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| **Year 12 Unit 1: Welcome to Sixth Form: Interrobang Term: Michaelmas 1 15th September to 20th October** | |
| **Aims of the unit of work:** To equip students with the inquiry skills to learn independently and to communicate what they have learnt effectively while also encouraging an A-level mindset of going beyond the taught curriculum **In this unit of work students will develop the following skills:**   * Connect: Develops the ability to find an area of interest in any topic of study by looking for connections to own interests and gaps in prior knowledge * Connect: Asks, “What about this topic is personally interesting to me and important? What about this topic do I want to pursue when I have an opportunity? Does this topic have implications for future career or college choices? * Wonder: Creates questions to lead to basic information and, in addition, to information that is more critical, complex, and diverse in perspectives * Investigate: Uses organizational features of electronic books, databases, online articles and websites (e.g., menu bars, tabs, buttons, links, sidebars, chapter titles, headings and subheadings, abstracts, pull quotes, visuals, boxed information) to locate information to answer research questions [and specifically learns to access our Subscription Databases] * Investigate: Evaluates sources for authority, currency, relevance, comprehensiveness, and perspective * Investigate: Evaluates digital information for authority, credibility, accuracy, comprehensiveness, point of view, and bias * Investigate: Recognizes difference between sponsored content, opinion-based content, and informational/news content * Investigate: Takes notes to answer questions by recording key phrases or simple facts, paraphrasing, summarizing, or selecting short segments to quote from multiple and diverse sources * Investigate: Reflects on notes (perhaps in a reflection column) by asking questions, recording own opinions, challenging, and noting the importance of the idea for the final product * Construct: Develops own opinion, perspective, or claim and supports with evidence and a clear line of reasoning * Express: Publishes final product for an authentic audience and real-world application [poster presentation for peers, parents, staff and governors] * Express: Cites all sources used according to standard style formats [and learns to use the tools in Microsoft Word to assist with this] * Express: Ensures that all completed products are plagiarism-free and all visuals and sound are used within copyright provisions * Reflect: Records and reflects on individual experience of the inquiry process – the hardest part, best part, important skills learned, insights experienced, emotional highs and lows, etc. – with suggestions to self about specific ways to improve in the future * Reflect: Identifies own strengths (academic, social, and emotional) and sets goals about specific ways to improve in the future * [Learns to use Microsoft Teams effectively for submitting assignments and receiving feedback] | |
| **Overarching Essential Questions:** How can I find my place in the ‘unending dialogue between the living, the dead and the yet-to-be born’ ([Astle & Partridge, 2018](https://www.thersa.org/reports/ideas-for-a-21st-century-%20enlightenment))? | **Entry Question:**   * Why did I choose my A-level subjects? What fascinates me about them? * What does it mean to be average? Am I prepared to settle for that? |
| **How we will assess/students demonstrate what they now know and can do?**   * Discussions throughout the lessons * Homework task set, submitted and returned with feedback on Teams every week * Poster presentation to peers, parents, staff and governors at Sixth Form Inquiry Celebration evening | **Topical Essential Questions**   * What makes a good inquiry question? * How are Subscription Databases different from the open internet and why should I use them? * How can I make effective notes? * How can I decide whether the information I find online is trustworthy? * What is academic integrity, how does it differ from academic honesty and why does that matter? * How can I communicate my ideas clearly, engagingly and effectively to an appropriate audience? |
| **Key Sources of Information**  [Subscription databases](https://blanchelandesch.sharepoint.com/sites/SubscriptionDatabases), with a particular focus on Britannica, The Day and Global Issues in Context | **Which FOSIL skill sets does this unit draw on?**  All six skill sets. See ‘skills’ above. |

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| **Knowledge of:** | | | | | | | **Statutory Guidance** | | | | | **Long Term Knowledge** | |
|  | | **Subject Specific vocabulary** | | | **General Vocabulary** | | **Department for Education** | | | **PSHE Association targets** | | Becoming an effective inquirer equipped for life-long learning in a rapidly changing and increasingly information rich society | |
| Inquiry  Factual questions  Opinion questions  Academic integrity  Academic honesty  Plagiarism  CRAAP test  Citations  References  Bibliography | | |  | | [**Key skills:**](https://gov.gg/KS4)   * Communication - speaking, listening, reading, writing * Thinking skills - information processing, reasoning, enquiry, creative thinking, evaluation | | | [L24.](https://pshe-association.org.uk/guidance/ks1-5/planning/long-term-planning) to be a critical consumer of online information in all its forms, including recognising bias, propaganda and manipulation | |
|  | | | | | | | | **Good to Outstanding Criteria** | | | | | |
| **Lesson No.** | **Learning Objectives** | | **Suggested activities (link)** | **Link to guidelines** | | **Misconceptions to address** | | **Independence** | **Engagement** | | **Challenge** | | **Feedback** |
|  | L/O to be met will be written here | | Insert Link to Folder on Sharepoint in this box | Outcome students need to achieve | | Anything students often get confused with – we need to correct them! | | Students to work on their own – support if necessary | Activities to engage students and keep them focused | | Often reading – help with literacy drive/ hard concepts they need to learn | | Verbal Q&A  Written answers and teacher marking |
| 1 | Develop and express an appropriate interest in A-level studies  Understand how to access and explore Subscription Databases and how to use them to connect with a new topic | | Interrobang 1: Not the average child PPT and Homework task 1 in [Interrobang folder](https://blanchelandesch.sharepoint.com/:f:/s/Inquiryresources/EmLPMGyoiDdPvmabqPsYUMYBydBEd2kWD4vRABtCBEUB-Q?e=1pE0JZ) | Have accessed a variety of Subscription Databases and used these to choose a topic of interest to investigate further | | Subscription Databases take more effort to use than the internet (actually they can save time) | | Students choose their own topics and decide which sites to explore. | Students choose their own topics and decide which sites to explore. | | Articles can be accessed at a variety of reading levels. | | Written feedback in Teams assignment and whole class feedback for common issues. |
| 2 | Understand the difference between factual and opinion questions and be able to formulate an appropriate inquiry question  Be able to make effective notes from source material and to reflect on those notes | | Interrobang 2: No silly questions PPT, Homework task 2 and Investigative Journal in [Interrobang folder](https://blanchelandesch.sharepoint.com/:f:/s/Inquiryresources/EmLPMGyoiDdPvmabqPsYUMYBydBEd2kWD4vRABtCBEUB-Q?e=1pE0JZ) | Have formulated a number of questions, divided them into fact and opinion questions and chosen one to investigate  Have begun to use an appropriate database article to make notes on that topic and to reflect on those notes | | Factual questions make good inquiry questions.  All questions have ‘right’ answers. | | Students choose questions and articles that interest them. | Students choose questions and articles that interest them. | | Students determine the level of challenge in their own questions. | | Written feedback in Teams assignment and whole class feedback for common issues. |
| 3 | Be able to evaluate an online source based on Currency, Relevance, Authority, Accuracy and Purpose | | Interrobang 3: Cutting the CRAAP PPT and linked CRAAP testing resources in  [Interrobang folder](https://blanchelandesch.sharepoint.com/:f:/s/Inquiryresources/EmLPMGyoiDdPvmabqPsYUMYBydBEd2kWD4vRABtCBEUB-Q?e=1pE0JZ) | Have used the CRAAP test criteria to evaluate a website | | If a website looks professional it is probably trustworthy. | | Students find websites that they want to evaluate. | Students find websites that they want to evaluate. | | Students may pick more or less challenging sites to evaluate and determine the depth of their evaluation for themselves. | | Written feedback in Teams assignment and whole class feedback for common issues. |
| 4 | Understand why it is important to acknowledge sources appropriately  Be able to cite and reference sources according to APA style using the tools in Microsoft Word | | Interrobang 4: Joining the conversation in  [Interrobang folder](https://blanchelandesch.sharepoint.com/:f:/s/Inquiryresources/EmLPMGyoiDdPvmabqPsYUMYBydBEd2kWD4vRABtCBEUB-Q?e=1pE0JZ) | Have referenced all sources used so far in APA style and continued making notes on the topic | | Citing sources only really matters if you are likely to get caught.  Images don’t need citations.  You don’t need to cite a source if you have paraphrased it.  Paraphrasing is just swapping individual words out for synonyms. | | Students cite the sources they have found. | Students cite the sources they have found. | | Students may have used sources with different levels of challenge to cite, and have access to resources to support them in this. | | Written feedback in Teams assignment and whole class feedback for common issues. |
| 5 | Be able to express the inquiry journey in an accessible, engaging and academically honest way for an audience of peers, parents, staff and governors | | Interrobang 5: The information-to-knowledge journey PPT and Poster template in [Interrobang folder](https://blanchelandesch.sharepoint.com/:f:/s/Inquiryresources/EmLPMGyoiDdPvmabqPsYUMYBydBEd2kWD4vRABtCBEUB-Q?e=1pE0JZ) | Have put all research so far into a standard poster format | | The most important thing about a poster is that it should look pretty.  Putting more text on the poster shows that you know more about your topic. | | Students express their own learning journey through their poster. | Students express their own learning journey through their poster. | | Students’ individual journeys will have been pursued at a variety of depths. | | Written feedback in Teams assignment and whole class feedback for common issues. |
| 6 | Be able to evaluate and improve own work based on appropriate criteria | | Interrobang 6: Best foot forward PPT and reflection sheet in [Interrobang folder](https://blanchelandesch.sharepoint.com/:f:/s/Inquiryresources/EmLPMGyoiDdPvmabqPsYUMYBydBEd2kWD4vRABtCBEUB-Q?e=1pE0JZ) | Have evaluated and refined poster ready for Sixth Form Inquiry Celebration Evening | | Teachers are responsible for evaluating my work. I don’t need to be able to improve it myself. | | Students peer evaluate and discuss success criteria. | Students peer evaluate and discuss success criteria. | | Students determine how they can improve their own products with guidance. | | Written feedback in Teams assignment and whole class feedback for common issues. Peer feedback. Prizes awarded on Celebration evening. |