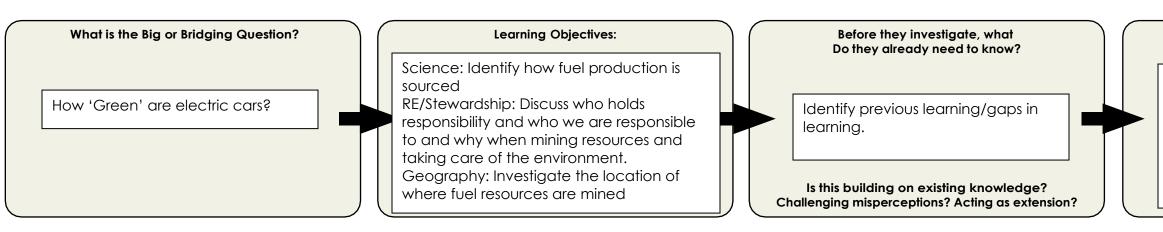
Epistemic Insight

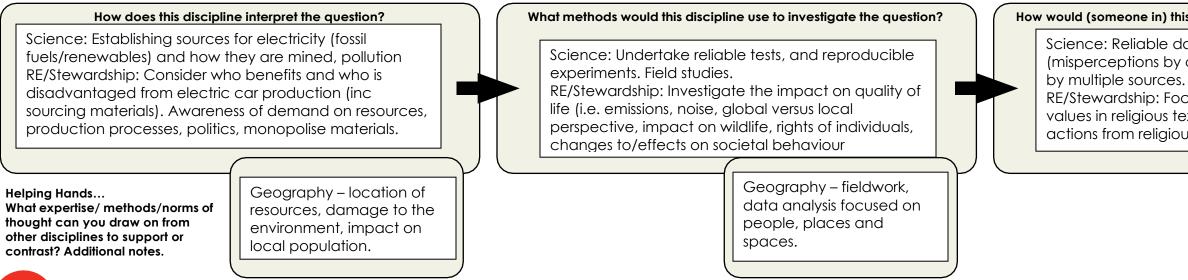
5-minute lesson plan – bridging subject boundaries



Building on Current Practice



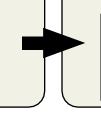
Developing Epistemic Insight: How can the students be supported to answer these three questions?



Building Permeable Classroom Walls: Forming links across the curriculum

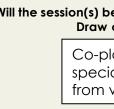
What is the misperception/ boundary/ epistemology you are trying to address?

Is this purely a science question? Are the environmental benefits of electric cars overstated?



Can this be checked in another classroom?

Collaborate with teachers of other disciplines. Learn from colleagues by talking about the same topic/big question and share their expertise and space to break down classroom boundaries.



How does this map on to other areas of the school curriculum?

Science: batteries, electrolysis, disposal, rare resources/recycling RE/Stewardship: The ethics of enforcing electric cars Geography: Location of resources Economics: Affordability, Accessibility (Market forces)

How would (someone in) this discipline know they had a good answer?

Science: Reliable data checked against wider sources (misperceptions by car co's). Replicable and tested by multiple sources.

RE/Stewardship: Focus on judgements, beliefs and values in religious texts, ethical principles. Justifying actions from religious texts or worldviews.

Geography (physical and human) - data collection is both quantitative (mapping, surveys) and qualitative (interviews).

Will the session(s) be co-taught? Taught separately across subjects? Draw on knowledge from other subjects

Co-planning/co-teaching with other subject specialist to work on the same topic/question from various disciplinary perspectives.

