

Written by teachers for teachers, the Curious-city **approach** not only inspires and guides teachers to create contextually relevant **enquiry-led** experiences, it enables a setting to create a bespoke, locally focused curriculum that enhances the National Curriculum 2014 for learners.

Most schools discover that they are 'doing' much of it, but the Curious-city approach is about streamlining, aligning and ensuring that everything is purposeful, **progressive** and imperative to a learner's experience.

In a nutshell, enquiry-led learning provides learners with **key questions** that are too big to answer in one go, but not so conceptually large that they do not understand. The purpose is to **challenge** learners to be different **States of Being**, such as Artists or Historians, and through a scaffolded process answer big questions by producing something, such as a piece of writing, performance or animation. The younger children tend to answer 'what' questions with tangible outcomes; Years 2, 3 and 4 tend to have 'how' questions with a mix of tangible and conceptual outcomes and the older children often answer 'why' questions in more abstract, conceptual or discursive ways.



Geographers • Mathematicians • Artists • Authors • Scientists • Philosophers • Linguists • Engineers • Musicians

The emphasis is on children learning, not being taught subjects. For instance, teaching Science is a different thought process than planning for learners to become Scientists. Active, practical and experiential, the **States of Being** are essential to settings becoming curiosity driven and all staff are expected to use the States in visual timetables, termly planning, displays and newsletters. Each State of Being is characterised to help the children understand what it means and to also challenge stereotypes around them. A setting may make them more suited to them, providing even more relevant context.



Think of a child's time in school as a series of experiences rather than a set of lessons. Sometimes experiences are short, sharp and immersive, other times they are light-touch events over a longer period of time. This is exactly how we have structured the Curious-city enquiries. The usual focus of English and Maths teaching continues, enhanced by locally rich and relevant experiences. The enquiries might last a few short weeks or be more immersive across at least 5 or 6 depending on the complexity of the content.

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What can I do?

- Ask, 'What were you at school today?' instead of 'What did you do at school today?' If they are not sure, you can be sure that they were probably an author and mathematician and maybe a scientist, athlete or an artist.
- Use the terminology - *enquiry*, *challenge* and the names of the States of Being when talking to your children about their learning.
- Who do you know who might represent one of the States of Being themselves; do you know an engineer, a scientist, an artist, a musician. Perhaps you are one! If so, contact your child's teacher and come in and talk to the children about who you are.
- Trips and visits are an important part of school life and are challenging without family support - not just financially but also accompanying learners on the trips themselves.
- Do you have a link to the local area around the school, some family history perhaps? Help the school make the enquiries as locally relevant and real as possible.

- Ends -



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