

# Expeditionary Project Narrative

## What Does It Mean To Be Human?

In Spring 2020, the Year 2 Crew project was 'What Does It Mean To Be Human?'

We had to answer the essential question:

EQ: 'Are we more than just a body?'

The Learning Targets for this project were:

- I recognise changes in animals and humans as they grow
- I can describe the basic needs of animals and humans
- I can define what a balanced diet means
- I can design a healthy packed lunch
- I can explain how the human body processes food
- I can give examples to show why hygiene is important
- I can explain how significant people from the past have changed our world
- I can compare significant individuals and identify their qualities

### Case Study 1:

In case study 1, we started by looking at animals and humans when they are young and when they are adults. We asked the question 'Do animals and humans change as they grow?' Children studied some animals in close detail, including a frog and a chicken. They were able to list many differences between adults and their young, noticing that animals grow and change. We were able to recognise that we too have changed after looking at photographs of ourselves as babies. Children concluded from this first element of our project that animals and humans change as they grow and were able to support this concept with examples from their learning.

### Case Study 2:

Following on from recognising that animals and humans change as they grow, children were prompted in case study 2, to think about the basic needs of both. We looked at the MRS GREN model (Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition), defining each of the terms and discussing examples. We then applied these to animals, thinking of an example for each of the basic needs. Children found that all of the animals they could think of showed all of the basic needs. We then looked at ourselves and considered if we have different basic needs. Having studied the basic needs of both humans and animals, the children came to the realisation that we have the same needs and without all of them we would not survive.

### Case Study 3:

Having understood our basic needs, we looked at our need for nutrition and considered the question 'What is a balanced diet?'. A visitor came to school to talk to us about different food types. For many children this was a good opportunity to understand the concept of balancing a diet. Many had thought that only eating fruit and vegetables would be best. However, by using a large-scale model of the Eatwell Plate, children were able to discuss each food type and examples in depth, realising that they were all important to us. Following this session we investigated and followed the route of our food, asking 'Where does our food go?'. We were able to explain how our body takes what it needs from our balanced diet with the waste being excreted. As a final task to this element of the project children designed a health packed lunch, aiming to balance the lunch in the same proportions of the Eatwell Plate.

### Case Study 4:

For our next key questions we asked 'Why is hygiene important?' and 'Why do we wash our hands?' Children observed microscope images of bacteria on surfaces. We discussed how these are invisible to us with our own eyes. Children thought of examples of contaminants they get on their hands which are more obvious, such as jam from eating toast, mud from playing outside and paint during art in class. We recognised that if our hands are obviously dirty then we would naturally go and wash them. We then drew comparisons that bacteria should be treated in the same way. We wouldn't want mud or paint going into our body and neither do we want bacteria which we recognised can harm us. This message was further reinforced due to the COVID19 pandemic, which occurred towards the end of our project.

### Case Study 5:

Linking to the work on hygiene and keeping healthy, we looked at the work of Florence Nightingale and Mary Seacole. One of the misconceptions addressed during this phase of the project was that all historical people either lived at the same time or knew each other. We created a large-scale class timeline to plot the various individuals we would be studying and highlight their separations and overlaps. Children were able to realise that Florence Nightingale and Mary Seacole had similar qualities and beliefs, but were pioneers in their own right. Linking to our own local history, we asked 'Why did Florence Nightingale receive a letter from Liverpool?' Children studied copies of the original letter alongside other sources. They discovered that William Rathbone wrote to Florence Nightingale and she replied, encouraging him to start what is now known as district nursing. This local link was an enjoyable discovery for the class.

### Case Study 6:

The study of pioneers continued as we looked at both the Wright brothers and Amelia Earhart, comparing and contrasting their pioneering spirit in the field of aviation. This aspect of the project focused heavily on the mindset, beliefs and

personal qualities of the pioneers. We looked at the Wright Brother's inspiration to fly having received a flying toy gift from their father. This gave them the intrinsic motivation to create their own aircraft and we saw their many attempts, their resilience and determination to be successful and their ultimate reward. Similarly, we saw the same qualities in Amelia Earhart. Her steadfast determination and bravery to fly solo across the Atlantic was inspirational to us as a crew. The children recognised that this came at great cost to Amelia, as she knew it was an incredible risk and ultimately it took her life as she disappeared over the Atlantic attempting to fly around the world. This however showed the children that she had such a strong belief in what she was doing that she was willing to push the boundaries and go where nobody had gone before.

#### Case Study 7:

Reflecting on that pioneering spirit, we next looked closer to home at the life of Maurice Egerton, who lived in the mansion house at Tatton Park, Cheshire. The children discovered that he had links with the Wright brothers, having purchased one of their Wright Flyers. They also discovered that his pioneering spirit saw him buy one of the first motorcars, own the latest technology, such as a camera and travel the world - eventually building a castle in Kenya and living there. Sadly, due to COVID19, we were unable to visit Tatton Park and inspect Lord Egerton's collection of artefacts collected from his travels across the globe. We were able to identify the mutual qualities shared by Florence Nightingale, Mary Seacole, William Rathbone, the Wright brothers, Maurice Egerton and Amelia Earhart. We recognised that we have many of these qualities and can all be change makers in this world. Unfortunately we were unable to share our ideas for change before the COVID19 lockdown.

#### Link to Global goals:

The children recognised that pioneers share many qualities. They are determined, brave, show grit and are steadfast in achieving their aims. They are intrinsically motivated, stirred up to make a difference and unwilling to yield to barriers instead pushing forward and overcoming them. This was an inspiration to the children, who recognised that they too can change our world by harnessing those qualities.

Whilst not shared with the children, this extract from Ulysses by Alfred Lord Tennyson captures the unyielding spirit at the heart of this project:

It may be we shall touch the Happy Isles,  
And see the great Achilles, whom we knew.  
Tho' much is taken, much abides; and tho'  
We are not now that strength which in old days

Moved earth and heaven, that which we are, we are;  
One equal temper of heroic hearts,  
Made weak by time and fate, but strong in will  
To strive, to seek, to find, and not to yield.

The Presentation of Learning:

The children were due to present their learning in a whole-school and parent presentation assembly to showcase their work. This was also to recognise, honour and celebrate the lives of the pioneers they had studied.

English across the curriculum: Anchor text:

Our main anchor texts were *Rosie Revere, Engineer*, *Taking Flight: How the Wright Brothers Conquered the Skies* and *Amelia Earhart (Little People, BIG DREAMS)*. The books were inspirational to the class and, though written as a story, they were all based on real pioneering people.