

Subject: Religious Education

Golden Concept: Answering Questions of Wonder.

Purpose: The purpose of incorporating the practice of answering questions of wonder in the national curriculum is to stimulate curiosity, critical thinking, and a deep-seated love for learning among students. This approach encourages learners to actively engage with their environment and education by posing questions, seeking answers, and exploring the unknown. Answering questions of wonder not only enhances students' cognitive skills but also promotes a holistic approach to education, emphasizing the interconnectedness of knowledge across various subjects. Ultimately, this approach contributes to the development of individuals, equipped with the skills and mindset necessary for success in an ever-evolving world.

Assessment:

Key Stage 1: Assessing answering questions of wonder in early stages can involve informal methods such as class discussions and creative activities. Students can share their questions and engage in simple projects or drawings related to their curiosities. Assessments could focus on the depth of questioning, the ability to express curiosity, and the engagement level in classroom discussions, providing valuable insights into early cognitive development and curiosity.

Key Stage 2: At this stage, assessments can incorporate more structured inquiry projects. Students may be asked to choose a question of personal interest, research it, and present their findings to the class. Evaluation criteria can include the depth of research, clarity of presentation, and the ability to articulate the process of inquiry.

Key Stage 3: In middle school, assessments can evolve to include interdisciplinary projects. Students might be tasked with exploring a complex question that requires integrating knowledge from different subjects. Evaluation criteria can assess the depth of cross-disciplinary understanding, the quality of research, and the ability to critically analyse information, providing a more comprehensive view of students' inquiry skills.

Key Stage 4: In the later stages of secondary education, assessments could involve more independent and in-depth research projects. Students may choose a significant question, develop a research plan, and present their findings through a written report or oral presentation. Assessment criteria may include the ability to formulate a clear research question, gather and evaluate evidence, and present well-reasoned conclusions, providing a robust evaluation of critical thinking and inquiry skills as students prepare for higher education or the workforce.

Cross curriculum:

English: Encourage students to explore their wonder through creative writing, essays, and poetry. Discuss literary works that address profound questions and spark curiosity. Analyse how authors use language to explore the unknown.

Mathematics: Pose mathematical problems that provoke curiosity and exploration. Encourage students to ask questions about mathematical concepts and theories. Explore the history of mathematical discoveries and the questions that led to them.

Science: Emphasize the scientific method and encourage students to formulate hypotheses and questions. Explore scientific breakthroughs and discoveries, discussing the questions that scientists sought to answer. Conduct experiments that address students' own questions.

History: Encourage students to wonder about historical events and figures. Discuss historical mysteries and controversies, encouraging students to ask questions about the past. Explore different perspectives on historical events.

Geography: Explore geographical phenomena and wonders. Encourage questions about the natural world and human geography. Discuss how geography can help answer questions about global issues.

Art and Design: Encourage artistic expression inspired by questions and wonders. Discuss how artists use their work to explore the unknown. Explore art movements that were driven by curiosity and wonder.

Physical Education: Explore the wonders of the human body and physical capabilities. Discuss questions related to health, fitness, and well-being. Encourage students to wonder about the connection between physical activity and mental health.

Design and Technology: Explore technological wonders and innovations. Encourage students to ask questions about the design process and the impact of technology on society. Discuss ethical considerations related to technological advancements.

Modern Foreign Languages: Encourage students to wonder about language and cultural differences. Explore questions related to the origins of languages and the diversity of linguistic expression. Discuss how language shapes perception.

PSHE: Explore questions related to personal and social issues. Encourage critical thinking about societal challenges and potential solutions. Discuss how individuals can contribute to positive change.

Music: Explore the wonder of music and sound. Encourage students to ask questions about musical composition, cultural influences, and the emotional impact of music. Discuss the role of music in addressing societal questions.

Drama: Use drama to explore questions related to identity, society, and human experiences. Encourage students to create and perform plays that address their own questions of wonder. Discuss how drama can be a medium for exploring complex issues.

Key Stage or stage breakdown:

Key Stage 1: At this stage, the emphasis is on encouraging curiosity and wonder. Activities may include interactive storytelling sessions, simple experiments, and creative play to stimulate questions about the world. Assessments would gauge students' ability to express their inquiries verbally, engage in basic observations, and show an early interest in exploring their surroundings.

Key Stage 2: In KS2, the focus shifts to fostering more structured inquiries. Students can begin researching answers to their questions, using basic research skills, and presenting their findings through simple projects. Assessments might include evaluating the depth of their inquiries, their ability to use resources, and the clarity of their presentations.

Key Stage 3: In middle school, students can engage in more complex and interdisciplinary inquiries. The focus is on developing critical thinking skills, asking more sophisticated questions, and exploring connections between different subjects. Assessments may involve group projects, oral presentations, and written reflections, assessing the depth and breadth of their inquiries and their ability to analyse information.

Key Stage 4: In the later stages of secondary education, the focus on answering questions of wonder becomes more individualized and research-oriented. Students can delve into more extensive projects, conduct independent research, and present their findings through essays, presentations, or projects. Assessments would evaluate their ability to formulate well-researched questions, critically analyse information, and communicate their insights effectively. This prepares them for more advanced academic and professional pursuits.