| 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. | • History – investigate a shipwreck, Mary Rose. Emigration to and settlement in North America.<br>• Geography – world maps to locate Tudor exploration, trading routes, Drake, Raleigh. Use of geographical language for mapping.<br>• Science – permeable, photosynthesis, classification, evolution, adaptation to environments, absorption, transpiration, respiration, health and diet of sailors.<br>• D&T –loading items onto ships with pulleys/ making artefacts out Mod-Rock.<br>• Art – botanical paintings.<br>• Computing – Scratch – Treasure games. |
| 2 | Consider the aspects of the study that will interest you and the children. | • Why did the Mary Rose sink?<br>• Unusual species – mysterious plants and animals<br>• Mystery of why the Roanoke colony did not survive.<br>• Science experiments – transpiration, respiration, deathly diseases<br>• A sailor aboard ship, tales of the sea, myths and legends. |
| 3 | ***Devise the Inquiry question(s)*** | • Why did Mary Rose sink?<br>Some items left at the bottom –why were these things not brought up?<br>• How do living things adapt to a new environment?<br>• Why was the sea so important for the time-navy, trading, exploration<br>• Why do we explore the oceans? |
| 4 | What lines of investigation can be planned for to support inquiry questions? | 1. Why did the Mary Rose sink?<br>2. Why were some things not salvaged originally? (Ships manifest – compare with salvaged items). What would have been preserved and why?<br>3. What is consecrated ground?<br>4. What religions were the sailors?<br>5. What do these religions believe about death?<br>6. How were ships built?<br>7. Who was needed to build a ship?<br>8. What materials were used?<br>9. Why did the Tudors use ships?<br>10. What was life like aboard ships?<br>11. What was the threat from pirates?<br>12. New discoveries through exploration<br>13. Why and how do species migrate?<br>14. How do we identify species?<br>15. What species of creatures exist in North America? What would the settlers have found? Why do some species die out?<br>16. How do we present information about species?<br>17. Why do humans migrate?<br>18. How do they adapt to their surroundings?<br>19. How did the settlers grow food according to the seasons?<br>20. How did they make clean water?<br>21. Why do they sometimes not survive?<br>22. What happened at Roanoke?<br>23. Do people have the right to settle land? Impose one culture on another?<br>24. Why did they not survive?<br>25. Why did the colony at Jamestown survive?<br>26. Why did people want to leave England?<br>27. What are the benefits to society of exploration? |

| | | |
|---|---|---|
| **STAGE 2 – PLANNING THE EXPERT FRAME** | | |
| 5 | Create the expert frame: | Historical investigators commissioned to investigate a shipwreck of historical importance.<br>Local family link to Roanoke – want to find out about what their ancestors were involved in. |
| A | Invent the scenario | Picture hook of a shipwreck of the time with artefacts that were salvaged and further research of artefacts to establish the period of time. |
| C | Decide on actual events/key moments | • Looking at the picture of the wreck. Stepping in to the picture.<br>• Planning a salvage mission<br>• Drama of discovery of missing Roanoke colonists.<br>• Discovery of plank with Croatian carved on it.<br>• Share theories. |
| D | Outcomes based on the fiction | Non-chron report, diary entries, biographies, stories, artwork, improved maths knowledge and application to real life contexts, science knowledge, ability to compare maps, computing skills, R.E – ideas about life and death. SMSC |
| **STAGE 3 – PLANNING ACTIVITIES & CURRICULUM LINKS** | | |
| 6 | Create a list of possible activities centred on the commission bearing in mind the inquiry question(s) | 1. Using keys to identify species.<br>2. Classifying plants and animals<br>3. Learn and use geographical language on mapping<br>4. Map how species move.<br>5. Scientific report about adaptation.<br>6. Visit National History Museum<br>7. Sculpting fossils<br>8. Research Tudor emigration<br>9. Investigate disappearance of Roanoke colony<br>10. Investigate success of Jamestown colony<br>11. Watercolours of plants. |

| | | |
|---|---|---|
| 7 | How do these integrate with any aspects of statutory curricula? | Maths:<br>• Mass of gasses<br>• Capacity<br>• Designing a ship/costing.<br>• Scale models<br>• Time/distance/speed<br>• Coordinates<br>• Nautical measurements<br>• Depths of oceans<br>• Time differences – Greenwich.<br>• Perceptions of shape – earth flat or spherical?<br>Science:<br>• Oxygen – air constitution (percentages) –diving<br>• Preservation of food<br>English:<br>• Non chronological reports<br>• Losing and finding story<br>• Biographies<br>• Wishing/Warning story<br><br>See Stage 1, Box 1 |
| 8 | List possible points of view the context will demand and which of the 4 projections of role: | 1. Mystery about unusual fossils/skeletons E.G. West Runton mammoth. Way into species, adaptation etc. |
| **STAGE 4 – PLANNING THE START** | | |

| | | |
|---|---|---|
| 9 | Invent the first sequence of steps-in to introduce the children to the inquiry | 1. Iconic – dramatic pictures of Mary Rose, recovery of the Mary Rose, flag and items.<br><br>If we were a salvage team, what would we need to do? Use? Plan? |