**Unit / Project Overview**

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| Curriculum Area / Skills:   * Speaking and Listening: use of P4C to discuss Nodule Harvesting and also the delivery of presentations collaboratively in groups. * Writing: the preparation of a presentation and the production of a persuasive article. * Reading: retrieval of information through research and synthesizing information.   Learning Outcomes:   * To develop an understanding of Nodule Harvesting and the importance of the process. * To consider the most ethical and effective ways of harvesting nodules. * To consider the environmental impact of Nodule Harvesting. * To have a philosophical discussion about the issues surrounding Nodule Harvesting. * To prepare and develop a presentation about the methods of Nodule Harvesting considering the ethical and environmental concerns. * To prepare and produce a persuasive article about the process of Nodule Harvesting.   **P4C stands for Philosophy for Children and it is an approach to learning and teaching which enhances children’s thinking and communication skills, boosts their self-esteem, and improves their academic attainment. It involves using a stimulus to generate philosophical questions which can be explored and examined through an enquiry (class discussion) and then reflected upon using the 4Cs.** | | Subject / Course: English  Teacher: Claire Gill  Class/Year group: Top set Year 8  Number of Students: 31  Start date: 7th January 2020- 3rd April 2020  Length of project: 1 Term  Additional Info:  Project will be completed during P4C lessons which take place every 2 weeks- there will be 7 lessons in total. |
| Driving Question:  **Nodule Harvesting: Is efficiency more important than ethics and the environment?** | | |
| How can the learning from the employer visit be applied to the project idea?  Nodule Harvesting is one area in which Osbit are currently working to try and develop a machine which will be able to mass harvest these nodules from the sea bed, 5000 meters down, in an efficient way in terms of time and also environmental impact. Nodule Harvesting is a key area at the moment with a number or the major Governments involved and numerous companies trying to find the best way to complete this process in the future to win large contracts.  I plan to have a philosophical discussion as part of P4C about the ethical issues around Nodule Harvesting both in terms of the impact on the environment as well as the use of child labour as an alternative means of collecting the nodules. Next the students will research, plan and deliver a presentation about the issue- potentially to the Head of Faculty and other members of staff within the school. Finally, the class will plan and produce a persuasive article about the issue of Nodule Harvesting. | | |
| Which Stakeholders could help deliver the project?  Osbit provided 1:1 time with an engineer who worked on a Nodule harvesting project and they are willing to share the resources that they can via email. | Foreseen Challenges / solutions?  Due to the project taking place during one lesson every two weeks it is not likely that a representative from Osbit could travel to the school for a 50 minute lesson.  The Spring Term is short so an English lesson will probably need to be used to deliver the presentations so that students do not have to wait for an extended period of time after finishing the preparation. | |
| Draft activity timeline (specific delivery times / flexibility)   * Launch of project through P4C discussion- 8th January 2020 * Introduction of Nodule Harvesting and the issues- 22nd January 2020 * Research lesson and presentation preparation- 5th and 26th February 2020 * Deliver presentation- 27th or 28th February (TBC in an English lesson ideally to Head of Faculty and some members of SLT) * Plan persuasive article- 11th March 2020 * Write persuasive article- 25th March 2020   This outline should be the final timeline but could change depending on an OFSTED visit and events taking place within school.  Delivery of product could change due to availability of staff to be an audience. | | |
| Products / outputs?   * Presentation about Nodule Harvesting which considers the methods, ethics and environmental factors. * Persuasive article about the process of Nodule Harvesting. | | How will you celebrate, showcase learning with wider stakeholders?   * Deliver group presentations to Head of Faculty and other key members of staff. * Create a display to showcase persuasive articles. |
| How will the work be assessed? How will you measure the impact, what are the success criteria?   * Philosophical discussion will be evaluated by the students using the 4Cs of P4C criteria- Caring Thinking, Critical Thinking, Collaborative Thinking and Creative thinking. * Success criteria and AFL during the preparation of the presentations. * Presentations to be delivered to staff and they will use WWW and EBI to evaluate each group regarding content and delivery. * Persuasive article will be marked using KS3 English AO5 and AO6 strands. * Students to complete a student voice and evaluation at the end of the process. | | Differentiation:   * Group allocations * Roles assigned within groups * Success criteria for presentation and persuasive article * Planning sheet to support the production of the persuasive article. |
|  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: |