1

Create a list of ideas for enquiries of learning

Using Nature's principles of Harmony as a guide, the first step in the planning process is to generate a range of potential enquiries of learning linked to each principle. It's not necessary to factor in the principle of Geometry at this point – as we will see later, this principle can be taught across every enquiry as a way into the learning (see Step 6). Each idea for an enquiry can then be matched to a year group, taking into account the age of the students and the age-appropriateness of the learning.

At this stage, it may be beneficial to review, as a whole school or across a key stage, the enquiries of learning that could be taught in each year group. This helps to ensure progression in how students learn about each principle of Harmony. As a rule of thumb, six half-termly enquiries of learning per year group is a good number to aim for, as this allows for one enquiry of learning per half term.

Applying Nature's principles of Harmony to learning

Projects that reference **the principle of Interdependence** are about learning that individual elements in a natural system work together to maintain the well-being of the whole system. This principle teaches us to see things in terms of connections, relationships and consequences.

Projects that reference **the principle of the Cycle** are about exploring what we can learn about sustainability from cycles in Nature. We see that these regenerative systems are sustainable because they create no waste or pollution and they never stop.

Projects that reference **the principle of Diversity** are about valuing diversity in all things and understanding that diversity gives any system strength and resilience. They also provide an opportunity to reflect on how we value diversity in our communities and in each other. When we learn to value diversity, we are more likely to want to protect and promote it.

Projects that reference **the principle of Health** allow us to explore the ways in which an understanding of our needs helps us care for ourselves and for others. They also enable us to reflect on the needs of our environment, and the importance of keeping our soil, air and water healthy – something we are currently not doing well. Nature is inherently healthy. It helps us to feel well, too.

Projects that reference **the principle of Adaptation** open up opportunities to learn how Nature's species are so brilliantly adapted to their place. Projects can equally focus on nurturing in students a sense of *their* place.

These local projects may draw on local traditions and cultures, history and geography. When we learn in this way and seek out partners in our community who can enrich and enhance the learning, we help students to identify with their place and to develop a sense of belonging.

There are also opportunities to design ways of living that embrace principles of Harmony. By adapting our own practices, we take steps towards creating the sort of future we want.

Projects that reference **the principle of Oneness** enable us to understand that we *are* Nature. We see that the spirit of oneness is central to many religions, traditions and cultures. This principle reminds us of the importance of mindfulness, meditation and times of stillness and reflection in our lives if we are to appreciate our place within the greater whole.

Ideas for enquiries of learning linked to principles of Harmony in Nature might include some of the following themes.

An enquiry of learning is a cross-curricular project or theme for a half-term's learning. Each enquiry or project should be linked to a principle of Harmony in Nature.

The principle of the Cycle
The life cycle of a bird, insect or animal
The life cycle of a flowering plant or tree
The cycle of the seasons
The cycles of the solar system
The water cycle
Processes of recycling

The principle of Diversity
Diversity in people
Diversity in plants (wildflowers, trees)
Diversity within a species of animal (butterflies)
Diversity in the food we grow and eat
Biodiversity in a habitat (rainforest)
The diversity of dinosaurs

The principle of Health
Healthy me
The health of our soil, air and water
Healthy food
Health and exercise
Healthy play, today and in the past
The health of our world

The principle of Interdependence
The animals and plants in a habitat (pond, garden, tree)
A local ecosystem (woodland, river)
An ecosystem elsewhere in the world (rainforest, the Arctic)
A colony of bees or a beehive
Roles within a community
How the parts of our bodies work together

The principle of Adaptation
Adaptation of animals and plants to place (camouflage, distinguishing features)
Adaptation of people to place (traditions, use of local materials)
The geography of our local area
How an area has changed over time
The life of our local community
The future of our local area

The principle of Oneness
Oneness in ancient civilizations (Ancient Greece, Ancient Egypt)
Oneness in religion
Oneness in other cultures
The oneness of the body and mind
The oneness of our planet
The oneness of Harmony principles

2

Decide on an enquiry question for each enquiry of learning

Once the enquiries of learning have been decided for each year group, the next step is to work out a title for each enquiry, posed as a question (an 'enquiry question'). This should be clear and simple to understand. An enquiry question should give students a real sense of what they will be exploring and finding out about on their journey through an enquiry of learning. The wording of the enquiry question needs careful consideration to ensure it captures the essence of the learning, ignites the interest of the students, and enables them to understand the learning in the wider context of a Harmony principle or principles.

3

Order the enquiries of learning throughout the school year

It is helpful at this stage to consider the best order for the enquiries of learning through the academic year. This helps ensure that each enquiry fits the time of year it is taught. For example, an enquiry of learning about plants and flowers, insects and pollination should really take place during the summer months, when flowering plants and trees are in full bloom and the learning can come to life. Conversely, learning about the solar system and the stars is better taught during the winter months when it is darker and easier to see the planets and stars in the night sky.

Depending on the location and cultural context of the school or education setting, timing an enquiry of learning so that it coincides with a particular event or festival can also help give learning context and relevance. For the most part, the enquiries of learning run for half a term or a six-week block, but there may be times when an enquiry is revisited, for example, when learning about trees through the seasons.

This example of long-term planning shows how the enquiries of learning for this year group can be scheduled to run throughout the school year. The original idea for each enquiry of learning, and the linked principle of Harmony, is shown to illustrate how each concept has been turned into an enquiry question.

An enquiry question is a way of framing a half-term's learning so that it engages students in thinking about the ways in which they might answer it or go about finding answers. These questions work best when they are open-ended and phrased in a way that promotes debate and discussion.

Year 2 : Enquiries of learning

AUTUMN TERM		SPRING TERM		SUMMER TERM	
What do I need to be healthy?	How did London change after the Great Fire?	What traditional tales are told around the world?	What were the features of different dinosaurs?	Why are bees so brilliant?	What is the life cycle of a butterfly?
THE PRINCIPLE OF HEALTH Healthy me	THE PRINCIPLE OF ADAPTATION How an area has changed over time	THE PRINCIPLE OF ONENESS The oneness of our planet	THE PRINCIPLE OF DIVERSITY The diversity of dinosaurs	THE PRINCIPLE OF INTERDEPENDENCE A colony of bees or a beehive	THE PRINCIPLE OF THE CYCLE The life cycle of a bird, insect or animal

The timing of learning

Starting the year with a focus on health and well-being is a good way back into learning, putting health at the heart of the year ahead. The enquiry provides lots of opportunities for activities outside and fits nicely with the season of harvest.

As the days begin to draw in, we move to the Great Fire of London. Through their research of this dramatic event, students learn how life in London changed and adapted. This idea of adaptation has great relevance to us today.

At the start of the New Year and in the depths of winter, it is time to share stories and traditional tales from around the world, re-enacting them as puppet shows with puppets made using recycled materials, including all the wrapping paper and packaging from the festive season. Recounts of historical events turn to play scripts and characterisation and a chance to bring stories to life.

Next come the dinosaurs! With species going extinct at an alarming rate today, this enquiry provides a chance to compare and contrast the factors that contribute to extinction then and now. Prehistoric frogs provide a nice connection here as we look out for frogspawn in ponds and wetlands in February and March.

At the start of the summer term, the world is waking up and bees are becoming active as they seek out nectar and pollinate blossoming flowers.

Then, finally, as the cycle of the academic year comes to an end, there is the chance to celebrate the beauty of butterflies. As students study the remarkable transformation from caterpillar to butterfly, they can consider the ways in which they, too, have been transformed by their experiences throughout the school year.