

# TEAM CENTRAL ENQUIRY LENS

## See Through a Different Lens

Use this structure, to help see each curriculum unit through a different lens.

Trigger curiosity.

Let the focus be enquiry, identity and inclusion.

*Adapted from 'the enquiry Cycle' - kath Murdoch*



## STEP 1. BIG QUESTION, BIG CONCEPTS.

**Generated by the teacher.** Consider the children's own experiences in relation to the Big Question - their family, community, and the world. Use what's in the News, UNICEF Global Issues, Children's Rights.

## STEP 2. WONDER. HARNESS CURIOSITY. TUNE IN

**Activate prior learning and knowledge.** Find out what the children already know.

**Provocations and Frontloading Activities.** Explore the question and concept through active learning, photos, drama, quotations etc. Let the children explore.

## QUESTION and CONCEPTUALISE

Children's guiding questions. What do I want to know? Sort these into quick answers and deep thinking. Answer and close quick questions. What I **predict**. What I **hypothesise**.

## STEP 3. INVESTIGATE. EXPLORE THE HOW? THE WHY? (CURRICUM COMPETENCY)

**Research, model, observe, plan, read, conduct experiments, investigate, interrogate a range of sources** (text, photos, artwork including sculpture, film, theatre, TV, interviews). **Collaborate, discuss.** Building understanding in a series of tasks - visit each LO at least twice in different contexts or in a different situation.

## STEP 4. RECORD/ EXPRESS/ SHARE (PUBLIC SHOW OF UNDERSTANDING)

**The outcome for the project/ unit.** Collaborate, discuss. Allow children an opportunity to demonstrate understanding through an open ended task, combining LOs. Allow some (controlled) decisions to be made by the child.

**Report, explain, describe, conclude, synthesise.** Show through writing, art (including sculpture), design, data/flowchart. diagram, music, drama, film/storyboard, voice (presentation), photos or a combination of above.

## THROUGHOUT - REFLECT ON GOOD WORK. LINK TO PREVIOUS LEARNING AND EVERYDAY LIFE.

Critiques, assess and analyse. Self and peer work. wn self, own family, own community, wider world (national and international links)