



Ultimate Questions Medium Term Plan

2017/8



These sessions aim to develop the spoken language skills as outlined in the Curriculum 2014. Children will be split into house teams and the discussion part of the sessions are aimed to be delivered to Y3/4 and Y5/6 pupils in separate groups as children will explore the issues based on their age related experiences.

Spoken language

6.2 Pupils should be taught to **speak clearly** and **convey ideas confidently** using **Standard English**. They should learn to **justify** ideas **with reasons**; **ask questions** to check understanding; **develop vocabulary** and **build knowledge**; **negotiate**; **evaluate** and **build on the ideas of others**; and select the appropriate register for effective communication. They should be taught to **give well-structured descriptions and explanations** and *develop their understanding through speculating, hypothesising and exploring ideas*. This will enable them to **clarify their thinking** as well as **organise their ideas** for writing.

Adapted from research by Celia Morgan, Bath Spa University 2009.

Date	Subject	Question	Stimulus	Evaluation / Observations
	Spoken language, Philosophy	How do I be an active listener?	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p><u>Stimulus (10min)</u> Y5/6 https://www.youtube.com/watch?v=6TeOGJP5vGA</p> <p>Y3/4 Active listening exercise – for 1 min the partner speaks and is listened to and spoken back to about the content of what they are saying. Bad listening 1 min – the partner does everything they can not to listen. Feedback feelings from each and let discussion flow from this.</p> <p><u>Group time</u> As a group write a set of standards for the sessions and all sign them. e.g. I will look at the person who is speaking. I will build on other people's ideas. I will show I am listening by using non-verbal cues. I will make sure that all people get a turn.</p>	

Date	Subject	Question	Stimulus	Evaluation / Observations
	Spoken language / RE / Philosophy	Where do we come from?	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p><u>Stimulus (10min)</u> PICTURE –Y3/4 Picture of the world in hands. Y5/6 Picture of baby head in person's hand. Look at the picture, what could it mean? What is behind the picture? What is it trying to say? Introduce ideas of where do we come from and why we are here.</p> <p><u>Creative Questions (10min)</u> Children on their own or with a partner discuss the issue of where we come from and devise one or two questions they believe to be challenging or thought provoking. It could also be a question they are struggling to answer themselves.</p> <p><u>Group time (5min)</u> As a group, decide on 2 leaders to record the questions in the book. Vote on the questions they would like to discuss.</p> <p><u>Philosophical Discussion (20min)</u> An open discussion led by staff / 2 lead pupils. The aim is for children to show how they can deepen the discussion and get to the very heart of the meaning of the issue using hypothesis and a great deal of creative thinking.</p>	
	Spoken language / RE / Philosophy	Community of inquiry – develop questions	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p>Continuation of last week from wherever the group ended.</p> <p><u>Plenary (10min)</u> Share some of the thoughts from the discussion. An animal will be passed to each member of the group so that they can add a last thought if they wish to. Staff/leaders and then group members to reflect on how the discussion progressed.</p>	

Date	Subject	Question	Stimulus	Evaluation / Observations
	Spoken language / RE / Philosophy	Where do we come from? Philosophers: Charles Darwin and St Augustine	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p><u>Philosophers of the Week (5min)</u> Show pictures of Charles Darwin and St Augustine and briefly discuss their lives, what they thought and how they wrote and shared their thoughts.</p> <p><u>Stimulus (10min)</u> Y3/4 Beegu then creative question time. Y5/6 DIAMOND NINES – In pairs children read the quotation or description of Darwin or Augustine's views. Organise into a diamond with views nearest to theirs at the top. Allow for debate and disagreement within the pairs. Children devise a question from the philosophies being studied.</p> <p><u>Group time (5min)</u> As a group, decide on 2 leaders to record the questions in the book. Vote on the questions they would like to discuss.</p> <p><u>Philosophical Discussion (20min)</u> An open discussion led by staff / 2 lead pupils. The aim is for children to show how they can deepen the discussion and get to the very heart of the meaning of the issue using hypothesis and a great deal of creative thinking.</p>	
	Spoken language / RE / Philosophy	Community of Inquiry – develop questions	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p>Recap Darwin and St Augustine. Continuation of last week from wherever the group ended.</p> <p><u>Plenary (10min)</u> Share some of the thoughts from the discussion. An animal will be passed to each member of the group so that they can add a last thought if they wish to. Staff/leaders and then group members to reflect on how the discussion progressed.</p>	

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	Spoken language / RE / Philosophy	Is there life after death?	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p><u>Stimulus (10min)</u> Y3/4 Images of Heaven https://www.youtube.com/watch?v=AConTgV5COM Y5/6 The story of Aung San Suu Kyi https://www.youtube.com/watch?v=841B0X8aRdQ and discuss how her life is a living death living under house arrest. How, when her husband was dying she couldn't leave the country to visit him in Oxford. Play the U2 track dedicated to her strength in Burma https://www.youtube.com/watch?v=EgFeSut1vu8</p> <p><u>Creative questions (10min)</u> Children on their own or with a partner discuss the issues and devise one or two questions they believe to be challenging or thought provoking. It could also be a question they are struggling to answer themselves.</p> <p><u>Group time (5min)</u> As a group, decide on 2 leaders to record the questions in the book. Vote on the questions they would like to discuss.</p> <p><u>Philosophical Discussion (20min)</u> An open discussion led by staff / 2 lead pupils. The aim is for children to show how they can deepen the discussion and get to the very heart of the meaning of the issue using hypothesis and a great deal of creative thinking.</p>	
	Spoken language / RE / Philosophy	Community of Inquiry – develop questions	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p>Continuation of last week from wherever the group ended.</p> <p><u>Plenary (10min)</u> Share some of the thoughts from the discussion. An animal will be passed to each member of the group so that they can add a last thought if they wish to. Staff/leaders and then group members to reflect on how the discussion progressed.</p>	

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	Spoken language / RE / Philosophy	Is there life after death? Albert Einstein & St Paul	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p><u>Philosophers of the Week (5min)</u> Show pictures of St Paul and Albert Einstein and briefly discuss their lives, what they thought and how they wrote and shared their thoughts.</p> <p><u>Stimulus (10min)</u> Y3/4 The Memory Tree, Britta Teckentrup then creative question time. Y5/6 DIAMOND NINES – In pairs children read the quotation or description of St Paul or Einstein's views. Organise into a diamond with views nearest to theirs at the top. Allow for debate and disagreement within the pairs. Children devise a question from the philosophies being studied.</p> <p><u>Group time (5min)</u> As a group, decide on 2 leaders to record the questions in the book. Vote on the questions they would like to discuss.</p> <p><u>Philosophical Discussion (20min)</u> An open discussion led by staff / 2 lead pupils. The aim is for children to show how they can deepen the discussion and get to the very heart of the meaning of the issue using hypothesis and a great deal of creative thinking.</p>	
	Spoken language / RE / Philosophy	Community of Inquiry – develop questions	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p>Continuation of last week from wherever the group ended.</p> <p><u>Plenary (10min)</u> Share some of the thoughts from the discussion. An animal will be passed to each member of the group so that they can add a last thought if they wish to. Staff/leaders and then group members to reflect on how the discussion progressed.</p>	

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	Spoken language / RE / Philosophy	What is reality?	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p><u>Stimulus (10min)</u> MIRROR Children look in the mirror. What could this mean? Talk about who we are, how we know who we are, are we really as others see us, do we look the same to everyone? Introduce the idea of reality, what is real and what is imagined.</p> <p><u>Creative questions (10min)</u> Children on their own or with a partner discuss the issues and devise one or two questions they believe to be challenging or thought provoking. It could also be a question they are struggling to answer themselves.</p> <p><u>Group time (5min)</u> As a group, decide on 2 leaders to record the questions in the book. Vote on the questions they would like to discuss.</p> <p><u>Philosophical Discussion (20min)</u> An open discussion led by staff / 2 lead pupils. The aim is for children to show how they can deepen the discussion and get to the very heart of the meaning of the issue using hypothesis and a great deal of creative thinking.</p>	
	Spoken language / RE / Philosophy	Community of Inquiry – develop questions	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p>Continuation of last week from wherever the group ended.</p> <p><u>Plenary (10min)</u> Share some of the thoughts from the discussion. An animal will be passed to each member of the group so that they can add a last thought if they wish to. Staff/leaders and then group members to reflect on how the discussion progressed.</p>	

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	Spoken language / RE / Philosophy	What is reality Plato and Shankara	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p><u>Philosophers of the Week (5min)</u> Show pictures of Plato and Shankara and briefly discuss their lives, what they thought and how they wrote and shared their thoughts.</p> <p><u>Stimulus (10min)</u> Y3/4 Jay Silver, Hack a Banana https://www.youtube.com/watch?v=kiUnJ1d8vww 4:14 to 10:20 then creative question time. Y5/6 DIAMOND NINES – In pairs children read the quotation or description of Plato or Shankara's views. Organise into a diamond with views nearest to theirs at the top. Allow for debate and disagreement within the pairs. Children devise a question from the philosophies being studied.</p> <p><u>Group time (5min)</u> As a group, decide on 2 leaders to record the questions in the book. Vote on the questions they would like to discuss.</p> <p><u>Philosophical Discussion (20min)</u> An open discussion led by staff / 2 lead pupils. The aim is for children to show how they can deepen the discussion and get to the very heart of the meaning of the issue using hypothesis and a great deal of creative thinking.</p>	
	Spoken language / RE / Philosophy	Community of Inquiry – develop questions	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p>Continuation of last week from wherever the group ended.</p> <p><u>Plenary (10min)</u> Share some of the thoughts from the discussion. An animal will be passed to each member of the group so that they can add a last thought if they wish to. Staff/leaders and then group members to reflect on how the discussion progressed.</p>	
			12/12/14 Catch up week or free session for an area of groups own interest. See KC/LL for stimulus ideas if needed.	

Date	Subject	Question	Stimulus	Evaluation / Observations
	Spoken language / RE / Philosophy	Why do people suffer?	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p><u>Stimulus (10min)</u> POEM Read the poem SILENT SUFFERING by Nobody Really Knows Me. Talk about what it's trying to say. What is the deeper feeling and meaning which is being expressed? Talk about why people suffer, is there a purpose or is it meaningless?</p> <p><u>Creative questions (10min)</u> Children on their own or with a partner discuss the issues and devise one or two questions they believe to be challenging or thought provoking. It could also be a question they are struggling to answer themselves.</p> <p><u>Group time (5min)</u> As a group, decide on 2 leaders to record the questions in the book. Vote on the questions they would like to discuss.</p> <p><u>Philosophical Discussion (20min)</u> An open discussion led by staff / 2 lead pupils. The aim is for children to show how they can deepen the discussion and get to the very heart of the meaning of the issue using hypothesis and a great deal of creative thinking.</p>	
	Spoken language / RE / Philosophy	Community of Inquiry – develop questions	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p>Continuation of last week from wherever the group ended.</p> <p><u>Plenary (10min)</u> Share some of the thoughts from the discussion. An animal will be passed to each member of the group so that they can add a last thought if they wish to. Staff/leaders and then group members to reflect on how the discussion progressed.</p>	

Date	Subject	Question	Stimulus	Evaluation / Observations
	Spoken language / RE / Philosophy	Why do people suffer? Lord Buddha and St. Thomas Aquinas	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p><u>Philosophers of the Week (5min)</u> Show pictures Lord Buddha and St. Thomas Aquinas and briefly discuss their lives, what they thought and how they wrote and shared their thoughts.</p> <p><u>Stimulus (10min)</u> Y3/4 Bangladesh working children https://www.reelhouse.org/borjacostasague/bangladeshworkingchildren Y5/6 DIAMOND NINES – In pairs children read the quotation or description of Lord Buddha and St. Thomas Aquinas’ views. Organise into a diamond with views nearest to theirs at the top. Allow for debate and disagreement within the pairs. Children devise a question from the philosophies being studied.</p> <p><u>Group time (5min)</u> As a group, decide on 2 leaders to record the questions in the book. Vote on the questions they would like to discuss.</p> <p><u>Philosophical Discussion (20min)</u> An open discussion led by staff / 2 lead pupils. The aim is for children to show how they can deepen the discussion and get to the very heart of the meaning of the issue using hypothesis and a great deal of creative thinking.</p>	
	Spoken language / RE / Philosophy	Community of Inquiry – develop questions	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p>Continuation of last week from wherever the group ended.</p> <p><u>Plenary (10min)</u> Share some of the thoughts from the discussion. An animal will be passed to each member of the group so that they can add a last thought if they wish to. Staff/leaders and then group members to reflect on how the discussion progressed.</p>	

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	Spoken language / RE / Philosophy / Ethics	Why should we care about the environment?	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p><u>Stimulus (10min)</u> CIRCLE OF LIFE – The Lion King Is it really a circle? Why should we have concerns about what happens to the planet? What are the fundamental basic issues here? Are humans dependent or independent beings?</p> <p><u>Creative questions (10min)</u> Children on their own or with a partner discuss the issue of why we should care for the environment and devise one or two questions they believe to be challenging or thought provoking. It could also be a question they are struggling to answer themselves.</p> <p><u>Group time (5min)</u> As a group, decide on 2 leaders to record the questions in the book. Vote on the questions they would like to discuss.</p> <p><u>Philosophical Discussion (20min)</u> An open discussion led by staff / 2 lead pupils. The aim is for children to show how they can deepen the discussion and get to the very heart of the meaning of the issue using hypothesis and a great deal of creative thinking.</p>	
	Spoken language / RE / Philosophy / Ethics	Community of Inquiry – develop questions	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p>Continuation of last week from wherever the group ended.</p> <p><u>Plenary (10min)</u> Share some of the thoughts from the discussion. An animal will be passed to each member of the group so that they can add a last thought if they wish to. Staff/leaders and then group members to reflect on how the discussion progressed.</p>	

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	Spoken language / RE / Philosophy / Ethics	Why should we care about the environment? Mahavira and C.S.Lewis	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p><u>Philosophers of the Week (5min)</u> Show pictures Mahavira and C.S.Lewis and briefly discuss their lives, what they thought and how they wrote and shared their thoughts.</p> <p><u>Stimulus (10min)</u> Y3/4 Plastic Planet https://www.youtube.com/watch?v=73sGgmZoMBQ Y5/6 DIAMOND NINES – In pairs children read the quotation or description of Mahavira and C.S.Lewis' views. Organise into a diamond with views nearest to theirs at the top. Allow for debate and disagreement within the pairs. Children devise a question from the philosophies being studied.</p> <p><u>Group time (5min)</u> As a group, decide on 2 leaders to record the questions in the book. Vote on the questions they would like to discuss.</p> <p><u>Philosophical Discussion (20min)</u> An open discussion led by staff / 2 lead pupils. The aim is for children to show how they can deepen the discussion and get to the very heart of the meaning of the issue using hypothesis and a great deal of creative thinking.</p>	
	Spoken language / RE / Philosophy / Ethics	Community of Inquiry – develop questions	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p>Continuation of last week from wherever the group ended.</p> <p><u>Plenary (10min)</u> Share some of the thoughts from the discussion. An animal will be passed to each member of the group so that they can add a last thought if they wish to. Staff/leaders and then group members to reflect on how the discussion progressed.</p>	

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	Spoken language / RE / Philosophy / Ethics	Is there justice and equality?	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p><u>Stimulus (10min)</u> PICTURE – Sumo man and young boy Is it fair? What questions does it make us think of? Is it a hopeless fight? Why? Could you relate this unequal battle to an ultimate question?</p> <p><u>Creative questions (10min)</u> Children on their own or with a partner discuss the issue of equality and justice and devise one or two questions they believe to be challenging or thought provoking. It could also be a question they are struggling to answer themselves.</p> <p><u>Group time (5min)</u> As a group, decide on 2 leaders to record the questions in the book. Vote on the questions they would like to discuss.</p> <p><u>Philosophical Discussion (20min)</u> An open discussion led by staff / 2 lead pupils. The aim is for children to show how they can deepen the discussion and get to the very heart of the meaning of the issue using hypothesis and a great deal of creative thinking.</p>	
	Spoken language / RE / Philosophy / Ethics	Community of inquiry – develop questions	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p>Continuation of last week from wherever the group ended.</p> <p><u>Plenary (10min)</u> Share some of the thoughts from the discussion. An animal will be passed to each member of the group so that they can add a last thought if they wish to. Staff/leaders and then group members to reflect on how the discussion progressed.</p>	
			27/3/15 Catch up week or free session for an area of groups own interest. See KC/LL for stimulus ideas of needed.	KC/LL need evaluations in order to plan Summer 2 programme of study

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	Spoken language / RE / Philosophy / Ethics	Is there justice and equality? Simone De Beauvoir and Aristotle	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p><u>Philosophers of the Week (5min)</u> Show pictures Simone De Beauvoir and Aristotle and briefly discuss their lives, what they thought and how they wrote and shared their thoughts.</p> <p><u>Stimulus (10min)</u> Y3/4 <i>Troll Swap- Leigh Hodgkinson (June 2013)</i> Philosophical Ideas-How do we expect girls to behave? Are girls different from boys? How do we expect trolls to behave? Y5/6 DIAMOND NINES – In pairs children read the quotation or description of Simone De Beauvoir and Aristotle's views. Organise into a diamond with views nearest to theirs at the top. Allow for debate and disagreement within the pairs. Children devise a question from the philosophies being studied.</p> <p><u>Group time (5min)</u> As a group, decide on 2 leaders to record the questions in the book. Vote on the questions they would like to discuss.</p> <p><u>Philosophical Discussion (20min)</u> An open discussion led by staff / 2 lead pupils. The aim is for children to show how they can deepen the discussion and get to the very heart of the meaning of the issue using hypothesis and a great deal of creative thinking.</p>	
	Spoken language / RE / Philosophy / Ethics	Community of Inquiry – develop questions	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p>Continuation of last week from wherever the group ended.</p> <p><u>Plenary (10min)</u> Share some of the thoughts from the discussion. An animal will be passed to each member of the group so that they can add a last thought if they wish to. Staff/leaders and then group members to reflect on how the discussion progressed.</p>	

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	Spoken language / RE / Philosophy / Ethics	Will there ever be world peace?	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p><u>Stimulus (10min)</u> POEM – Peace from the children of the UN. https://www.youtube.com/watch?v=j2BWsP6Zj9o Discuss what peace really is, is it at any cost? Does peace for some reason mean peace for all? What would you write as a peace verse? (This could be revisited and completed in one of the remaining sessions)</p> <p><u>Creative questions (10min)</u> Children on their own or with a partner discuss the issue of equality and justice and devise one or two questions they believe to be challenging or thought provoking. It could also be a question they are struggling to answer themselves.</p> <p><u>Group time (5min)</u> As a group, decide on 2 leaders to record the questions in the book. Vote on the questions they would like to discuss.</p> <p><u>Philosophical Discussion (20min)</u> An open discussion led by staff / 2 lead pupils. The aim is for children to show how they can deepen the discussion and get to the very heart of the meaning of the issue using hypothesis and a great deal of creative thinking.</p>	
	Spoken language / RE / Philosophy / Ethics	Community of Inquiry – develop questions	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p>Continuation of last week from wherever the group ended.</p> <p><u>Plenary (10min)</u> Share some of the thoughts from the discussion. An animal will be passed to each member of the group so that they can add a last thought if they wish to. Staff/leaders and then group members to reflect on how the discussion progressed.</p>	

Date	Subject	Question	Stimulus	Evaluation / Observations
	Spoken language / RE / Philosophy / Ethics	Will there ever be world peace? Mahatma Gandhi and Martin Luther King	<p><u>Introduction (10min)</u> 101 games for self-esteem activity.</p> <p><u>Philosophers of the Week (5min)</u> Show pictures Mahatma Gandhi and Martin Luther King and briefly discuss their lives, what they thought and how they wrote and shared their thoughts.</p> <p><u>Stimulus (10min)</u> Y3/4 <i>Troll Swap- Leigh Hodgkinson (June 2013)</i> Philosophical Ideas-How do we expect girls to behave? Are girls different from boys? How do we expect trolls to behave? Y5/6 DIAMOND NINES – In pairs children read the quotation or description of Mahatma Gandhi and Martin Luther King 's views. Organise into a diamond with views nearest to theirs at the top. Allow for debate and disagreement within the pairs. Children devise a question from the philosophies being studied.</p> <p><u>Group time (5min)</u> As a group, decide on 2 leaders to record the questions in the book. Vote on the questions they would like to discuss.</p> <p><u>Philosophical Discussion (20min)</u> An open discussion led by staff / 2 lead pupils. The aim is for children to show how they can deepen the discussion and get to the very heart of the meaning of the issue using hypothesis and a great deal of creative thinking.</p>	
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