

Planning a Mantle of the Expert Inquiry

Step 1. Background planning for:
Running a garden centre.

A. What dimension of the curriculum do you want to explore?
K
S
Y

C. What interests you and the children?
Me/us: plants & planting all weathers. Bugs! Large garden centre with shop.
Class: Collecting insects that are rare – ladybirds/bees. Dangerous insects & areas restricted – wasps, water & cutting equipment/sharpness

C. What other considerations?
Social health? Children's prior learning? Space/time/resources/other adults.

Social health boys/girl space work will happen learning includes resource needed other ad and SET

Step 2: developing the situation

The Context
A garden centre staff team are currently sorting out the days jobs. A message from the ministry requires urgent attention.

The Inquiry Questions
Should we tell everyone what we are looking for?
How should we organise ourselves to get the job completed?
What should we do with any waste?

The Situation in details (see 'the Context')
The Ministry of Agriculture are concerned new species are invading the UK – especially insects. A large ladybird is currently being held – and all plant and horticultural people are being informed – we are asked to report any are seen.

Step 3: designing the Expert Frame – see the 11 enterprises

A Team of Experts and point of view (choices!!)
Class to run the garden centre.
POV: garden centre very keen on organic and ecological alternatives to peat and heating.

The Client – plus point of view
MAFF – fastidious.
Public – who buy our plants.
Clients – who make contact by 'phone'.
ASDA – who want Christmas trees (hard bargaining).

The Commission or Commissions
(a) MAFF – they want any news.
(b) pot filling/clearing and prep for Autumn Event.
(c) Filling pots for trees at Christmas.

Step 4: exploring the curriculum

Mapping the curriculum
Tasks will need to be challenging for SP AT2 – writing list.
Mathematical – estimation, height, cost, amount, lots of 10x10.
Science – growth cycles, seasons, planting conditions, growing medium, fertilisers – organic/chemical.

Tasks and activities

- Class to select a job from the 'job sheet': AT2 & AT1 English.
- Class to discuss equipment needs: AT1 English.
- Class to 'locate' (visualise) the garden centre with scaffolded support.
- Class to use evaluative processes (AT1 Dramatic).

Prompt: what 'point of view' might be selected?

Step 5: How to begin to invite 'now time'

The first steps into the inquiry – TIR choices?
The class will be offered a chance to solve a mystery and work 'undercover' for the MAFF, as well as do their ordinary jobs for the garden centre. We will determine together, opening times for the public and times the staff start work. We will use 'sign' in the first instances to create the context and build the situation (teacher will use an official from the food ministry to start (RAG and GI ASSES SIGNS))