

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.	<ul style="list-style-type: none"> • History of Space travel Geography: Creating a settlement. Art: Vincent Van Gogh and night sky representations. D&T: Preparing space food and building model structures. Science: Microorganisms. Healthy eating. Space. Atmosphere.
2	Consider the aspects of the study that will possibly interest you and the children.	<ul style="list-style-type: none"> • The idea of living on Mars • Setting up their own infrastructure. • Self-sufficiency • History of space travel • Talking about their local area.
3	<u>Devise the Inquiry question(s)</u>	<ul style="list-style-type: none"> • What does a community need to survive on a new planet? • What represents Norfolk?
4	What lines of investigation can be planned for to support inquiry questions?	<ol style="list-style-type: none"> 1. What is the make-up of earth's atmosphere? 2. How and why was space explored? 3. What has the effect of space exploration had on our daily lives? 4. Who would we need in new community? 5. What do we need? 6. Where would we live? 7. What are the security arrangements? 8. Who would govern? 9. What is self-sufficiency? 10. What would happen in an emergency? 11. What would happen with death, sickness and birth? Quarantine? Medical centres? 12. How would you select who goes? 13. How do we create an inclusive/multi-cultural society? 14. How would we deal with new arrivals? (Link to immigration and SMSC) 15. How would we deal with criminality? 16. What would the impact of microbes be? 17. What has happened previously in space travel? 18. What food would they eat? Only vitamin tablets? 19. What would be reported back from the planet? 20. How was the local estate planned and developed? 21. How could we light up Mars? 22. How do we see planets from Earth? 23. How was art influenced by space? 24. How can we represent space in art?

STAGE 2 – PLANNING THE EXPERT FRAME

5	Create the expert frame:	
A	Invent the context (scenario):	We have been commissioned by the English Space development committee to set up a new community on Mars. People will be there for three years.

B	Select the expert team	The planning team for this mission. Select the people going, what they will take, plan for when they get there.
C	Decide on a client(s)	English Space Development Committee
D	Devise a commission	Plan and carry out the development of a community on Mars.
STAGE 3 – PLANNING ACTIVITIES & CURRICULUM LINKS		
6	Create a list of possible activities centred on the commission bearing in mind the inquiry question(s)	<ol style="list-style-type: none"> 1. Delivery of commission. 2. Planning all the details 3. Acting in role as people wanting to go to space. Persuading commission. 4. Building of model structures. 5. Trip to science or space museum. 6. Landing on planet. 7. Reporting back. 8. Event – each county is asked to send something to represent them. What would we send for Norfolk?
7	How do these integrate with any aspects of statutory curricula?	<p>Art – textural qualities.</p> <p>D&T – building models, designing a healthy diet for space.</p> <p>Geography – local study of Norfolk</p> <p>History – history of space travel</p> <p>R.E. – what would the community believe? How does a multi-cultural society work?</p> <p>Maths – Distance to planet/time, resources needed, population statistics, recipes for healthy diet.</p> <p>English – Argument texts, journey/quest story/ diary entries, suspense story, portal stories, journalistic writing.</p>
8	List possible points of view the context will demand and which of the 4 projections of role:	<p>Views of people leaving Earth.</p> <p>Views of people left behind.</p>
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"> 1. Video message from English Space Development Committee.