

Autumn Inquiry Project Year 2: Animal park rescue
<p>👁️ Inquiry: A business owner has inherited an Animal Park from a distant relative. They have concerns that the business is not profitable but, even worse, that the animals are not being well looked after. The business owner commissions the children to write a report about where in the world to release the animals so they can return to their natural home and to organise an art sale that will help raise money to support the welfare of the animals once they have returned to their natural habitats.</p> <p>🔍 Curriculum Foci: During the inquiry, the children will develop their scientific understanding of animals, habitats and food chains; their geographical knowledge of the seven continents, five oceans and their key physical features; develop their ICT skills to program algorithms which control devices that could be used to safely feed animals that are not pets. They will also develop their art skills through mixing paint with other material to create textures when painting different animals; learn how music can be used to convey characteristics of different animals; respond to music and sounds through dance when representing different animals.</p> <p>👤 Archetypes: The children will see how the livelihood of some animals is at risk because of human activity but also learn that humans can act as Guardians towards animals by knowing how to care for them and protect their habitats. They will begin to see how animals have inspired Creators in the world of art and how art can have an emotional impact on others which may cause them to change their attitudes, or behaviour, towards a particular subject. They will look at how humans are Influencers in both good and bad ways.</p> <p>✂️ Outcome: The children will produce an ‘<i>animals and their habitats</i>’ scrapbook and hold an art exhibition to raise money for a chosen animal charity.</p>
Spring Inquiry Project Year 2: Fire! Fire!
<p>👁️ Inquiry: In the aftermath of the Great Fire of London, the children are tasked with the challenge of redesigning the city of London.</p> <p>🔍 Curriculum Foci: The children will develop their historical understanding of the Great Fire of London and learn how this significant event changed the city of London forever. They’ll examine a range of historical sources to develop their understanding of what evidence can teach us about the past. In Geography, they’ll develop their understanding of cities and towns through maps and seeing how the human features of a city change over time. They’ll also use grid references to help them design and navigate their own map designs. Through DT they will create a giant 3D map of London as it could have looked after the Great Fire and will explore how to create free-standing models that are aesthetically designed in line with their design brief. They will use their computing skills to program a robotic fire engine to navigate the streets of their map. The children will develop their scientific understanding of materials and their properties and through investigating a material’s absorbency they will learn how to waterproof materials. In music, the children will develop their singing skills by performing a song with others in rounds and in art they will create a mixed media piece of art representing the Great Fire of London.</p> <p>👤 Archetypes: The children will see how our understanding of the past has been shaped by historical evidence that has survived. Through this they will question if we have over-relied on a single influencer of the past and whether this has skewed our judgement of life in the past. They will consider the role leaders play in making sure that public spaces are safe and discuss how when people are in danger, we act as guardians to quickly make them safe, although they will question whether help for these communities stops too soon. They will debate the scientific discoveries that have helped pioneer new materials that have changed help us live our lives and see how the use of robots and devices help keep citizens safe. In art they will consider why artists are often influenced by tragedy and explore why music is often created to offer support either through comfort or protest.</p> <p>✂️ Outcome: The children will present their 3D map of London to the city planners using the context of the Great Fire to explain their designs. They will demonstrate the quickest route from the Tower of London to St Paul’s Cathedral using their remote fire engine robot.</p>
Summer Inquiry Project Year 2 Food glorious food!
<p>👁️ Inquiry: The children have been commissioned to open a community restaurant with a menu that has cultural significance for its diners.</p> <p>🔍 Curriculum Foci: During the project the children will increase their scientific understanding of how living things grow and what they need to stay healthy. During their study of the life-cycles of plants and animals the children will also gain a greater understanding of the importance for humans to live a healthy lifestyle. This will complement the work they undertake in geography as they learn about the different climatic conditions around the world and how this affects the food that is grown in different places and the varied diets people eat all around the globe. In DT they will continue to learn about healthy living as they study the ‘eat-well’ plate and learn how to plan and prepare simple healthy dishes. In art they will develop different techniques in different mediums to produce a variety of still-life works of art. In PSHE they will explore the cultural backgrounds of other people in their class and learn about how food can be a way of passing on cultural heritage on to younger generations.</p> <p>👤 Archetypes: The children will reflect on how food can connect people with their citizen and cultural roots; they will consider how science has influenced the world of food production and consider the impact this has had on the world. The children will learn about pioneers within the food world and how they transformed the way we think about food and cooking. Children will consider the ethical impact of farming in developing countries and what guardians exist to protect the rights of farmers around the world. They will see if leaders have ever used food during their time in power and they will see how creators have used food within the artistic world.</p> <p>📋 Outcome: The children will design and prepare a healthy tasting menu inspired by their cultural background and invite diners into their restaurant which is decorated by works of art based around the ingredients found in their menu.</p>