**Unit / Project Overview**

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| **Curriculum Area / Skills**  Project Based Learning Key Skills:   * Build 21st century success skills such as critical thinking, problem solving, communication, collaboration, and creativity/innovation. * Build pupil development of outlined PBL Skills   **Organisation-** time and self-management  **Collaboration**- working with and accepting others  **Communication**- reading, writing, and presenting  **Research**- accessing and organising information  **Reflection**- self-awareness and self-reflection  **Thinking**- generating ideas, applying concepts, and challenging notions  The subject allows students to develop transferable skills to equip them for their future careers and lives beyond Excelsior Academy.  Links to KS3 History – linking to topics pupils will have covered in Year 7 (Tudors) and Year 8 (Transatlantic Slave Trade)  Links to KS3 Geography – Building key skills using longitude and latitude in lesson context and skills related to bearings and compass use.  Links to KS3 Maths – using protractors and skills to calculate bearings within a navigational context.  **Learning Outcomes:**  **Lesson One:** Describe conditions on board a slave ship, analyse conditions and what life was like for those on board a slave ship and evaluate experiences crossing the Atlantic through a creative writing piece.  **Lesson Two:** Research the history of the use of a compass, explore compass directions and basics of navigation and perform practice bearing calculations.  **Lesson Three:** Recall the use of compass directions for navigation, explore the different tools and methods of sea navigation, and create a ‘How to’ guide for sea navigation.  **Lesson Four:** Discuss what it may have been like to cross the Atlantic in the past, explore what it would have been like to travel in this time and design a diary extract from an explorer’s perspective.  **Lesson Five:** Discuss and recall how instruments were used by explorers, explore different explorers and their Atlantic journeys and design ways to present for showcase.  **Lesson Six:** Discuss the background and experience of your explorers, explore exemplar showcase design and research and Perform additional research and create further materials for showcase. | | **Subject / Course**  PBL: Year 8 Project Showcase.  Teacher Laura Thursby  **Class/Year group**  Mixed ability Year 8 Class  **Number of Students:** 3 Mixed ability Year 8 Classes (51 Students)  **Start date:** Spring Term  **Length of project:** 1 Term – 6 Weeks  **Additional Info**  These resources have been designed to give students a basis of knowledge for their further research and independent working for their showcase.  The theme of the project relates to two local men who will row across the Atlantic. The project theme has been broken down into three themes; Powering, Tracking and Building the Row. My class project focus will look at the ‘tracking’ aspect – looking at experiences of crossing the Atlantic. |
| **Driving Question**  How did explorers cross the Atlantic and what was it like to explore the Atlantic? | | |
| **How can the learning from the employer visit be applied to the project idea?**  Idea of explorer research was inspired by teacher employer visit to Port of Blyth and Blyth Tall Ships using the information given here about navigational tools used and about The Williams Expedition: Rediscovering Antarctica project. Students will be looking at explorers who travelled across the Atlantic as this is strongly linked to the Atlantic Rowing Challenge but what they will investigate is strongly linked to similar experiences that William Smith and his crew would have experienced and the navigational tools they would have used.  The next stage of the year project will move from ‘Tracking the Row’ to ‘Building the Row’ where knowledge gained from the employer visit will be further utilized. | | |
| **Which Stakeholders could help deliver the project?**  The ‘Tracking the Row’ element of the project incorporates navigation, weather patterns and the use of GPS technology to monitor the performance of the two Atlantic rowers – using information from teacher visit to Port of Blyth.  Using information gained from the visit to Port of Blyth and Blyth Tall Ships as well as information contained from their website on the Williams Expedition. | **Foreseen Challenges / solutions?**  Pupil engagement in the topic over an extended period, pupils will have to become familiar with the process of research, planning, refining and re-drafting their work in order to produce high quality outcomes for their showcase.  Lesson One – Literacy in topic will need to revisit this as all may not remember this from their History lessons.  Lesson Two – potential challenges with bearings calculations due to pupil confidence with math skills. – Ensure there is scaffolding and modelling in place as well as stretch for the more confident. | |
| **Draft activity timeline (specific delivery times / flexibility)**  Teacher has visited the Port of Blyth facilities to find our more information of the history of shipbuilding and crossing of the Atlantic. Gave insight into navigational tools used throughout history and how these can still be used today even with modern GPS. Lessons Five and Six can be extended across several lessons as pupils will need time to develop and refine their showcase work.  **Lesson One:** Transatlantic Slave Trade  What was it like to cross the Atlantic? – Pupils will explore one of the most well-known examples of Atlantic crossing.  This topic will link to their knowledge gained within History lessons. Pupils will be able to apply their knowledge and understanding of the Transatlantic crossing to a creative writing piece placing themselves in the position of those involved.  **Lesson Two:** Navigating the Atlantic  Pupils will explore how bearings and compass points are used to navigate both land and sea. Pupils will find out more about how these instruments such as how the compass has been used across time. Pupils will then move onto calculating bearings and angles using compass directions. This lesson intends to give pupils and insight into how navigation without a GPS would work.  **Lesson Three:** How are seas navigated? – Tools of Navigation  Pupils will build on their knowledge of navigation from the previous lesson delving further into the history of navigation throughout history from the time of the Vikings into the more recent 19th Century exploration. Some of these tools pupils will never have heard of but as was revealed on the employer visit are tools very much still in use.  Pupils will then create a ‘How to’ guide on sea navigation as par to their showcase.  **Lesson Four:** Explorer Experience  Lesson derived from experiences on board ships information collated from examples for the Tudor era as the age of privateering and many of the explorers that pupils will research in lesson five are from this era.  Pupils will explore experiences from this time including superstitions, food and diet and will then create a diary extract from an explorer’s perspective to add to their showcase materials.  **Lesson Five:** Explorers of the Atlantic – Research  Pupils will begin to research their explorer within their showcase groups. Use of tablets and information packs to research information according to the outlined success criteria.  **Lesson Six:** Explorer Research – Teacher Modelling  Pupils will continue with their explorer research and production of their showcase materials.  Using example from research from Blyth Tall Ships of William Smith information gained from their website and teacher notes from the employer visit. Modelling display to show how pupils could present their materials for their showcase. | | |
| **Products / outputs?**  Pupils will conduct independent research in their groups on their groups with the aim to produce material for their showcase.  Pupils can make the choice on what form this takes – most will opt for large display board format, some PowerPoint presentations.  Pupils will also produce items to go alongside their larger materials for the showcase such as Sea Navigation guide, diary extracts and navigational charts. | | **How will you celebrate, showcase learning with wider stakeholders?**  Students will be presenting their work as part of a ‘PBL Showcase’ for the whole year group with parents invited to attend as well as the two Atlantic rowers being invited to attend to see the work connected to their achievements. |
| **How will the work be assessed? How will you measure the impact, what are the success criteria?**  Outlined competencies as part of PBL assessment criteria.  Competency rubric outlined and linked to wider school ambition of ‘Graduate goals’ these include: Communication, Aim Higher, Innovation, Morality and Well Being.  Project work and products and presentations will be assessed through a continuous dialogue of student- teacher feedback both in verbal and written form. The quality of work is a key focus and students will be given opportunities to critique, draft, and re-draft work.  Success criteria for work is outlined in the lesson context including what must be included within their work. | | **Differentiation**   * Writing structure and prompts. * Success criteria outline in lesson based on individual strengths (e.g. working as a group, pupils will need to delegate roles for their research). * Cards within lesson one differentiated by giving key students particular cards. * Stretch and challenge add into lesson for HA pupils. * Use of symbols from the noun project website to support pupil understanding and to help support conversation between peers. |
| ** Is the idea clear to communicate with potential partners?**  ** Has a timeline been drafted?**  ** Have outcomes and evaluation process been agreed?**  ** Have key contacts agreed a communication strategy?** | | **Key Contact details:** |