

## West Earlham Junior School Termly Planning

### STAGE 1 – PLANNING THE INQUIRY

1	Select an area of study, list expected outcomes. Consult the agreed NC curriculum maps and desired outcomes.	<p><b>A local history study, for example:</b> a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>Development of Medieval Market          Study of art related to significant events of the time          Black Death          SMSC assessing the morality of the time and comparing it to what people believe today          The impact of catastrophic events.</p>
2	Consider the aspects of the study that will interest you and the children.	<ul style="list-style-type: none"> <li>• Creation of a Medieval Experience for client.</li> <li>• Using imaginary responsibilities to guide their learning.</li> <li>• Uncovering the mystery of what art tells us.</li> </ul>
3	<b><u>Devise the Inquiry question(s)</u></b>	<p>What does significant artwork tell us about the time?</p> <p>How did the Norwich market develop?</p> <p>What were conflicting interests?</p>
4	What lines of investigation can be planned for to support inquiry questions?	<p>How has the market changed over time?</p> <p>What were the effects of the Black Death on Norwich?</p> <p>Were minorities treated fairly?</p>

### STAGE 2 – CONTEXTS FOR LEARNING

5	Invent the scenario	<p>Lottery funding to create a Medieval exhibition/experience. Client Norwich City Council.          Creating a living gallery to show case different aspects of the period post 1066- 1500          land enclosures.</p>
b	Exploration of points of view:	<p>A team of Historical re-enactment specialists/historians will create an experience the public can come to see.</p>

c	Decide on actual events/key moments:	<ul style="list-style-type: none"> <li>• Medieval Market</li> <li>• Persecution of minorities</li> <li>• Black death</li> </ul>
d	Outcomes based on FICTION:	<p>Diaries of a Black death checker.</p> <p>Poetry based on minorities who were victimised/persecuted Poster to find the killer.</p>
<b>STAGE 3 – PLANNING ACTIVITIES &amp; CURRICULUM LINKS</b>		
6	Create a list of possible activities centred on the context(s) bearing in mind the inquiry question(s)	<p>Map work</p> <p>Picture comparison of six different events.</p> <p>Model of Norwich market stall</p> <p>Sketching of significant pieces of artwork</p> <p>Creating the HQ of the research team.</p>

7	How do these integrate with any aspects of statutory curricula?	<p>History: Local market study.</p> <p>Geography: Economic activity and trade links at the market.</p> <p>Science: Disease – How the Black Death affected the human body.</p> <p>Art: Study of significant artists from the period</p> <p>Talk for writing story in context</p>
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**STAGE 4 – PLANNING THE START**

9	Invent the first sequence of steps-in to introduce the children to the inquiry	<ol style="list-style-type: none"><li data-bbox="400 143 1401 215">1. Client Norwich City Council received lottery funding to make a medieval experience. Received a letter.</li><li data-bbox="400 219 1337 255">2. Introduce the six main themes/pictures the exhibition should cover.</li></ol>
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