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| **Mantle of the Expert – Australian Explorers**  **Class: Year 1 and 2**  **Term:** Summer Term Part 2  **Main curriculum focus**: Geography and Art  **Expert team**: Explorers/Rangers  **Client(s):** The Australian Tourist Board  **Commission**: Explore unknown areas of Australia to find new landmarks to advertise to tourists.  **Context:** In recent years, tourism to Australia has been in decline. Businesses that have adapted to suit tourists are losing money. People are no longer interested in Uluru, The Pinnacles Desert, Cradle Mountain, Sydney Opera House and due to plastic pollution they can’t visit the Great Barrier Reef. The tourism board has decided that a new area of Australia must be explored and a new landmark discovered: Australia is 31 x bigger than the UK so there **must**  be some new landmarks to be discovered. A team of explorers in employed to carry out this task. Along the way they discover an incredible new landmark. | **7 aspects of planning a start:**   1. What’s happening? Location, people, events? 2. What signs are there for the students to interpret – words, pictures, movement? 3. What’s going to attract their interest – the tension? 4. What questions are raised – the inquiry? 5. What tasks are the students going to do to bring them into the fiction? 6. How are students going to take on the mantle of the expert team? 7. How are they going to be introduced to the client and the commission? |

*What can the children do? How can we increase the challenge in each step? What can we prepare as givens? What will the teacher do? What will the children do? What will we do together? How will we publish what we know at each stage?*

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|  | | Steps in *(to develop concern and investment) (these steps in will be expanded upon in more detailed planning)* | Opportunities/tasks/challenge. |
| **Steps into the fiction** | **Step 1** | Use images of explorers (past and present) to introduce the idea of being explorers: if you were an explorer going on an expedition, how would you prepare? Chn draw/write plans. |  |
| **Step 2** | Creating a team of explorers: children give themselves a history of a past expedition. Produce a folder of ‘photographs’, research etc |  |
| **Step 3** | Use children’s previous expeditions to create an explorers’ office/workroom |  |
| **Step 4** | Client introduced: Australian tourist board is looking for explorers to go on an expedition to Australia to find new landmarks to advertise to tourists |  |
| **Step 5** | Team preparing for the expedition by researching Australia – climate, landmarks, transport etc. |  |
| **Step 6** | Team getting ready to go on an expedition |  |
| **Step 7** | Team explores new area of Australia and comes upon a new landmark (the Rainbow Caves) |  |
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**Stage 4: The Start**

**Step 12: Plan a sequence of steps into the fiction**

**Stage 3: Activities and Curriculum Tasks**

**Step 10: Make a list of team tasks and classroom activities**

**Step 11: Link the tasks and activities to the National Curriculum**

**Stage 2: Context**

**Step 5: Invent a narrative: include tension, location and time**

**Step 6: select the expert team and create a list of powers, responsibilities and values**

**Step 7: Decide on the client and their role, purpose and authority**

**Step 8: Devise the commission**

**Step 9: Consider other points of view**

**Stage 1: Foundations**

**Step 1: Theme**

**Step 2: Overview of children’s learning**

**Step 3: List of things that make the theme interesting**

**Step 4: Generate questions for inquiry**

**Mantle of the Expert:**Australian Explorers

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| **Step 1: Theme**  **Australia: landmarks and tourism** | **Step 2: Overview of learning**   * **Knowledge**: maps, basic geography of Australia, human and physical features of Australia, species of animals, elements of Aboriginal Australian culture, features of Aboriginal Australian art work, forms of transport around the world, * **Skills:** basic research using books and the internet, presenting information effectively, applying previously learnt knowledge to a new scenario, asking geographical questions, using maps, globes and compass directions. * **Understanding:** understanding some differences between different cultures. Understanding the importance of the environment and land in Aboriginal Australian culture | | | **Step 3: List of things that make the theme interesting**   * Australia – another, very different country * Australian landscape and animals * Link with a previous classmate who has moved to Australia * Explorers and exploring the unknown * Finding out about a different culture (Aboriginal Australian) * Meeting people from a range of cultures (Aboriginal Australian) * Australian art work | | | | **Step 4: Generate questions for inquiry**  *Social, political, historical, environmental, critical, ethical, philosophical, spiritual*    **What makes a good landmark?**  **Why is tourism important to a country? How should we treat important places? Can landmarks have spiritual significance?**  **Does anyone have a right to own the land?**  **Should tourism make money from important places?**  **How does the climate of Australia differ from ours?** | |
| **Step 5: Invent a narrative – include tension, location and time**  **Tensions:** extreme weather conditions when the children are exploring. Local Aboriginal boy spying on the team (prior to getting to know each other); tension over the newly discovered landmark – different people claiming it as their own.  **Time:** Present day. Reference to the very first discovery of the landmark by Aboriginal Australians  **Location:** Australia and explorers’ office in Whaddon | | | **Step 6: Select the expert team and list powers, responsibilities and values**  **Team:** Explorers/rangers  **Powers:** To identify and explore unknown lands.  **Responsibilities:** Adequately prepare for the expedition. Research the area thoroughly. Treat the land with respect.    **Values:** to take only memories and leave nothing but footprintsTo support tourism in Australia | | | **Step 7: Decide on the client and their role, purpose and authority**  **The Australian Tourist Board:**  **Role:** To ensure that tourism to Australia continues to thrive. To keep in touch with the explorers throughout their expedition to ensure the task is being carried out. To set specific tasks.  **Authority:** High level of authority – they have commissioned the explorers but are able to terminate that commission should work not be done to a high standar | **Step 8: Devise the commission**  To explore a lesser known area of Australia to find a new landmark in order to boost tourism to Australia. | | |
| **Step 9: Other points of view**   * Aboriginal people * The landmark * Tourists * Another group of Aboriginal people * Creatures that use the cave as a habitat | | **Step 10: Possible team tasks and classroom activities**   * Researching Australia – climate, landmarks, weather * 3D map/sculpture of the new landmark and surrounding areas * Finding out about animals who use the landmark as their habitat * Advertising the landmark/ presenting information for the tourist board * Researching Uluru * Learning about the local Aboriginal tribespeople | | | **Step 11: National Curriculum Links**  *Subject to change as the mantle develops*   * Art: Study Aboriginal art and produce work in the same style. Create sculptures from a range of materials. Use a range of materials * Computing: Research information about Australia. Understand how to remain safe on the internet. Create publications using computers. * D.T.: making structures (of the found tourist landmark) * Geography: asking questions about a place; studying the geography of an area of a non-European country/contrasting it with Whaddon. Using maps, globes, atlases; identify weather patterns * Science: naming and categorising animals into fish, reptiles, birds and mammal; naming carnivores, herbivores, omnivores; healthy eating for the expedition; | | | | **Step 12: Sequence of steps into the fiction**  See above |