







RECEPTION

| Transdisciplinary Theme | Who We Are | Where we are in place and time | How the World Works | How We Organise Ourselves | Sharing the Planet | 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 | Thoughtful choices can lead to positive relationships. | | Materials can have different and changing properties. | | Plants and young animals have specific needs in order to grow and stay healthy. | Celebrations and traditions show what a culture values |
| Lines of Inquiry | <p>We express our feelings in different ways.</p> <p>We have a responsibility to share with others.</p> <p>Actions are shown by our body language.</p> | | <p>There are many different types of materials.</p> <p>Materials can be sorted into groups.</p> <p>Some materials can change.</p> | | <p>The functions of plants and animals have similarities and differences.</p> <p>Changes to a plant's conditions will affect how it grows.</p> <p>It is a responsibility for us to learn how to keep ourselves and other animals healthy.</p> | <p>People from different places might wear different clothes for celebrations.</p> <p>Many cultures use different items to celebrate</p> <p>Many cultures celebrate with food.</p> |
| Key Concepts | Responsibility Form Causation | | Form Causation Change | | Change Responsibility Function | Perspective Connection |
| Approaches to Learning | Social skills Communication Self management | | Thinking skills Communication skills Research skills | | Thinking skills Research skills Communication skills | Research skills Thinking skills Communication skills |
| Core Text | | | | | | |
| Action | We can form good friendships and talk about our feelings | | Exploring and building with different materials. | | Developing our garden | Developing understanding of different cultures. |
| Global Engagement | Goal 5: Gender Equality | | Goal 9: Industry, Innovation and Infrastructure | | Goal 3: Good Health and Well-Being | Goal 10: Reduced Inequalities |
| Interleaving Subjects | PSED CL | | CL UW EAD | | PSED PD UW | PSED CL UW |







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| Central idea | Every day I learn about who I am and about relationships with others | Over time, shelters and travel have adapted to suits range of needs | | | An investigation into how communities and citizens are different | People communicate their beliefs and values through different art forms |
| Lines of Inquiry | Our bodies have different parts. Parts of our bodies have different purposes & functions. People are part of different groups & communities. There are different cultures around the world. | People design shelters for different reasons. Different shelters take on different forms depending on geography & needs. People make journeys for different reasons. | | | Places around the world have different climates and features. Citizens live in different communities. | Different cultures have different perspectives. Art forms communicate meaning. We are responsible to view art respectfully. |
| Key Concepts | Form Function Connection | Causation Change | | | Responsibility Form | Perspective Form Responsibility |
| Approaches to Learning | Communication Self management | Thinking Social | | | Research Thinking | Social Communication |
| Core Text |    |   | | |  |   |
| Action | Build a model of a body Make information posters | Survey How people Travel Visit to PW new builds Competition to build the best shelter | | | Make a map Weather report | Song writing Dance choreography Making natural artwork |
| Global Engagement | Goal 10: Reduced Inequalities | Goal 9: Industry, Innovation and Infrastructure | | | Goal 11: Sustainable cities and communities | Goal 10: Reduced inequalities |
| Interleaving Subjects | Science Art PSHE | Geography History Science DT | | | Science Geography | Science Art RE |












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| Central idea | Understanding the beliefs and values of others makes us balanced | Celebratory behaviours have evolved over time and are shared across the world | Humans react to changes in the environment. | Towns and Cities grow as networks develop. | To be good global citizen we need to understand that our actions can impact on where we live. | Communication through direct action brings change. |
| Lines of Inquiry | <p>Actions have consequences.</p> <p>We all need to take time to understand the perspectives of others.</p> <p>People make choices about their behaviour.</p> <p>People have a responsibility to act.</p> | <p>There are a range of traditions in the UK.</p> <p>Traditions have a purpose.</p> <p>Traditions change over time.</p> | <p>Innovations have been made to combat flooding and drought.</p> <p>What are the causes of flooding and droughts?</p> <p>Humans react to disasters by problem solving.</p> | <p>The cities of the UK reflect past and present occupations.</p> <p>Connections are formed between towns and cities through transport links.</p> <p>Cities continue to grow and develop to meet the needs of the people who live there.</p> <p>Towns and cities take different forms over time.</p> | <p>What is a physical and human environment?</p> <p>Environments change over time.</p> <p>Places can be changed by the people who live there.</p> | <p>To understand that people have different perspectives.</p> <p>That decisions and actions are connected.</p> <p>That you have to take responsibility to make changes.</p> |
| Key Concepts | Connection Perspective Responsibility | Causation Function Change | Function Causation Connection | Connection Function Form | Perspective Form Causation | Responsibility Perspectives Connections Change |
| Approaches to Learning | Research Skills Social skills | Communication Research thinking | Self management | Communication Thinking | Social Thinking | Communication Self Management |
| Core Text |  |  |  |  |  |  |
| Action | <p>Develop an area of the playground which celebrates diversity</p> <p>Posters which promote tolerance around the school</p> | Children lead the carol service linked to what they have found out about traditions | <p>Social justice - fairness of help and support for people suffering in flood or drought areas across the world</p> <p>Children promote awareness</p> <p>Design their own flood defences</p> | Transport surveys | <p>Building insect houses/bug hotels/bird boxes</p> <p>Planting wildlife garden</p> | <p>Wall art with a message that could make a change</p> <p>Yr 2 parliament</p> |
| Global Engagement | Goal 10: Reduced Inequalities | Goal 10: Reduced Inequalities | Goal 9: Industry, Innovation and Infrastructure | Goal 11: Sustainable cities and Communities | Goal 11: Sustainable cities and Communities | Goal 13: Climate Action |
| Interleaving Subjects | RE MFL Citizenship Geography | Music History | Geography Science History Citizenship | Science MFL | Geography Science Maths DT | English Geography Science Citizenship |

YEAR THREE

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| Central idea | Early communities formed as a result of orientation and resources | Exploration leads to a greater understanding of past cultures and beliefs | Humans adapt to change natural process | Invention and technology have transformed the way we live | It is our responsibility to obtain food from sustainable sources | Art over time reflects our culture |
| Lines of Inquiry | Prehistoric life was very different to ours. Prehistoric people had to respond to their environment. The stone age led to the beginnings of communities. | We need to understand people have different feelings about digging up the past. Archaeologists have to collect information in a respectful and methodical way. We have a responsibility to protect the history we uncover | Natural disasters happen for different reasons. Change is the process of movement. It is universal and inevitable. Natural processes affect our actions | Railway systems have developed over time. Railways have allowed us to explore the world. The use of railways has had positive and negative impacts on our communities. | It is our responsibility to balance the need for food and how we source it. Sourcing food has become a global issue as the population grows. Our actions will impact the planet if we continue to source food the way we are now. | Shadow art can be created in many ways. Art allows people to see & understand different points of view. Art has represented changes in our culture for many years. |
| Key Concepts | Form Causation Connection | Perspective Form Responsibility | Change Form Connection | Change Connection causation | Responsibility Causation Connection | Function Perspective Change |
| Approaches to Learning | Thinking Research | Self Management Research | Thinking Research | Social communication | Communication Research | Thinking Social |
| Core Text |  |  |  |  |  |  |
| Action | Children representing their community with life sized cave paintings Shelters / fire building skills | Debating - different viewpoints | Build an earthquake proof house Develop awareness about disaster aid - run an assembly etc. | From visits (Spa Valley/ Romney Hythe Dymchurch), create a big-build railway system. | Making choices about where food is from and which foods we buy Raise awareness- assembly | Make a gallery or art work reflecting our culture |
| Global Engagement | Goal 9: Industry, Innovation and Infrastructure | Goal 10: Reduced Inequalities | Goal 13: Climate Action | Goal 9: Industry, Innovation and Infrastructure | Goal 14: Life Below Water Goal 15: Life on Land | Goal 11: Sustainable cities and communities |
| Interleaving Subjects | English Drama Geography History Art DT | History English Maths Art Design & Technology | Geography Science English Maths | Geography History Design and Technology Maths Computing | Geography English Science PSHE | History MFL Science Art Computing |

YEAR FOUR

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| <p>Central idea</p> | <p>The choices we make affect our physical and mental well being</p> | <p>The structure & organisation of one civilisation can be influenced by the development of another.</p> | <p>Humans Improve the quality of their environments through innovation and technology</p> | <p>People can evoke peaceful change if they understand democratic systems</p> | <p>Humans have a responsibility to understand & conserve ecosystems</p> | <p>Humans communicate their beliefs and cultures in many ways.</p> |
| <p>Lines of Inquiry</p> | <p>Every part of the human body has a specific function. Individuals are responsible for making healthy choices. There are connections between the choices we make and how they affect others.</p> | <p>The post stone age people had small and local communities. Larger civilizations made many changes to Britain. These civilisations had a long lasting effect on Britain</p> | <p>The electricity has been made the same way for many years. The ways in which we generate energy are changing. Electricity has allowed new innovation to occur.</p> | <p>How does democracy work? People can make changes when the work together. Many groups of people have made change happen.</p> | <p>Different rainforests have different structures. People move from villages to cities for many reasons. Humans have a responsibility to protect the natural environment</p> | <p>People see cultures and beliefs from different viewpoints. We need to learn about different cultures and religions to fully appreciate them. We have a responsibility to be open minded about the beliefs and cultures of others. Some culture share traditions and beliefs</p> |
| <p>Key Concepts</p> | <p>Function Responsibility connection</p> | <p>Form Change Reflection</p> | <p>Connection Change Causation</p> | <p>Form Function Change</p> | <p>Form Change responsibility</p> | <p>Connection Responsibility Reflection & perspectives</p> |
| <p>Approaches to Learning</p> | <p>Research Social</p> | <p>Self management skills Communication skills</p> | <p>Research Skills Thinking skills</p> | <p>Communication Skills Thinking skills</p> | <p>Research Thinking communication</p> | <p>Communication social</p> |
| <p>Core Text</p> |  |   |    |   |  |   |
| <p>Action</p> | <p>Children campaign for healthier lifestyle, anti smoking /drugs etc. Look at school meals Make own workout video Set up a fitness club</p> | <p>Children reflect their understanding of what the Romans did for us - Reflect on what happened after the Romans left GB.</p> | <p>Make energy saving changes in the school and homes Build a city of the future as a whole class</p> | <p>Debating global issues Understanding an issue that needs change Write to local /national leaders to evoke a change</p> | <p>Raise awareness of deforestation Select fair trade or sustainable products where possible</p> | <p>Children present how they represent their culture with an arts afternoon - music/dance/art</p> |
| <p>Global Engagement</p> | <p>Goal 3: Good Health and Well-Being</p> | <p>Goal 9: Industry, Innovation and Infrastructure</p> | <p>Goal 9: Industry, Innovation and Infrastructure</p> | <p>Goal 4: Quality Education Goal 5: Gender Equality Goal 10: Reduced inequalities</p> | <p>Goal 13: Climate Action Goal 14: Life Below Water Goal 15: Life on Land</p> | <p>Goal 10: Reduced inequalities</p> |
| <p>Interleaving Subjects</p> | <p>Science English Art PSHE</p> | <p>History Geography Art DT English Maths</p> | <p>Science Geography DT English Maths</p> | <p>English Geography History</p> | <p>Art Geography Citizenship Science Maths English</p> | <p>Art PSHE History Geography</p> |

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| Central idea | Citizenship values can evolve from the beliefs of the community | The migration of past civilizations have shaped present day society | The structure of the solar system has been explored by humans over time | International corporations are responsible for sustainability | Scarcity of natural resources can lead to interdependence between communities | Creative expression provides ways to communicate ideas & emotions |
| Lines of Inquiry | Different religious groups have different perspectives. People have responsibilities as part of a community. Community values change over time. | Many civilisations from the past had similarities and differences. Groups of humans from the past, migrated and settled in Great Britain. There are connections between coast civilisations and modern society. | What form does the Solar System take? Exploration of the solar system has changed over time Scientific instruments has developed so we can explore our solar system | Companies need to balance function and sustainability. There is a connection between smaller companies and large corporations. International corporations have local and global responsibilities | We have a responsibility to use natural resources wisely. Different cultures have different views on how to use natural resources. Communities are dependent on each other for resources | What can creative expressions look like? There is a connection between expression and communication. People have different views of creative expression. |
| Key Concepts | Change Perspective Responsibility | Causation Form Connection | Function Form Change | Function Connection Responsibility | Responsibility Perspective Causation | Form Connection Perspective |
| Approaches to Learning | Social Self management | Communication social | Research Thinking | Communication Thinking | Self management Social | Social communication |
| Core Text |  |   |  |  |  |  |
| Action | Build a mosque Present information about Islam | Empathise with people from the past Use a variety of ways to explain how people from the past felt | To be enthused by the planets Innovate new technologies to help with the exploration of the solar system | Write to local company or government about issues they have found out about. | Making lifestyle choices about our consumption and personal impact | Art + Poetry - free verse Compose songs |
| Global Engagement | Goal 10: Reduced Inequalities | Goal 11: Sustainable cities and communities | Goal 9: Industry, Innovation and Infrastructure | Goal 6: Clean water and sanitation Goal 7: Affordable and clean energy Goal 13: Climate Action | Goal 12: Responsible consumption and production Goal 13: Climate Action | Goal 4: Quality Education |
| Interleaving Subjects | Religion PSHE English | History Geography English | Science DT English | MFL Geography English Maths DT | Geography PSHE English Maths | English Art |

YEAR SIX

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| Central idea | Living organisms evolve to survive in their environments | Human migration is a response to global challenge, risk and opportunity | Human's scientific understanding of light has led to technological advances which impact on everyday life. | Human systems impact our society, how it works and it's continuous global development | Throughout history gender roles were challenged during times of conflict | Architecture is a form of artistic expression which reflects cultures and their history |
| Lines of Inquiry | <p>Living things evolve.</p> <p>Humans evolved over time.</p> <p>Societies are sustained through governments.</p> <p>Humans express themselves in multitude of ways.</p> | <p>Civilisations that have grown and flourished throughout history.</p> <p>Some civilisations expand and some diminish because of varying factors.</p> <p>People move for different reasons, throughout history and in the modern day.</p> | <p>Light impacts our everyday lives.</p> <p>How humans use light has changed over time.</p> <p>Many scientific discoveries have been made due to our understanding of light.</p> | <p>Structures in society affect our lives locally, nationally and globally.</p> <p>Structure impacts our everyday lives both positively and negatively.</p> <p>Societies make choices which impact the lives of people who live in them.</p> <p>Structure can be created to have a positive impact on our lives and the environment.</p> | <p>There were many impacts on the UK as a result of war breaking out.</p> <p>People's roles changed across the UK during the war.</p> <p>People's lives continue to be impacted even after a war is over.</p> <p>Through history gender roles have differed by society.</p> | <p>Art can take many forms.</p> <p>People value art in different ways.</p> <p>Art is different to architecture.</p> <p>Architecture can have a positive and negative effect of the environment</p> <p>Architecture differs around the world.</p> |
| Key Concepts | Change Connection Function | Causation Change Connection | Causation Function Form | Responsibility Connection Perspective | Causation Reflection Change Responsibility | Form Perspective reflection |
| Approaches to Learning | Research skills Thinking skills | Communication skills Social skills | Self management skills Research skills | Self management Social | Research Thinking skills | Communication skills Thinking skills |
| Core Text |  |  |  |  |   |  |
| Action | Create their own society model based on understanding of human evolution. | Study and create a presentation based on successful models of migration to support countries who do not have systems in place. | Light usage survey - save energy campaign | Individual Class projects developed to have impact in the school and wider community. | Make connections between and across significant moments in history of gender imbalance and create a manifesto for equality with a focus on evidence from the past. | Designing buildings for local and global use |
| Global Engagement | Goal 4: Quality Education | Goal 8: Decent work and economic growth | Goal 9: Industry, innovation and infrastructure | Goal 9: Industry, innovation and infrastructure | Goal 5: Gender Equality Goal 10: Reduced inequalities | Goal 11: Sustainable cities and communities |
| Interleaving Subjects | Literacy MFL History Science | Geography History ICT | Science DT History | History PSHE | History Geography | DT Art Maths |