

4a

Plan a sequence of learning within an enquiry

The way a year group's enquiries of learning are ordered can help give a real sense of flow to the year. Once this is in place, it is time to plan out each enquiry one by one. Before referencing any subject-specific content, this medium-term plan should focus on a series of questions that, week by week, takes students on a journey towards a meaningful outcome.

If students are learning about a local river, the first weekly question might reference the source of the river or look at water in a droplet form, while the final weekly question might focus on the point at which the river reaches the estuary and the sea. The mix of fresh water and salt water at this point would create an ideal transition from an enquiry about a river to an enquiry about the ocean.

If the learning is about an ecosystem, be it a local woodland, a rainforest or Antarctica, the sequence of questions might be designed to enable students to see how each element within that ecosystem plays a part in ensuring the system is healthy and in balance. This helps students build up a good understanding of a harmonious, interdependent system at work. The final week's learning might then focus on the human impact – positive or negative – on that system.

4b

Identify a purposeful and memorable celebration of the half-term's learning

As the sequence of learning is discussed and developed, the other important aspect to consider is what the outcome of the learning will be. This outcome can be referred to as a Great Work (or given a similar title) and should be a celebration of what has been learnt over the half term. This is central to giving the learning real purpose and will hopefully generate a sense of excitement in the students about what they are going to perform, present or exhibit at the end of the enquiry of learning. They may share this outcome with another year group, with parents or carers, with another local school (or a school overseas), or with the wider community.

A Great Work outcome could be the planting of an orchard of fruit trees or a wildflower meadow, a poetry recital, the preparation and sharing of a meal or an exhibition of artwork, to give just a few examples.

4c

Consider who could enhance or enrich the learning

Schools are busy places, and all too often we don't reach out to partners in learning who could enrich or add value to an enquiry. It can be useful at this point to think about who in the wider school community, the local community or beyond could enhance what is being taught. It may be that another member of staff with a specific skillset could play a lead role at a certain point. Or a talented parent could share their knowledge and expertise on a particular subject. There may be someone outside the school community who could be invited in to run a workshop or answer questions linked to the enquiry.

These partnerships can add great value to the quality of the students' learning experiences.



Below, we see how weekly questions can be used to define a clear journey through an enquiry of learning and how the Great Work and the partners in learning start to become key elements in the planning.

A Great Work is a purposeful outcome of an enquiry of learning, which students work towards throughout the half term. It provides an opportunity to share and celebrate the students' learning in a memorable way.

**Year 2
Summer
Term 1**

Enquiry question: Why are bees so brilliant?

Harmony Principle: Interdependence

Great Work: Hexagonal books about bees
Partners in Learning: Beekeepers Association

Weekly Questions

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
How do bees work together in a hive?	What do bees need to stay healthy?	What makes some flowers bee-friendly?	Why do flowering plants need bees?	What harms bees?	What can we do to protect bees?

Great Work

When it comes to a Great Work outcome for this enquiry of learning on bees, making a hexagonal book out of card gives students the opportunity to share their learning about bees and beekeeping. This is a great way to pull the learning together. Each hexagonal page can focus on a different aspect of the learning. The sustainability theme is about caring for bees so one hexagonal page needs to relate to that. It could be that the students add a new section week by week while the learning is still fresh in their minds. When the books are complete with fascinating facts and colourful illustrations, they are ready to share with others: another year group, parents and carers or the wider community. If the students can spin off some honey from the beehives and incorporate honey tasting as part of their presentations, even better. Through this Great Work, students are able to see themselves as experts in bees and beekeeping. They will have a real sense of ownership of their learning and their self-confidence is likely to be significantly enhanced by what they have done.

Partners in learning

A partner in learning is a person or an organisation that can add value to an enquiry by leading an activity for students such as a 'question and answer' session or a workshop. In relation to this enquiry on bees, the partner in learning might be a member of a local Beekeepers Association, who can talk about what a beekeeper does. This could provide much of the information the students need to write their 'Great Work' bee information books. There may be opportunities, too, for the Beekeepers Association to lead visits to beehives and to advise on the appropriate safeguarding measures to support this. There is a wealth of expertise in our communities, which we can tap into when we look beyond the classroom.



5

Decide on a project to put sustainability learning into practice

With the enquiry journey now planned out (and before referencing subject-specific content), there is one final aspect of the planning overview to consider: What can we learn from this principle of Harmony that helps us to live more sustainably? This, after all, is the ultimate learning goal of a ‘Harmony curriculum’.

It may be that a class that is learning about wildflowers sows a wildflower meadow to support biodiversity, or that students who have been learning about the water cycle take steps to reduce their water consumption at school and at home – and help others to do the same.

**Year 2
Summer
Term 1**

Enquiry question: Why are bees so brilliant?

Harmony Principle: Interdependence

Great Work: Hexagonal books about bees
Partners in Learning: Beekeepers Association
Sustainability theme: Caring for bees

Weekly Questions

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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Sustainability theme: monitoring energy use

The intention of this work is to develop in students the ability to put sustainability at the heart of all their practices. There are countless sustainability themes that could be linked to enquiries of learning, from water conservation to recycling initiatives, local food-growing projects or reducing energy use. Monitoring and reducing energy use in school is a particularly good area of focus because it can be led by students (with a little adult support) using energy monitoring software such as ecoDriver, (ecodriver.net). Students can address the challenge of climate change in a positive way by monitoring the electricity that is used in different parts of the school each week, setting targets for each building, and rewarding success when targets are met. This reward element is key to keeping enthusiasm for the initiative strong and maintaining the project’s momentum. The climate strikes have been effective in communicating the level of concern over climate change, but the real issue is the action we take to address the problem. Monitoring and reducing energy use in schools is a really good way to do this.