# **Disposition:** Being Curious and Valuing Knowledge

## **Lesson:** One

### **Question/LO:** Why is ‘why’ important?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experienceBeginning to think about the process of gaining knowledge | Ask pupils to write a list of questions that they would like to know the answer to – they could include more straight forward questions (What is the smallest bone in the human body? -the stirrup in the ear) or more obscure ones which are not straight forward (Where do we all come from? Why do the stars come out at night?).Instigate a ‘field of enquiry’ activity of asking the pupils to work in pairs and discuss their questions – with a view to each pair sharing their more favoured question with the rest of the class. To discuss in pairs: Are there any questions that are similar? Do you prefer any of your partner’s questions? Are some questions ‘better’ than others?Pupils to share some of the questions drawn up. Begin to discuss the nature of the questions asked – (straight forward, some more philosophical – perhaps with no obvious factual answers). Then ask each pair to discuss and choose one question of their questions to share with the rest of the class. Capture these on a share flip chart or board. Then ask the class once again revisit the types of questions that have been shared and vote on ONE question which you are going to pursue to discuss in more detail. Once the question has been decided upon, pupils to work in groups to discuss possible answers or ways that answers could be sought to the question.Show the film: ‘Being curious and valuing knowledge’ introduction – David McLoughlin talks to a group of primary pupils about being curious about their own lives and about the whole universe. | A video, “Being curious and valuing knowledge- introduction” will have downloaded into the same folder as this lesson plan. KS2\_Y4\_Unit\_04\_Aut\_Wk\_01\_of\_03\_R123\_Video\_Being\_Curious\_Valuing\_Knowledge\_Introduction\_v1 |
| Learning to discern | Plenary discussion – Discuss the answers to the questions posed. Reflect on why it is important to ask questions. Is it possible to ask too many questions? Are there bad questions? | n/a |