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| **Key Texts**  **Remember, remember 5th November**  **Whatever Next**  **Beegu** | | | **Enquiry question**  **What do we do when we remember, remember?** | | **Terms- 2**  **YEAR GROUP – One** |
| **Core Values of our school - Resilience Focus** | | | | | |
| **English –specific writing for purpose links to unit** | | | **Mathematics – mastery application/real life connection** | **Whole School initiatives ?** | |
| **Intent** | | | **Implementation ideas** | **Sequencing** | |
| * **Key concepts to understand**   Changes  Consequences  Resilience  Old and New  Time- Past and Present | | | **Hook/inspiration/pupil led enquiry**  **Purpose – to engage/inspire pupils, What do pupils already know? Create enquiry climate – what don’t we know, what do we/they want to know? How are you going to do this?**  **Key questions – linked to procedural knowledge skills of:**  WK1- Lewes Bonfire- Why is there Lewes Bonfire celebrations?  WK 3- Surprise Parcel- Which significant figures have been into Space?  WK4- Beegu Crash landing- Can I order objects from the past? What is resilience?    **What is going to be the analyse task? This needs to be decided very carefully at the planning stage** ( eg enables the individual to independently show/display/reveal their knowledge relating to the period studied, their procedural knowledge skills and their depth of understanding)  Eg - Respond to a planned artefact source ? Other historical resource? An essay/story? A response to an article/image  Can the children sequence artefacts/images in time order?  **Deep learning focus**  Which elements/events/time of the project are you going to examine in depth ?–Using what sources? That enable you to explore the concept(s) in different ways, makes connections to prior learning and use the procedural skills to challenge pupils to have dialogue, discuss with purpose, ask questions – start to think like an historian?  **Focussed practical tasks?**  Space Day-  **Visits/visitors/virtual links to resources/local community links**  Role play- Space Station  Visit from the Planetarium  **Shared Purpose for learning -** in combination with the analyse task and working with outside experts who provides that authentic,valued critical audience(eg an author, engineer, museum curator, journalist)– giving a sense of combined, collaborative team work in the class/school  Space Day-  Shared work with Year 5. | **Suggestions**  **Outline for each week the elements of study to be undertaken that are specific to the enquiry project and emphasis. Be clear about the procedural skills that show progression in the work.**  **Week 1-recall and timeline**    **Week 2-recall**  **Week 3- examine and timeline**  **Week 4 recall**  **Week 5 Timeline**  **Week 6- Recall and Timeline**  **Week 7**  **Week 8**  **Week 10** | |
| **Skills** – linked to curriculum skills map**, the other NC areas** - colours represent different curriculum areas where cross curricular links can be made to relate to project emphasis.  ,  To chronologically sequence 3 objects/events/people from recent History.  Identify objects from the past/present, what was/are they used for in the past.  Recount details from the past using pictures/stories.  Answer simple questions about the past.  Show knowledge and understanding about the past in different ways. | | **Key Vocabulary**  Old  New  Young  Days  Months  Long Time Ago  Past  Present  Yesterday  Today  Years  Thousand |
| **Propositional Knowledge**  Eg – Content knowledge for the project – NC documents do this well  What do you want the pupils to know specifically from this term in this foundation subject? | **Procedural Knowledge**  **Identify the skills of being like a ………..**  Key skills for this subject  Children are going to be able to order events, people, artefacts in time order. | |
| **Judging Impact**  **Feedback, respond and review individual enquiry books (Learning Journeys)– written responses/ quality of work/development of writing skills/presentation**  **Pupil conferencing sessions (carried out by teachers/HT/Governors/TAs) to assess foundation subject impact – create a feedback proforma based on :**   * **knowledge(propositional and procedural)** * **concept understanding** * **development of vocabulary use and articulation skills** * **development of personal skills**   **Review impact of visits/visitors/ outdoor learning opportunities**  **Assessment**  **Teacher assessment - Use the planned Analyse task that links with the project enquiry emphasis for foundation subject – Jonathan Lear - ‘Is the child thinking like a…………?’ to what extent matched to the knowledge propositional and procedural? –**  **Teacher assessment Impact relating to real life - PSHE intentions /learning opportunities for the child - community impact** | | | | | |