

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"> ● The lives and achievements of the Ancient Greeks <ul style="list-style-type: none"> ▪ Art: murals, pottery ▪ Geography: physical geography, world and global features, water cycle ▪ Science: plants, rocks and soils ▪ D&T: boat building
2	Consider the aspects of the study that will interest you and the children.	<ul style="list-style-type: none"> ● Greek life: <ul style="list-style-type: none"> ▪ Architecture ▪ Greek gods ▪ City states ▪ Seafaring ▪ Island life ▪ Greek warfare ▪ Olympics ● Fixing the time machine
3	<u>Devise the Inquiry question(s)</u>	<ul style="list-style-type: none"> ● Who are the Ancient Greeks and what technology and knowledge do they have? ● Can we use what they know to fix our time machine?
4	What lines of investigation can be planned for to support inquiry questions?	<ol style="list-style-type: none"> 1. Where did the Ancient Greeks live? 2. What was Ancient Greek life like? 3. What technology did the Greeks have? 4. What scientific knowledge did they have? 5. What did they do for entertainment? 6. What did they eat? 7. How did their environment affect their civilisation? 8. How did they interact with the civilisations around them? 9. Who was in charge in their civilisations?

STAGE 2 – CONTEXTS FOR LEARNING

5	Create an expert frame:	
A	Invent the scenario	After departing the Neolithic times, something goes irreparably wrong with the machine. We have time to programme the computer to land us in the closest time period sufficiently technologically advanced to attempt repair. We crash land in an island in the Aegean Sea. We must now survive and learn enough to fix our time machine.
B	Select the expert team:	The same team of survival experts and scientist from the previous mission
C	Decide on a client(s):	Themselves! After losing contact with the previous client, the team must find a way to return to their own time.
D	Devise a commission:	Time machine has crashed in the Ancient Greek period. The team must survive by learning about the Greeks and using their technology and knowledge to fix the time machine.

STAGE 3 – PLANNING ACTIVITIES & CURRICULUM LINKS

6	Create a list of possible activities centred on the context(s) bearing in mind the inquiry question(s)	<ol style="list-style-type: none"> 1. Setting up a base camp: what do we need to survive? 2. Possible crash sites on a map: where are we? 3. Survival: soils and rocks, planting crops and cooking, building shelters. 4. Getting off the island: how do we build a trieme? 5. Exploring the Ancient Greek world: splitting up the team 6. Reports for other team on findings.
7	How do these integrate with any aspects of statutory curricula?	<p>Geography - Environmental region, countries/cities. Maps and globes.</p> <p>Science - Flowering plants, life and growth, seed dispersal, rocks and soils.</p> <p>D&T - model and communicate ideas, design and making, evaluation</p> <p>Art – Difference mediums and techniques.</p>
8	Exploration of points of view:	<p>Political states: monarchy vs democracy.</p> <p>What is more important: the mind or the body?</p> <p>What if we can't get back?</p> <p>What do we have to offer in trade?</p> <p>Should we break the directives?</p> <p>Not educated women: are men and women equal?</p>
9	Invent the first sequence of steps-in to introduce the children to the inquiry	<ol style="list-style-type: none"> 1. The "crash" (damage report, orientation) 2. Decide on command structure 3. Exploring the island (resources, skills) 4. First contact with Greeks (from distance?) 5. Survival: planting food and cooking