



Transdisciplinary Theme	Who We Are	How we Express Ourselves	How We Organise Ourselves	Sharing the Planet	How the World Works	How We Express Ourselves
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	I am unique and I change and develop as I grow	The way we behave affects others.	People around us help shape who we are.	Living things in our care share the same basic needs.	Our actions impact the community around us.	The way we express ourselves reflects our personalities.
Lines of Inquiry	What things do we enjoy? Who is in your family? How can we cope with change?	What is a traditional tale? Do people always make the right choices? What similarities are there between different traditional tales?	Who are the people who help us? What impact do people have on our community? What resources do people need to help our community? What do people do to help us? What do we want to do when we grow up?	Where can I find different animals? How can I help look after animals? What do animals need to be happy and healthy?	What places are there around me? What can we do in different places? What can we learn about each place? How are places the same or different?	Why do the characters in stories make the choices they do? How do our choices affect others? How do my choices affect my friends?
Key Concepts	Form, Perspective, Connection	Form, connection, reflection	Connection, Responsibility, Change	Connection, Responsibility, Causation	Function, Connection, Form	Responsibility, Form, Perspective
Approaches to Learning	Social skills Communication skills Self-management skills	Social skills	Communication skills Self-management skills	Research skills Self management skills	Research Skills	Thinking skills Social skills
Core Text						
Action	Pupils will be able to take action to keep themselves and others safe, healthy and happy at school	We can explore our favourite characters and talk about what is special to us.	Children will learn how to keep themselves safe outside of school and aware of the community around them.	Children will understand that their actions can impact on animals around the world and they will be able to talk about some ways to help them.	Children will learn about places in their local area and the features of these different places.	Children will understand that their actions have consequences on those around them and why they should make good choices.
Global Engagement	We understand that some of our friends come from different cultures and countries.	Understand different fictional characters actions and the effect they have on others.	We all have to work together to make our world and society work.	The small choices and actions we make can have a lasting impact on animals all over the world.	Children will explore features of their local areas and compare them to some areas in different countries.	Learning about different cultures through some fairy tales from other cultures.

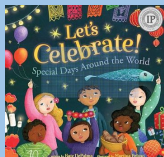
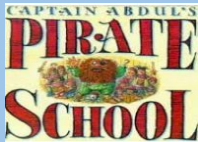

RECEPTION

Transdisciplinary Theme	Who We Are	Where we are in place and time	Sharing the Planet	How We Organise Ourselves	How the World Works	How We Express Ourselves
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	Who we are and how we behave can affect others.		Through small changes everyone can make a difference Changes affect the world around us	Superheroes can change the way people live	Our Solar System is part of a larger universe which affects life on Earth	Sharing our ideas and beliefs can influence others.
Lines of Inquiry	Our actions affect others at school What makes a good friend How my behaviour affects others.		Responsibility - I wonder what will happen if we don't look after our planet Causation - I wonder what it is like under the sea Perspective - I wonder why it is important to look after living things Change - Plants and animals change Connection - Plants and animals are important for humans Perspective - It is important to look after living things	Perspective: I wonder why there are consequences to our actions. Function: I wonder how we can help others. Responsibility: I wonder why it is good to do the right thing.	Form: I wonder what it is like in space. Connection: I wonder how the Earth is affected by space. Responsibility: I wonder how we can look after our planet.	I wonder why the characters in the books behave in the way they do. I wonder how our decisions and choices affect others. I wonder why it is important to think about how others feel.
Key Concepts	Form, perspective, connection		Responsibility, causation, perspective Change, connection, perspective	Perspective, Function, responsibility	Form, connection, responsibility	Perspective, connection, reflection
Approaches to Learning	Social skills Communication skills Self-management skills		Thinking skills Communication skills Research skills Thinking skills Research skills Self-Management skills	Thinking skills Social skills Self-management skills	Thinking skills Communication skills Research skills	Thinking skills Social skills Communication skills
Core Text	The Colour Monster, Elmer  		Comotion in the Ocean Jasper's Beanstalk, A Tadpole's Promise  	Supertato, Superworm  	The Way Back Home, How to Catch a Star  	Jack and the Beanstalk, The Three Little Pigs, Goldilocks and the Three Bears, The Gingerbread Man    
Action	Pupils will be able to take action to keep themselves and others safe, healthy and happy at school			Children will develop an understanding of the roles of others in the community and how to keep themselves and others safe.	To enable and support children to build relationships with others.	To be able to know that their actions have consequences that affect the emotions of others.



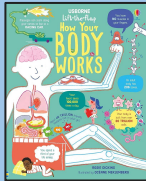

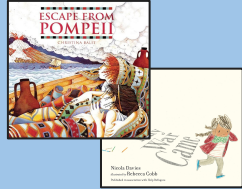

YEAR ONE - CHAFFINCH/GOLDFINCH

Transdisciplinary Theme	Who We Are	How we express ourselves	Where we are in place and time	How We Organise Ourselves	Sharing the planet	How the world works
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities, peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	The relationships we form in our homes, school and community can impact our wellbeing.	I am part of a community	The world may be older than humans.	The world may be older than humans.	Humans and their actions have an impact on the oceans.	Plants are a life-sustaining resource for us and other living things.
Lines of Inquiry	You build good relationships A healthy body and mind is important Relationships are important.	I can impact positively on my local area. The community has changed over time. Community roles and responsibilities.	Artefacts tell us about the past. Historical figures impact our lives Historical events happen in different eras	Artefacts tell us about the past. Historical figures impact our lives Historical events happen in different eras	We have a direct effect on our environment. Plastic pollution is a danger to sea creatures. I have a responsibility to my planet.	Plants require different conditions to grow. Living things need different things to survive. Farming plays a part in our food chain.
Key Concepts	Responsibility Function connection	Responsibility Function Perspective	Causation Change Reflection	Causation Change Reflection	Connection Causation Responsibility	Form Function Change
Approaches to Learning	Thinking skills Social skills Research skills Communication skill	Thinking skills Social skills Research skills Communication skill	Thinking skills Self-management skills Research skills	Thinking skills Self-management skills Research skills	Thinking skills Research skills Self-management skills	Social skills Communication skills Research skills
Core Text	Stories of Percy the Park Keeper 	The Jolly Postman 	The girl and the dinosaur 	Dinosaur Diary 	Commotion in the ocean 	My friend earth 
Action	To know how my body works and to understand the importance of good relationships for a healthy mind.	To develop their role as a positive member of the local community.	Children will develop understanding of how objects can help us answer questions about the past.	Children will develop understanding of how objects can help us answer questions about the past.	Children will develop understanding between environmental conditions and living things.	Children will develop a greater understanding of what living things need to survive.
Global Engagement	Good health and well-being	9. Industry, innovation and infrastructure	14. Life below water	14. Life below water	12. Responsible consumption and production	2. Zero hunger

YEAR TWO - DOVE/JAY

Transdisciplinary Theme	Who We Are	Where we are in place and time	Sharing the Planet	How We Organise Ourselves	How the World Works	How We Express Ourselves
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	The choices we make affect our health and wellbeing.	Explorations lead to discoveries, opportunities and new understanding.	Humans and their actions have an impact on the planet.	Organisations exist to assist our community.	Discoveries and understanding of natural processes allow humans to innovate.	Festivals and celebrations reflect the beliefs, values, human spirit and heritage of a culture.
Lines of Inquiry	Requirements we need to maintain a healthy mind and body Strategies to help ourselves and others We can help people in poverty	Discoveries have a positive effect Exploration has impacted the modern world Our actions influence the wider world Our discoveries and understanding has made the world more accessible	Pollution affects the environment Our actions make a difference Actions have consequences	The purpose of an organisation Organisations work to help communities Our responsibility within our community All jobs are important	Natural processes Humans use natural forces and processes to innovate Living conditions have changed over time	Characteristics of a culture Celebrations are different around the world People celebrate in different ways
Key Concepts	Connection Responsibility Function	Form Perspective	Responsibility Causation Changing	Form Connection Function Causation	Form Responsibility function	Perspective Connection Responsibility Changing
Approaches to Learning	Social Communication Self management	Thinking Communication Self management.	Thinking Communication research	Social Communication Self management	Thinking Social Communication Research	Social Communication research
Core Text						
Action	To know how to keep healthy and safe to gain an understanding about actions and their consequences and to develop strategies around resolving conflict.	To understand how our actions can support environmental change.	To develop own understanding around responsibility and to encourage others to think responsibility about litter and plastic pollution.	To understand that we need to work together with organisations to ensure our community is a safe place.	To understand how humans develop and innovate overtime according to need.	To understand that people live differently either through choice or circumstance
Global						

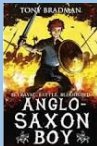
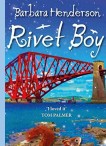
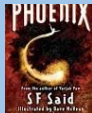



YEAR THREE - MAGPIES

Transdisciplinary Theme	Sharing the Planet	How We Express Ourselves	Who We Are	How We Organise Ourselves	How the World Works	Where we are in place and time
Summary	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between the interconnectedness of individuals and civilizations, from local and global perspectives.
Central idea	Shelter is a basic human right.	An artist's work is shaped by the events of their life.	Living things depend on systems and nutrients for survival.	Humans can use technology to express their imagination.	Natural disasters play a role in shaping our societies.	Refugees have a story to tell.
Lines of Inquiry	<ul style="list-style-type: none"> Shelters developed from the Stone Age to the Iron Age. Methods for constructing basic shelters. Design and construction of emergency shelters. 	<ul style="list-style-type: none"> The experience of the artist informs their art. A piece of art has a story to tell There are many stages in the production of paper 	<ul style="list-style-type: none"> A healthy diet is crucial for growth and development. Our bones support us in our development. The skeleton and muscular system work together to support us in daily life. 	<ul style="list-style-type: none"> Media has evolved over time. Visual effects enhance our perception. Narratives are told through different mediums. 	<ul style="list-style-type: none"> How natural disasters occur. Natural disasters have a great impact on society. How communities work together together to build a new future. 	<ul style="list-style-type: none"> Life in a refugee camp. A refugee's journey is faced with challenges. The rights we have as children.
Key Concepts	Form, Function	Form, Change, Connection, Perspective	Function, Changing, Connection	Form, Function, Connection	Responsibility, Perspective, changing	Form, Causation, Connection, Perspective
Approaches to Learning	Social skills Communication skills Self-management skills	Thinking skills Communication skills Research skills	Thinking skills Communication skills Research skills	Social skills Communication skills Thinking skills	Self-management skills Communication skills Research skills	Thinking skills Social skills Research skills
Core Text	<p>Stone Age Boy</p> 	<p>Degas and the Little Dancer <i>Camille and the Sunflowers</i></p> 	<p>Lift-the-Flap How Your Body Works</p> 	<p>Fantastic Beasts and Where to Find Them</p> 	<p>Escape from Pompeii</p> 	<p>The Day War Came <i>The Journey</i></p> 
		Pupils will create their own 'mini gallery'.	Pupils will create a poster of body facts.	Pupils will learn that it is important to tell	Pupils will design an emergency shelter	Pupils will create art based on our



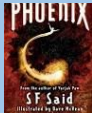

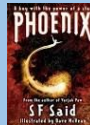

YEAR Four - Swift & Kestrel

Transdisciplinary Theme	Sharing the Planet	How the World Works	Where we are in place and time	How We Organise Ourselves	How the World Works	How We Express Ourselves
Summary	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into the ways in which we discover and express ideas, the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	Animal habitats change over time due to climate change	Romans may have had a strong impact on the history of Europe	Different cultures may celebrate occasions in different ways	The vikings influences may have travelled far	The cycle of living things may have an impact on the way we live our lives	Nature may influence the way we express ourselves
Lines of Inquiry	Animals live in different habitats and biomes Global warming causes changes in different biomes Changes I make impact Global warming	Roman shields are effective in battle Roman armies colonised different nations The Colosseum was an important part of Roman life	There are a variety of cultures in the world Celebrations may differ from each other There are many ways to celebrate	Beliefs and rituals Invasions and settlements Laws and justice	Animals have a life cycle they all go through Photosynthesis is important to our ecosystem Animals are used to sustain our daily life	Volcanoes may affect our landscapes Humans build things according to their needs Electricity affects how people live
Key Concepts	Connection Causation Changing	Function Changing	Form Connection Causation	Caution Connection form	Connection Function Change	Responsibility Causation Changing
Approaches to Learning	Communication skills Research skills	Thinking skills Social skills Communication skills	Communication skills Research skills	Communication skills Research skills	Thinking skills Communication skills Research skills	Communication skills Research skills Self-management skills
Core Text						
Action	Children will develop an understanding of our impact on climate change and the effect it has on animals. The children will develop plan to help fight climate change.	Children will understand the impact that colonialism and invasions have on different nations	Children will develop an understanding of different cultures and how different cultures celebrate religious times in the calendar	Children will understand how settlers can have a positive impact on a society	Learning about the cycle of all living things can help students to understand the importance of preserving and protecting the environment.	Children will understand the impact nature and its cycles impact and change the lives of humans
Global Engagement	Life in water Life on land Climate action	Industry, innovation and infrastructure Life on land	Quality education, reduced inequalities, peace, justice and strong institutions, partnerships for the goals	Reduces inequalities, sustainable communities and cities, peace, justice and strong institutions	Sustainable cities and communities, responsible consumption and production, life on land	Affordable and clean energy, climate action
Interweaving						

YEAR FIVE - Woodpecker

Transdisciplinary Theme	Who We Are	Where we are in place and time	Sharing the Planet	How We Organise Ourselves	How the World Works	How We Express Ourselves
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	The Anglo-Saxon invasion on Britain may have impacted the way people live.	Many Victorian traditions can be seen in society today.	The planet's position in the Solar System may be responsible for life on Earth.	The Industrial Revolution in Britain may have impacted climate change today.	Our understanding of space has been influenced by past civilisation.	Life today may have been impacted by the Anglo-Saxon lifestyle.
Lines of Inquiry	Who the Anglo-Saxons were. How the Anglo-Saxons changed Britain. What evidence is left today of the Anglo-Saxon invasion.	Who Queen Victoria was and why she was important to the Victorians. What life was like for a Victorian. Some traditions from the Victorian era are still followed today	The solar system and its planetary bodies. How our knowledge of space has changed throughout history. Earth compared to the other planets.	The Industrial Revolution changed the world. The Industrial Revolution impacted on climate change. Fuels used in the Industrial Revolution are regarded as problematic today.	Who the Mayans and the Incas were. How the Mayans and the Incas organised their governments. Modern day governments that have been influenced by the Mayans and the Incas.	The division of England into counties. Notable Anglo-Saxon kings The end of the Anglo-Saxon reign over Britain
Key Concepts	Perception, changing, causation	Perspective Causation	Reflection Function	Causation Changing	Responsibility Connection	Responsibility Perspective
Approaches to Learning	Research Skills	Social Skills Self- Management Skills	Research Skills Social Skills	Thinking Skills Research Skills	Thinking Skills Communication Skills	Self-Management Skills Communication Skills
Core Text	 Anglo-Saxon Boy	 Rivet Boy	 Phoenix	 Rivet Boy	 Phoenix	 Anglo-Saxon Boy
Action	To be able to explain how the Anglo-Saxons came to invade Britain.	To carry out a variety of Victorian traditions in class in order to be able to demonstrate them to their families and explain the background of the traditions.	To be able to recognise and find some constellations in the night sky when stargazing.	To recognise the impact of the Industrial Revolution on their life today	To use what they learn when they are old enough to vote for an elected official.	To be able to sew a button on to clothing and carry out small repairs.
Global Engagement	Sustainable cities and communities (11)	Quality education (5)	Responsible production and consumption (12)	Industry, innovation and infrastructure (9)	Peace, justice and strong institutions. (16)	Good health and wellbeing (3)

YEAR FIVE - NIGHTINGALE

Transdisciplinary Theme	Who We Are	Where we are in place and time	Sharing the Planet	How We Organise Ourselves	How the World Works	How We Express Ourselves
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Central idea	Anglo-Saxon fashion can be seen in many of today's designs.	Many Victorian traditions can be seen in society today.	The planet's position in the Solar System may be responsible for the range of life on Earth.	The Industrial Revolution in Britain may have impacted on climate change today.	Our understanding of space has been influenced by past civilisations.	Life today may have been impacted by the Anglo-Saxon lifestyle.
Lines of Inquiry	Who the Anglo-Saxons were. How the Anglo-Saxons changed Britain. What evidence is left today of the Anglo-Saxon invasion.	Who Queen Victoria was and why she was important to the Victorians. What life was like for a Victorian. Some traditions from the Victorian era are still followed today	The solar system and its planetary bodies. How our knowledge of space has changed throughout history. Earth compared to the other planets.	The Industrial Revolution changed the world. The Industrial Revolution impacted on climate change. Fuels used in the Industrial Revolution are regarded as problematic today.	Who the Mayans and the Incas were. How the Mayans and the Incas organised their governments. Modern day governments that have been influenced by the Mayans and the Incas.	The division of England into counties. Notable Anglo-Saxon kings The end of the Anglo-Saxon reign over Britain
Key Concepts	Form Connection Causation	Perspective Function	Causation Form	Responsibility Connection	Changing Function	Responsibility Perspective
Approaches to Learning	Research Skills Thinking Skills	Social Skills Self- Management Skills	Thinking Skills Research Skills	Thinking Skills Communication Skills	Research Skills Social Skills	Self-Management Skills Communication Skills
Core Text						
Action	To recognise Anglo-Saxon features in Kent.	To carry out a variety of Victorian traditions in class in order to be able to demonstrate them to their families and explain the background of the traditions.	To be able to recognise and find some constellations in the night sky when stargazing.	To recognise the impact of the Industrial Revolution on their life today	To be able to explain how the Maya Civilisation impacted on our understanding of space and science.	To be able to sew a button on to clothing and carry out small repairs.
Global Engagement	Sustainable cities and communities (11)	Quality education (5)	Responsible production and consumption (12)	Industry, innovation and infrastructure (9)	Peace, justice and strong institutions. (16)	Good health and wellbeing (3)

YEAR SIX - Osprey

Transdisciplinary Theme	Who We Are	Where we are in place and time	Sharing the Planet	How We Organise Ourselves	How the World Works	How We Express Ourselves
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Central idea	External factors can impact on the choices people make and influence their motives.	Throughout history societies have been impacted by the decisions of the few.	Human behaviour may have an impact on the planet.	Societal structures and their influences have changed throughout history.	Natural disasters may impact a country's landscape	We communicate in a variety of ways to effectively share our experiences and knowledge of the world
Lines of Inquiry	Form - Choices are a part of daily lives Perspective - The behaviours of others could influence the choices we make. Responsibilities - The choices we make have consequences	Form -Key decisions have been made through history. Connection -Societies decisions impact their citizens. Causation - The impacts on citizens can be far reaching.	Form - Earth's resources. Causation - The impact of people's choice on the environment. Responsibilities -The importance of sustainable practices	Form - Democracy versus a dictatorship Function - The organisation of the Ancient Greek civilization. Reflection - Sources and evidence allow us to reach conclusions.	Form - The location of a country impacts its landscape. Form - Countries have vastly different landscapes. Changing - Natural disasters can have an everlasting impact on a country's landscape.	Form -We communicate in different ways. Connection -Delivering messages and receiving them. Perspective - The role of the arts when expressing ideas, beliefs, thoughts and values.
Key Concepts	Responsibilities Perspective Form	Form Connection Causation	Form Causation Responsibility	Form Function Reflection	Form Change	Form Connection Perspective
Approaches to Learning	Social skills Thinking Skills Self- management	Social skills Research skills	Research skills Thinking skills Self- management skills	Social skills Research skills Communication skills	Thinking skills Communication skills Research skills	Communications skills Self- management
Core Text						
Action	To perform Acts 1 & 2 from the play Macbeth.	To produce a piece of artwork depicting the consequences of war.	To organise a campaign to recycle plastics within school. Design information poster linked to plastic recycling.	To have a class debate about democracy vs dictatorship.	To create a presentation about how a natural disaster has affected a country.	The PYP exhibition and Year 6 production
Global Engagement	4 - Quality Education 10 - Reduced inequalities 16 - Peace, Justice and strong	10 - Reduced inequalities 16 - Peace, Justice and strong institutions	13 - Climate action 14 - Life below water	1 - No poverty 10 - Reduced inequalities	11 - Sustainable cities and communities 13 - Climate action	3 - Good health and well-being 4 - Quality Education 16 - Peace, Justice and Strong