

Credibility: What will we learn?

We will know (*factual knowledge*):

- Zaha Hadid was an architect, designer and artist and we will find out more about her life and creative designs and ideas.
- What an architect, designer and artist can do.

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

- Use available resources to find out more.
- Be creative and make our own designs and develop our own creative ideas.
- Learn a range of joining techniques in DT linking to their prior learning in EYFS and Y1.

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

- Different architectural designs.
- Use of materials
- The link between architectural design and maths.

We will understand that:

Anyone can be creative and follow their own ideas, ambitions, and push boundaries.

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

Creative – using our imagination and creativity to design and make things. Write a creative comic strip.

Resilience/Reflective – continue to change and alter and reflect on our original ideas.

Collaboration – working in pairs and teams to create an end goal.

Problem Solving – working to solve problems as they occur.

What significant people will we learn about?

Zaha Habib – Learner Value Champion

Other architects and artist who share similar interests.

Ourselves as creative thinkers

Year 2 (Spring Term 2 2024)

Being Creative: Zaha Hadid

Key Inquiry Question:

What is creativity and can anyone be creative?

Catalyst: What's the story that will 'hook' the children into the learning theme and energise the inquiry?

People (Who else might have different points of view on the situation?)

- When working as part of a pair or in a group on an art and design project other people's ideas and points of view will need to be taken into consideration and ideas built on.
- Teamwork and compromise will be essential.
- The ability to evaluate and adapt designs will also be needed and the ability to; listen to and build on the constructive criticism of others.

Place (How does the setting and time create opportunities for learning?)

Learning and being inspired from the ideas of other people from different parts of the world and from different backgrounds.

Problem (Where are tensions, complications, and difficulties?)

Design ideas not working successfully.

Unstable constructions

Inability to compromise or adapt work.

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

Research into other people's lives/timelines and different places of origin – reading nonfiction text and resources to find out more.

Different jobs and possibilities – links to their own learning at school.

Being creative, artistic, and reflective.

Compassion: What opportunities are there to teach compassion?

- Valuing the effort, determination, and hard work of other people.
- Reflecting on the design process and discussing what could have been done differently.

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:

- Creative Learner Value Champions – Year One – Andy Goldsworthy
- History – Timelines and famous influential people
- DT and art – building on skills and ability to be creative, a problem solver and reflective. Revisiting joins that were taught previously.
- Science – plants and growth from Year One

Connections to core learning:

- Literacy – nonfictional comic writing, writing instructions.
- Maths – measuring – length – using real maths. Geometric shapes used in architecture.
- SPaG: Subordinating conjunctions, coordinating conjunctions, noun phrases, past tense, writing in first person, chronology, time conjunctions, commas, exclamation marks.
- Science – growth and conditions needed for growth.
- Geography – where is Iraq? – link to work on continents.
- Art and DT – designing and making.
- PHSE, RSE – collaboration. Problem solving and being proud of own achievements.
- History – timelines

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

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

Plant a seed and eat what it grows, take swimming lessons, learning the ocarina and be an expert of the week.

Coherence: What theme have we chosen to bring the curriculum and 'Learner Values' together? Using an inspirational Learner Value Champion to inspire the children to find out more and to experience learner values for themselves through planned activities.

Things that make this theme interesting to our children:

Using the children's own ability to be creative.

Key Vocabulary that all children should learn:

- Construction, design, architecture, collaborative, resilient, problem solver, reflective, evaluate, unstable/stable, structure.

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:

Introduce new Learner Value through Oracy starter – look at building and discuss if you like it or not and why. Encourage children to build on others ideas.

Champion and Learner Value.

What does be creative look like? Who can be creative?

Read book (Little People, Big Dreams) and watch information.

Videos about Zaha Hadid – what is an architect?

Look at designs created by Zaha Hadid - discuss.

Children to design their own futuristic house and bedroom and then build from available construction equipment.

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 and designers. Follow what the children want to find out and already know.

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 creative?

Who can be creative?

Breaking the mold and wanting to be different can be a good thing.

What resources will they / you need?

Information about Zaha Hadid - video clips, books, biography, photographs.

Construction and building materials.

What opportunities will there be for creativity?

Our Learner Value this half term is being creative.

There will be various opportunities for designing and building.

Children are writing a comic strip in English which has an architectural focus. Most pupils using Zaha Hadid as main character.

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?

Look at diversity, children to understand that Zaha when she began being an architect was in a very male dominated job. Not the case so much now and wanted to be different: Queen of Curve.

Have resources available for the children to use and to find out more.

Books available to look at about structures and architecture.

Whole class reading:

- Brick by Joshua David Stein
- Iggy Peck Architect by Andrea Beaty

Encourage question and answer sessions – what do the children already know about our learner Value champion and her work?

Have class discussions and reflection/evaluation times.

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

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?

DT/ART: Designs, paintings, models

Fact files/non-fictional comic strip about Learner Value Champion.
Instructional writing

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

Discussion and reflective times

Collaborating on No Pens day to learn skills to help them to be creative through challenges and learning joins.

Displays

Who will their audience(s) be?

Year Two classes.

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

Displaying and evaluating their own work and designs.

Reflecting

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

How will the children gain meaningful feedback?

Discussion and evaluation/reflective sessions – through collaborative work and teamwork.

Editing sessions within English, looking at what pupils did well and how they could improve.

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

Peer and self-assessment.

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

Plan in reflective sessions

Live marking.