**St Joseph’s Catholic Primary School – Curriculum of Hope 2020/21 – Inquiry question and dilemma log**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2**  | **Summer 1**  | **Summer 2**  |
| **F1 - inquiry** | **How can my new school be like family?**Monkey Puzzle | **Where does the bread come from for my toast at breakfast?** Little Red Hen | **What makes a house a home?**Three Little Pigs | How can we look after our environment?Jaspers Beanstalk | **Should we always trust other people?**Gingerbread man  | **Why should we look after animals?**Dear zoo |
| **F1 - dilemma** | **Narrative Hook**A monkey is coming to visit our classroom! How will a monkey know what to do? How will he know the rules? What do we need for him? How can we make him feel welcome and happy like us? Bananas/fruit/veg- twigs/ branches | **Narrative Hook****People -** Pig & Hen **Place-** Classroom**Problem-**Its snack time and the children have just come into the classroom for toast and the pig is o the toast tray and has eaten all the toast. The little red hen is telling the pig off. She is saying you didn't help me make the bread and now you have eaten it all. What can we do to get the children some more toast? The pig doesn't know and the hen says I knew you weren't listening. She then asks the children do they know where bread comes from?**Possibilities-** Learning how bread is made. What a windmill is. Where they are in the local area. How a bakery works. How bread gets | **Narrative Hook**Come in one morning and one of the 3 little pigs homes has been blown down!! What will he do? What would you do if your house had blown down! | **Narrative Hook**Introduce children to Carrie our school chef, the delivery of potatoes and vegetables hasn’t arrived!! How can we help! | **Narrative Hook****People -** Fox , Gingerbread Man**Problem-** Before break time tell the children that we are going to have Gingerbread men for snack when they come back in. Put a plate of them on the floor on the carpet and put the Fox teddy next to them and ask him to look after them for us whilst we go to break. When the children come back in the plate is empty only crumbs and the fox is missing, Where have the Gingerbreads gone? What do we think has happened? What are we going to do?**Possibilities-** The fox ate the gingerbread? We could make more? how do we make more? Children upset by lack of gingerbread? | **Narrative Hook**Bring Rory into school, he is lost, how can we help? How can we look after him? |
| **F2 - inquiry** | **Are goodies always good and baddies always bad?** | **What is imagination?** | **What would you do if you found a whale?** | **How are other places and other people different to me?** | **What is a Refugee and who can be one?** | **Can I go to the Moon?** |
| **F2 - dilemma** | **Narrative Hook**A superhero to visit the classroom, Play music on entry to build suspense, ( if not possible, make a video of a superhero talking to the children) They are to tell children they have heard some unkind behaviour going on in the supermarket. What can we do about it? Do we need a superhero? Can we help the sad Vegetables? | **Narrative Hook****People -** A witch**Problem-** have some objects on the carpet in the classroom, pointy hat, caldron, wand, spell book and a broom. Ask the children what all the things are. Whose could they be?Do we see things like this in everyday life? DO we have these things in our homes to use?Ask the children if an event is coming up. Talk about Halloween and it being a fun event that we share with our families. Talk about it being make believe and all being for fun. Its ok to make believe that's when are imaginations can make the best stories and have the most fun.Enter the witch. The witch to tell the children a story that happened to her.**Possibilities-** Children ask about what is real an not real. Children to talk about Halloween and what they want to dress up as. Some children may be frightened but to be reassured that its not real its fun and make believe.Talk about other things that aren't real but fun and help us to develop our imagination. | **Narrative Hook****People -** Teacher and class**Problem-** Children watch a short video about whales in the sea. Ask if anyone has ever seen a whale? Explain whales have to stay in water to survive just like we need air to survive. Sometimes whales get beached when a tide goes out and if they do we have to keep them wet and look after them until we can get them back in the water. Ask the children do we have Whales around here and near our beaches? talk to them about Henry the Whale that got beached on West Kirby Beach. Explain that we can get whales around here. Take the children for a walk down to the waterfront and ask them to look out for whales. Teacher to take a toy whale and hide it on the beach. When the children find it ask them what we need to do to help look after it?**Possibilities-** Where do whales come from? Are they dangerous? where are their families? is a whale a pet? What do we need to look after it? | **Narrative Hook****People -** African dance and music group. (real group or online video)**Problem-** Children to watch an African dance with traditional African dress, music and singing. Ask the children have they ever seen anything like this before? Is it like what they would wear or how they sing and dance? Ask the children where in the world they think this is their tradition and culture.have some African outfits for the children to look at the patterns and dress up in. Some African musical instruments for the children to play.**Possibilities-** Asking questions and comparing to what they wear and the instruments they use. Asking where is Africa. How can they get there?Cultural differences. | **Narrative Hook****People -** Paddington Bear and a suitcase**Problem-** When the children have come back from playtime there is a big old suitcase on the floor in the middle of the class. What is it and where has it come from? Children sit down in a circle and we ask questions about what it could be. Suddenly we can hear a knocking coming from inside the suitcase, The teacher gentle creeps over and listens and says there must be something inside. She gently lifts the top and gasps, Inside is Paddington Bear. She takes him out to show the children and there is a note to say why he is here and where he has come from. He has travelled from Peru. Ask the children 'Do they know where Peru is?' Say he had to leave his home because it wasn't safe and there was no one to look after him. Tell the children this means he is a refugee. Ask them can we help to look after Paddington?**Possibilities-** Children may know a Refugee. Children may talk about a time where they have not been safe | **Narrative Hook****People -** Bear and Astronaut**Problem-** have a box, some wellies, a colinder and a bear on the carpet. Ask the children what do you think is going on .Hopefully children will talk about bear from the story wanting to go to the moon and this is all the stuff he will need. Ask the children can we go to the moon with these things then? Ask them to talk about it in pairs. Talk about imagination. what do we really need to go to the moon?Have a video of an Astronaut saying that he needs some help up on the space station. He would like someone else to be able to walk on the moon but who do you think that would be and how will they get there?Can the children help.Children to mind map ideas.**Possibilities-** Children may think anyone can go to the moon. Children may not realise how far away the moon really is. How much effort it takes and years of planning. Only very few very clever scientist can go. |
| **Year 1 - inquiry** | **Should children care that the world is getting warmer?** | **Have toys always been able to be enjoyed by everyone?** | **Is it always a good idea to know what the weather will be?** | **How do people tell their stories?** | **What makes a good explorer?** | **What makes a location quite so memorable?** |
| **Year 1 - dilemma** | **Narrative Hook/ Story:** **People:** Polo thePolar bear**Place:** Artic/North Pole**Problem:** His iceberg home is melting – soon he will be homeless. This wasn’t his fault (injustice) Where can he go now?**Possibilities:** homelessness, new homes, change, responsibility for environment, defending the planet**.** Differing opinions on responsibility- challenging opinions. | **Narrative Hook/ Story:****People:** Davey is a child with a visual impairment. **Place:** Local toy store**Problem:** Davey’s mum noticed that there was a lack of toys for children with visual impairments when they visited the toy store and believes that this is unfair. She needs someone to create toys that Davey can enjoy as much as other children.**Possibilities:** Empathy for others. Challenging opinions. Equality for all. Inclusivity. Looking into the past and re-shaping the future. Responsibility for change. | **Narrative Hook/ Story:** **People:** Meteorologist/weather reporter named Amaya.**Place:** Weather station**Problem:** The equipment at the weather station has all strangely broken and cannot be fixed for a week! Nobody will get a weather report for 7 days - but will it really matter? Amaya can’t decide.**Possibilities:** Responsibility to others. The impact weather has on different groups of people across the world. Adaptation as humans within the world around us. | **Narrative Hook/ Story:****People:** Derek the fire breathing dragon**Place:**London **Problem:** People are blaming Derek the fire breathing dragon for starting the Great Fire of London. He knows that he didn’t do it, but how can he get his story heard so that people will listen?**Possibilities:** Fairness, tacking prejudice, finding truth, sorting fact from fiction, sharing knowledge, respecting faith and belief, the importance of charity | **Narrative Hook/ Story:****People:** Tim Peake and fellow astronauts**Place:** International Space Station **Problem:** Tim Peakes’ fellow explorers on the ISS are having a disagreement about what is the beast Beatles song ever! Tim thinks the best Beatles song is ‘Help from my friends’ as the lyrics are all about teamwork, something all good explorers need to have.Not everyone agrees, can Tim find other messages from The Beatles songs to convince his fellow explorers that songs have important messages?**Possibilities:** Love, companionship, helping those in need, teamwork, determination and courage, resolving disagreements, solidarity, diversity. | **Narrative Hook/ Story:****People:** Zoe’s Grandma ‘Betty’**Place:** New Brighton**Problem:** Zoe’s Grandma has Alzheimer’s disease. Zoe wants to help her remember her locality as she has lived here all of her life and has always treasured it, but her memories are fading because of her illness. Zoe’s Grandma was a keen Geographer when she was younger, could using maps be the secret to helping her Grandma unlock some of her fading memories?**Possibilities:** Care for the elderly, Compassion for those who are ill, respect and dignity of others, responsibility to support our aging community. Anxiety and grief for losing someone dear. Nursing and care of others. |
| **Year 2 - inquiry** | **Do we really need to take the time to appreciate our local area?**  | **How have those who have shown courage helped shape our world today?** | **What were the people who lived here like 100 years ago?** | **What would it be like to move to the other side of the world?** | SATs | **Where would you prefer to live: the coast or the mountains?** |
| **Year 2 – dilemma**  | **Narrative Hook/ Story:****People:** Newspaper reporter vs Wallasey residents**Place:** Wallasey**Problem**: A negative newspaper report has been written stating Wallasey has been rated 1/10 for interest. The reporter suggests people should stay away!**Possibilities:** Community effort to challenge viewpoints of others. Finding beauty in locality. Appreciation of the history of local area.  | **Narrative Hook/ Story:****People:** Poorly child (Rima) is in need of an operation.**Place:** Hospital – children’s ward**Problem:** Rima is a 7 year old refugee from Syria. She has not long been in the UK, but now needs to have surgery to make her better, but she is scared. She misses her father who is still in Syria and is struggling to ‘find her brave’. Who can help her find courage? **Possibilities:** Developing compassion and empathy for others. Development of respect and appreciation for nursing through time. Appreciating the impact on others have had on the NHS service. | **Narrative Hook/ Story:****People:** The Doctor and his companion Jessy**Place:** Seacombe & the Wirral**Problem:** Jessy has been travelling with the Doctor in the TARDIS for months now and want to return home. She is originally from Seacombe and the Doctor has promised to take her back there. Unfortunately, something goes wrong and the Doctor drops Jessy off 100 years into the past! Right place, wrong location. Can you imagine what she might encounter before the Doctor returns to collect her?**Possibilities**: Should she stay in the past or return to her time? Would she prefer it in the past? Will she be impacted by the effects of WW1? Is she surprised to see companies that are important from her time being perhaps even more important in the past? | **Narrative Hook/ Story:****People:** 10 year old Sally and her Mum who are emigrating to live in Australia. **Place:** England/Australia**Problem:** Sally has autism, which means that she doesn’t feel comfortable with change. She is very anxious at moving to Australia as it is so far away. She doesn’t even know very much about it! Who can help Sally feel less anxious? What can they do to help her?**Possibilities:** coping with change, challenging opinions, autism awareness, coping with anxiety, inclusion, acceptance, embracing challenges, cultural awareness, inclusion | SATs | **Narrative Hook/ Story:****People:** Lucy and her family**Place:** Seacombe / Capel Curig**Problem:**Lucy and her family are faced with a choice: their mother has been offered a new job as a teacher at St Joseph’s, Seacombe. They have asked Lucy where she would like to live, but she doesn’t know anything about the Local area, she comes from Capel Curig, Wales.**Possibilities:** Move to the coast or stay in the mountains |
| **Year 3 – inquiry**  | **Would we know anything about ancient civilisations if we didn’t protect special sites?** | **Would you move to another country for a ‘better’ life? What makes it ‘better’?** | **Should we just let nature take its course?** | **If you find something belonging to the past, does it belong to you?** | **Should we try to save everyone when a natural disaster strikes?**  | **How did the Ancient Greeks impact on the world as we know it today?** |
| **Year 3 - dilemma** | **Narrative Hook/ Story:****People:** Archaeologist from U of Liverpool**Place:** Site in Wallasey**Problem:** Houses are due to be built on a site where they have found Stone Age cave paintings and she wants to save it**Possibilities:** UNESCO or English Heritage step in to protect the site **OR** Wirral Council destroy the site and build the houses so desperately needed for local families | **Narrative Hook/ Story:****People:** Kacsper **Place:** Poland, travelling to England**Problem:** Not sure if he wants to leave Poland, if he wants to move with his parents, or where he wants to live**Possibilities:** Stay in Poland alone Move to London with his grandparents in a small flat Move to another UK city and live in a house  | **Narrative Hook/ Story:****People:** A family who own a caravan park in Thurstaston**Place**: Thurstaston, on the coastline**Problem:** The family are worried they are going to lose their caravan park as the cliff are being battered and eroded by the sea**Possibilities:** They close down the caravan park/ They wait to see what happens / They move to caravan park to be on a river bank so it is safer / They build sea defences at the bottom of the cliff to ensure they can stay in business for longer. | **Narrative Hook/ Story:****People:** Abdullah Mohammed **Place:** Oswestry**Problem:** Finds a mixture of bronze and iron wheels and tools in his back garden – they don’t know whether to throw it away, keep it or pass it onto a museum?**Possibilities**: Find out its’ worth and decide to keep or sell? Give to a charity of a pawn broker to check out its worth. Give to a museum for them to analyse and then keep?  | **Narrative Hook/ Story:****People:** Two deaf siblings who are part of the Kennedy family**Place:** Live in London, but want to travel to NZ on holiday**Problem:** The family are worried what will happen if they go to visit their family in New Zealand in case there’s an earthquake or volcano, but the children will not hear the warnings signals due to not wearing their implants to sleep in**Possibilities**: They don’t go on holiday and avoid the risk/ The children wear their implants to sleep – what are the implications of this? / They research what management systems are in place in NZ/ Our class invent a system that allows deaf people to be alerted to natural disasters  | **Narrative Hook/ Story:****People:** Pope Francis**Place:** Athens**Problem:** Wants to knock down the Acropolis as “it looks like a building site” and build a Roman Catholic Church as says Greek history and its buildings aren’t important or relevant anymore**Possibilities:** They knock down the Acropolis/ They convince the Pope that Ancient Greece is an important civilisation to celebrate and remember and the Acropolis stays  |
| **Year 4 – inquiry**  | **Was Ancient Egypt a good place to visit as an outsider?** | **Is it right that people born in other countries are treated differently to those born in Britain?** | **How have the actions of the Roman’s shape Britain today?** | **What impact have humans had on the oceans around us?** | **What was the best way to keep your village safe in Ancient Britain after the Romans left?** | **Where would you prefer to live: Occitanie [Southern France] or The Lake District?** |
| **Year 4 - dilemma** | **Narrative hook:****People**Slaves Vs PharaohRich Vs Poor**Place**Ancient Egypt**Problem**A slave (an outsider) arrives in Ancient Egypt and is forced to work on the building of a tomb for the pharaoh without and pay or even without being looked after.**Possibilities**A slave uprisingThe Pharaoh starting to pay the workersThe formation of a UnionThe Pharaoh crushes the slaves into submission  | **Narrative hook:****People**Local AuthoritiesNational GovernmentsPoliceBorder SecurityMigrant workers‘Illegal’ immigrants**Place**United KingdomEurope‘The rest of the world’**Problem**A young person is displaced by war and forced to journey away from where they were born to find safety.**Possibilities**The migrant is turned away at the border and returned to the country they started from.The country welcomes the migrant and offers them a safe place to live.The migrant breaks the law and sneaks into the country and has to live on the streets.The Migrant is welcomed to stay but is only given housing a long way from other families they know in Britain. | **Narrative Hook/ Story:****People:** An ancient Britain and a Centurion**Place:** Roman Chester / The Lake District**Problem:** How did the Roman invasion change Britain? The ancient Britain is used to the way things were. He is a farmer who was very happy with the way Britain works, but then these foreign soldiers arrive and start to change everything! The Centurion is tasked with winning him (and the other locals) over.**Possibilities**: The ancient British revolt. The Centurions teach the British new skills. The ancient British teach the Romans some of their ways of doing things | **Narrative Hook/ Story:****People:** A turtle**Place:** Traveling the oceans**Problem:** A turtle is born on a beautiful beach and swims out into the ocean which is pristine and full of life. Each year the turtle makes a journey back to the beach to lay her eggs. Gradually she begins to notice a change.**Possibilities:** The ocean becomes more and more polluted.Humans take action to clean the oceans. | **Narrative Hook/ Story:****People:** The chief of an ancient Celtic tribe who asks the Jutes to help protect them from the Scots.**Place:** The ancient kingdom of Mercia**Problem:** The Scots and the Picts keep attacking your town and now the Romans have left you’ve no means of defence.**Possibilities:** Form an alliance with another kingdom. Ask for help from abroad. Join the Scots/Picts. | **Narrative Hook/ Story:****People:** Camille Caron-A young French girl**Place:**Carcassonne, France**Problem:** Camille and her family are faced with a choice: their mother has been offered a new job as a lead climate scientist in the Lake District, UK. They have asked Camille where she would like to live, but she doesn’t know anything about the Lake District.**Possibilities:** Stay in Carcassonne. Move to the Lakes. |
| **Year 5 - inquiry** | **Does power corrupt?** | **Is there any point in trying to save the indigenous people and their cultures in South America?** | **The Anglo-Saxons/Vikings – who do we think we are?** | **Should we be bothered about climate change and what’s happening in the Maldives?** | **The Mayans – What is the purpose of studying ancient civilisations?** | **Is life in America really as good as they make out in films?** |
| **Year 5 - dilemma** | **Narrative Hook/ Story:****People:** Nephew of Edward Colston**Place:** Bristol**Problem:** Edward Colston’s nephew is to inherit his Uncle’s substantial fortune on the condition that he follows in his footsteps and actively becomes involved in the Slave Trade. The nephew however is against this.**Possibilities:** Should he be true to his own beliefs or follow his uncle and enjoy a wealthy life? | **Narrative Hook/ Story:****People:** Yanomami tribe member, Tami**Place:** Amazon Rainforest**Problem:** Adventurers have found her tribe and want to spend time with them, learning about their rustic ways and introducing the tribe to English language, medicine and technologyPossibilities: Should the tribe accept advancements? Should they let the adventurers stay? Should they learn about the outside world or keep life as it has always been? Should they try and modernise and keep up with modern life in Brazil? Should Brazil help to protect its indigenous people? | **Narrative Hook/ Story:****People:** Father and Son**Place:** Fleeing from war torn Syria 🡪UK**Problem:** A father from war torn Syria and his injured son (who has been offered life-saving treatment by the NHS England due to a war injury) decide to settle for a new life in Great Britain in order to send money home. **Possibilities:** Is he right to leave his wife and remaining children in a war zone? | **Narrative Hook/ Story:****People:** Hassan from the Maldives**Place:** Maldives Islands in Indian Ocean**Problem:** The earth is warming up and if no one changes the way they behave then the sea levels will rise, the Maldives will disappear and there will be continued irreversible changes to our climate globally**Possibilities:** we do nothing, we try to change one thing at school, we try to change one thing at home, we try to educate our local community | **Narrative Hook/ Story:****People:** Roberto and Carlos **Place:** Tobasco, Mexico**Problem:** Twin brothers from a very poor family in Tobasco, Mexico were out playing football during the 2018 World Cup. Whilst practising their penalty kicks, they discover an ancient, valuable piece of jewellery from the Mayan era. Roberto (the elder twin boy) suggests that they should keep the necklace as the profit will pay for their mother’s much needed expensive operation. Carlos however(the younger twin brother) thinks that they should hand it in to the Authorities to respect and preserve history.Possibilities: Should they keep the necklace and profit from it for the mother’s pending operation or hand it in to the relevant authorities? | **Narrative Hook/ Story:****People:** Miss Allen**Place:** St Joseph’s School**Problem:** Miss Allen has saved a lot of money from her wages for the past year. She put herself on a tight budget in order to save! She can’t decide whether to splurge go on holiday to North America, or have a staycation and visit Liverpool and Chester on her holiday at home. If she doesn’t go to America, then she can put her savings towards buying a house. What should she do?**Possibilities:** She researches holidays and finds her perfect holiday and splurges. She stays at home and saves her money. She finds her perfect holiday and finds ways to make it cheaper! |
| **Year 6 - inquiry** | **Why protect Antarctica?** | **Is war ever just?** | **Is tourism good for Britain?** |  |  | **Why does racism exist?** |
| **Year 6 - dilemma** | **Narrative Hook/ Story:****People:** Mr Arktos a successful holiday tycoon wants to begin building a series of luxury hotels in Antarctica. This would mean that the current Research Station would be threatened and further scientific studies would cease.**Place:** Antarctica**Problem:** Antarctic Peninsula is heating up. The rules of life there are being ripped apart and scientists are not sure what all the change means for the future. Multiple points of view. Employees of Mr Arktos, conservationists, media**.****Possibilities:** IUCN recommends listing Antarctica as a mixed natural and cultural site as it meets the World Heritage standards and should therefore be protected. | **Narrative Hook/ Story:****People:** Mr and Mrs Dreyfus**Place:** Liverpool**Problem:** ‘George Dreyfus believes he is a conscientious objector and does not wish in 1939 to fight for his country against Germany. He is a Jewish man, married to a German woman with 2 children living in Liverpool**Possibilities:** Should he move to Germany? Should he enlist? Should he follow his conscience? Should he send his wife and children to Germany? Should they go into hiding? Should he go to jail? | **Narrative Hook/ Story:****People:** Mrs Miggins**Problem:** Mrs Miggins, a 78 year old lady owns a quaint teashop in Coniston. She relies heavily on tourists to maintain her profitable business but she is becomingly increasingly fed up and angry at the damage and flagrant disregard the tourists have on the local countryside**Possibilities:** Should she sell up and move away?How would the area of Coniston be affected if Mrs. Miggins sold up and left? Has Mrs Miggins’ teashop affected the natural landscape? How would other local businesses feel about Mrs. Miggins selling up and leaving Coniston?What type of support could be offered to Mrs. Miggins in relation to her dilemma | SATs | SATs | **Narrative Hook/ Story:****People**: Mr Fred and Alice Smith**Problem:** A white British couple, Mr. Fred and Alice Smith in the 1960’s are desperate to adopt a child. They have been informed that the child they will adopt will be black. The neighbourhood/society in which they live is racist.**Possibilities**: Should they go ahead despite what local people think and feel?Should Mr and Mrs Smith make it their business to get to know and make friends with Black people in their community?Should Mr. Smith recruit black people to his business?A member of the Windrsuh Generation has complained to Mr. Smith of racist abuse within the work place that he owns. How should Mr. Smith respond?Should Mr and Mrs. Smith defend members of the Windrush Generation at the expense of losing friends from within their own white community when they were experiencing racist abuse?How do Mr. and Mrs. Smith ensure that their adopted son/daughter is fully educated about his/her culture and heritage from the Caribbean as well as their British culture/values?Would a Mr and Mrs Smith of today living in the 21st century wishing to adopt a black baby face the same troubles as the Mr and Mrs. Smith from1950’s Britain? |