, pollution, carnivore, herbivore, omnivore, local, national, United Kingdom



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?

Letter from Steve Backshall in the story world asking us to join his team. He will give us a weekly task to complete.

Front loading – who is Steve Backshall?

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

- areas of the UK
- our local community
- who is Steve Backshall and how has he been resilient?
- what 'environment' means

What resources will they / you need?

- front loading about Steve Backshall – teacher led information

What opportunities will there be for collaboration?

- using drama strategies work collaboratively to create a scenario and solve a problem

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

Information will be collected through:
Class discussions
Fiction and non-fiction
PowerPoints and videos
Research from books

Create newspapers
Take quotes
Drama – interviews and quotes
Write letters

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?

- letters
- newspaper articles
- quotes/speech bubbles
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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?