

**The frame for investigation is ‘Egyptians’ from antiquity for Surlingham CP September 06
Planning using the expert tool framework written by Dorothy Heathcote.**

The first classification is chosen-that of a haulage firm that transports any thing anywhere as long as it can go in a freight lorry. The expert frame chosen allows for a range of curriculum contexts to be tackled and will form the basis of discussion between Luke and the class teacher. The class are a new year 3 &4 group.

The expertise is defined and will be introduced so that a client can begin to impact on the structure maintaining the key component of the system-that of an imagined CLIENT relationship that provides the drive for the work to embed the NC goals-or the mandatory curriculum needed to be taught.

In a fictional context-the class can be challenged to take up a task generated by the client’s needs in their firm of haulage experts that is designed to tackle the investigation into Egyptians of antiquity and harness a range of NC domains for the teacher.

An invented context is as follows:

The British Museum is to allow for an exhibition of its Egyptian artefacts to be set up in the Museum of Mankind in New York-and has contacted a firm that specialises in the safe transport of very valuable objects of antiquity. The whole of the collection of mummies and the contents of the tomb of Tutank’ amun (Tutankhamen) will also be featured as the MoM want to celebrate the creation of works of art in gold as one of the sponsors for the New York event is a well known firm dealing in gold extraction and gold ingot production in Africa and the middle east.

Starting Points.

There are many ways to start!

Well-known ones are:

We create a time when a job went wrong.....

We create the offices of the firm by drawing/signing/labelling etc

We create the client making contact with the company to make a start into the curriculum.....

There are less obvious ways however, that can be planned for and tried:

We examine why the firm has specialised in this kind of transport and explore the history of the company before the client is introduced.

We look at the awards the company has won in the past that are on the walls of the firms transport depot.

We label the garage and the lorries that will do the work in the fiction.

We imagine we are the ghosts of the Egyptians commenting on the use of our bodies!

We trial the moving of mummies from the museum in utmost secrecy.....

In any of these the tensions that bind the forward motion of a narrative are enabled as the TENSIONS are introduced ON PURPOSE so that the flow of implications begins. This flow is responsible for the way the work makes meaning for the future and needs some thought before hand.

These notes will form the basis for discussion and planning for the work to continue and progress for this half term-depending on the needs of the learning and the motivation of the teacher.

Luke Abbott