

| Step  | Procedure  | Example:  |
|---|--|---|
| <b>STAGE 1 – PLANNING THE INQUIRY</b>                       |  |   |
| Step 1  | Select an area of study, make a list of hoped for outcomes and consult the National Curriculum         | <i>The Ancient Egyptians (A world history study)</i>  |
| Step 2  | Consider the aspects of the area of study that will interest you and the children                      | <i>Mummification, tombs/pyramids, the weighing of the heart etc</i>   |
| Step 3  | Devise Inquiry Question(s)   | <i>How did the Ancient Egyptian's beliefs about life after death affect the organisation of society and people's daily lives?</i> |
| Step 4  | Draw up a web of possible lines of investigation in support of inquiry question(s)                     |   |
| <b>STAGE 2 – PLANNING THE EXPERT FRAME</b>                  |  |   |
| Step 5  | Create the expert frame:   |   |
| a.  | Invent the scenario  | <i>The Egyptian Tomb of an important (but not royal) family</i>   |
| b.  | Select the Expert Team   | <i>Museum exhibition organisers</i>   |
| c.  | Decide on a Client   | <i>The British Museum</i>   |
| d.  | Devise a Commission  | <i>The careful moving of the artefacts from the discovery site in Egypt to London and the creation of an exhibition</i>           |
| <b>STAGE 3 – PLANNING ACTIVITIES &amp; CURRICULUM LINKS</b> |  |   |
| Step 6  | Create a list of possible activities centred on the commission bearing in mind the inquiry question(s) |   |
| Step 7  | Link these activities to the National Curriculum   |   |
| Step 8  | Make a list of some the different points of view   |   |
| <b>STAGE 4 – PLANNING THE START</b>                         |  |   |
| Step 9  | Invent the first sequence of steps-in to introduce the children to the inquiry                         |   |