

# Unit of Inquiry Planner

Class: Russet		Year Group: Year 1 and 2		Term: 4		Length of Inquiry: 6 weeks		
Theme	Humankind and Ourselves	Culture and Diversity	Exploration and Discovery	Community and Citizenship	Expression and Creativity	Humankind and Ourselves		
Inquiry Title:	Explorers of Ideas							
Key Concepts	Responsibility	Perspective	Form	Change	Connection	Causation	Reflection	Function
Lines of Inquiry	How has <b>endurance</b> helped people achieve their dreams?			What inventions from <b>history</b> help us today?				
Links to prior learning								
Core Text(s)	Isambard Kingdom Brunel The Railway Children							
Links to Careers/Community	Invite a train driver in to talk to the children about a career on the railways.		Global Community Links		Celebrating Difference (Jigsaw)			
Action	<p><u>Invite train driver in to talk to children. Visit to the SS Great Britain. Trip on a train from Highbridge to Bridgwater to look at Victorian train station.</u></p> <p><u>In question – Who invented the telephone and what problem did it solve?</u></p> <p><u>Out question – Which invention from the past could still be improved?</u></p> <p><u>Up question – How might the world be different today if one major historical invention had never existed?</u></p>							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Lines of Inquiry	How has <b>endurance</b> helped people achieve their dreams?			What inventions from <b>history</b> help us today?				
Reading Links	GR x3	GR x 3	GR x3	GR x3	GR x3	GR x3		
Writing Links	Sentence Level Work			Modelled Write		Independent Write		
Inquiry through	Introduction to Brunel, who he was and what he had to endure to achieve his dreams. Looking at the inventions that Brunel – Clifton Suspension Bridge week 2,		Looking at GWR week 3.	Inventions SS Great Britain week 4. Oak Academy	Trip to SS Great Britain in week 5. Look at what inventions are still being used today that Brunel invented.			
Assessment opportunity	<p><u>Yr1 – Understand how we know about the past and how this helps us with historical enquiry</u></p> <p><u>Yr2 – Use a range of resources to research an enquiry about the life of a person from the past.</u></p>		<p><u>Yr1 – Asking and answering simple historical questions</u></p> <p><u>Yr2 – Ask and answer historical questions using sources.</u></p>	<p><u>Yr1 – Identify different ways that the past is represented and how some evidence is more reliable than others Be able to talk about the actions of important people from the past.</u></p> <p><u>Yr2 – Explain the causes and consequences of historical events. Understand and use appropriate vocabulary.</u></p>				

Inquiry through D&T	Oak Academy Frame Structure Bridges Finding out about bridges	Oak Academy Frame Structure Bridges Exploring bridge structures	Oak Academy Frame Structure Bridges Reinforcing bridge structures	Oak Academy Frame Structure Bridges Generate ideas of making a bridge	Oak Academy Frame Structure Bridges Making a bridge structure	Oak Academy Frame Structure Bridges Testing a bridge structure	
Assessment opportunity	<u>Yr1 – plan to make stages of making</u> <u>Yr2 – plan the stages of making suggesting what to do next.</u>		<u>Yr1 – select from a range of tools, equipment, materials and components.</u> <u>Yr2 – select from a range tolls, equipment, materials and components explaining their choices.</u>		<u>Yr1 – with support assemble, join and combine materials and components together. Begin to make suggestions about how their bridges could be improved.</u> <u>Yr2 – Assemble, join and combine materials and components together. Suggest how their bridge can be improved.</u>		
Discrete Teaching:	Jigsaw Phonics Maths Science PE Music Science	Jigsaw Phonics Maths Science PE Music Science	Jigsaw Phonics Maths Science PE Music Science	Jigsaw Phonics Maths Science PE Music Science	Jigsaw Phonics Maths Science ± PE Music Science	Jigsaw Phonics Maths Science ± PE Music Science	