

Enquiry Journey - How are lives saved? Year 5

WOW!

(An **engaging** event to capture interest and energise.
Guided by an adult initially; a supported experience)

Host an in-class party where children are asked to bring in party food. Explore the different types of food that the children bring in. Would these foods keep us fit and healthy if we had them frequently? What do we notice about the foods that have been brought in?

Immersion: skills (TRY IT)

(Developing **empathy** of events, processes or people, exploring and enhancing language and social skills)

DT: Chopping and cooking different foods.
DT: Explore the seasons and seed growing
SC: Explore the main food groups
SC: Explore the circulatory system
C: Learn about foreground, midground and background
G - Use maps and iPads to locate countries including Johannesburg (setting of Journey to Jo'burg).

Milestone

Children should be better at specific skills or be better at working independently/with others.

Immersion: knowledge (TRY IT)

(Developing **knowledge** of events, processes or people, exploring and enhancing language)

SC: Research how sugar affects the circulatory system
DT: Research crop harvesting and rotation
G – Explore physical and human characteristics of continents. Focus on characteristics of Johannesburg and South Africa. How might these differently affect the diets of people who live there?
W- Evaluate a TED talk and consider body language, intonation and presentation strategies.
W: What are the features of an explanation text? Research

Milestone

Children should have a better understanding of area of study and should be able to identify new knowledge.

Have-a-go: skills (USE IT)

(Building on immersion, children have opportunities to acquire and **practice** skills in numerous ways)

DT: Plant seeds and monitor growth.
DT – Thinking about the challenge, plan and design their TED talk on fats using Scientific understanding of food groups and the circulatory system. What ingredients can be used? How would these be grown, prepared and cooked? Test usability of these. How will you present your end product?
C: Explain how foreground, midground and background are different using the focus of nature, buildings and people.

Milestone

Children will have practiced a skill, or repeated skills in different ways, and have been prepared for the challenge.

Have-a-go: knowledge (USE IT)

(Building on immersion, children have opportunities to acquire and **develop** knowledge in numerous ways)

DT/SC – Evaluation: Compare existing products to their own ideas. What skills will be useful? How will they justify ingredients? Was it nutritionally balanced? Gather feedback from others. Think about the geography of South Africa – What changes could they make?
C: Take photos using foreground, midground and background and write a short paragraph alongside which explains or justifies their choice of midground etc in the challenge.
W- Use features of an explanation text to write an explanation – using scientific vocabulary – justifying their chosen recipe.

Milestone

Children can draw on new knowledge without adult support in order to complete the challenge.

9 INDUSTRY, INNOVATION
AND INFRASTRUCTURE



The Challenge (PROVE IT)

(Combines skills and knowledge practiced in Have-a-go to, independently of adults, prove what they have learnt, by answering the question)

Film a TED talk explaining why a healthy, balanced diet can help save lives. During the TED talk, introduce the meal that has been produced and explain why this is would help keep you fit and healthy.

Documenting the challenge

The process of the challenge should be recorded digitally.

Celebrating the challenge

Either in classroom, public display board, digitally or through an even. Families should be invited to view every enquiry outcome.