

Inquiry projects overview

Year 3

Children of our Time	<p>🗨️ Inquiry: Art England want to create a ‘children of our time’ artistic record of the many different communities within cities across Europe. Air balloon children have been chosen to represent children from Bristol. The commission, by Arts council England, is to create an art sculpture to represent them and their school community. By exploring their individual identity and exploring their identity as a member of their class, children will create works of art that represent their individual and shared identity.</p> <p>📖 Curriculum Foci: During the inquiry, children will develop geographical knowledge of Europe and its capital cities. They will explore identity and the importance of belonging to a community in PSHE. Using this understanding, they will develop their art skills through collage, digital editing and 3d modelling. In music they will learn how to tell a story in music, focusing on their use language, timbre and rhythm.</p> <p>👤 Archetypes: Children will consider the impact Citizens have on communities and how their cultural heritage can be respected by society. They will explore how Creators, through their use of art to tell stories about their past act as cultural Guardians, or, by raising important social issues can become Influencers. The children will experience how Innovators persevere to solve technical problems in order to realise their ambitions. The children will develop an understanding of their role as Civilians of a local, national and global community.</p> <p>🎯 Outcome: Children design, make and create a pot to represent the community of their class.</p>
Tomb Raiders	<p>🗨️ Inquiry: Scientists believe they have discovered an ancient burial tomb within the Great Pyramid of Giza. To help fund this new discovery, National Geographic have asked you to produce a recreation of the Pharaoh’s burial ceremony and screen it to an audience of potential archaeologists.</p> <p>📖 Curriculum Foci: As historians, the children will place learn about the Ancient Egyptian civilisation, how its society was established and what made it successful. They will then explore ancient Egyptian religious ceremonies and gain an understanding of the importance of religion in their society. They will use their geographical skills and knowledge to understand the influence of human and physical features of the landscape in the development of this civilisation. In ART and DT the children will use modern techniques to create replica artefacts to be used in an historical reconstruction. In science the children will deepen their understanding of the importance of the Nile in Ancient Egypt by studying how plants grow and they will develop the ICT skills when creating an interesting multimedia presentation.</p> <p>👤 Archetypes: The children will explore the ancient Egyptian hierarchy and consider how citizens can act when faced with an inequality in their society and whether we have duty to act as Guardians to help preserve the history of people who aren’t wealthy and powerful. The children will reflect on whether we are as influenced by wealth and power today as the Ancient Egyptians were. They will see how the Ancient Egyptians were pioneers when it came to harnessing natural resources for their own gain but will consider the possible consequences of trying to exert power over the natural world. They will consider the ethical implications of leading farming and scientific of methods of mass food production and consider if we are as creative as the Ancient Egyptians when telling our own stories.</p> <p>🎯 Inquiry outcome The children will create a reconstruction of an Ancient Egyptian burial which will be filmed and shared with a live audience of archaeologists. They will precede their film premier with a multimedia presentation about life in Ancient Egypt.</p>
Inquiry 3	<p>🗨️ Inquiry: The year is 3000BC. The construction of Stone Henge is complete and farming is a new practice that is improving the lives of Neolithic Settlers of the time. The children are part of a community of settlers who are refining and developing early farming practices. Following from a disappointing harvest the previous year, the tribal elders have gathered villager together to discuss ways to improve the coming years harvest. It is decided that to appease the gods, a stone circle should be created to honour the Gods. As well as this a bigger and better Summer Solstice celebration must be planned to ensure a bountiful harvest. The villagers must work together to plan, create and build a new stone circle, they must also plan a summer solstice ceremony to unveil the new Stone circle.</p> <p>📖 Curriculum Foci: The children will act as historians by gathering evidence of the practices of these prehistorical settlers. By exploring the challenges faced by the people (natural phenomenon, limited scientific understanding) and they will begin to understand the importance placed on the divine in nature. They will explore Gods worshipped by these people and practices, ceremonies and art that were used to worship them. As scientists, children will explore what human need to survive and use this knowledge to tailor their offerings to the gods. They will also examine how the properties of newly discovered metals enabled the settlers to become successful farmers. They will explore how light, shadow and shade is created and develop and understanding of the ways prehistoric settlers used structures for time keeping. Children will hone and refine their Geographic skills while choosing a location for their stone circle. In DT children will understand emerging cookery skills of the first farmers by learning how to prepare and cook the crops they were cultivating. As Artists the children will explore how Prehistoric art work was used to share stories and identify ways it was used to appease the gods. Children will explore Music of prehistoric settlers. Using this knowledge, they will create and perform music at the summer solstice celebration.</p> <p>👤 Archetypes: The children will act as Pioneers by identifying ways to harness the earth’s resources to survive. They will work as creators by enriching the lives of the first settlers through music, dance and art. They will consider the Influences that existed within communities at the time. They will consider how this trust in the divine Influenced the settler’s beliefs and question how much control it gave them over their destiny. They will act as leaders by seeking to improve the lives of the settlers. They will act as Civilians by respecting the beliefs of the settlers and upholding them through their Summer Solstice celebrations. By seeking to improve farming practices they will act as Guardians for the survival of their society. By creating art work and long lasting structures they will ensure the legacy of these people is not forgotten.</p> <p>🎯 Outcome: The children will create models of a stone circle and carry out a summer solstice ceremony.</p>

Everyone can achieve.

Everyone can learn.

Everyone belongs.