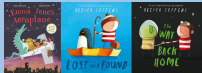


NURSERY

Transdisciplinary Theme	Who We Are	Where we are in place and time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
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 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.
Central idea	Being part of a family, friendships and a school community gives us a sense of belonging.	Different forms of transport can take us on many different journeys and keep us connected to others.	Sharing feelings helps us better understand ourselves and others.	The Earth's natural cycles affect how people live.		
Lines of Inquiry	An inquiry into... -What makes a family. -How we are members of different communities. -What belonging feels like.	An inquiry into... -Different forms of transport - The places people travel to -How journeys are different	An inquiry into... -Different feelings and emotions . - Why feelings can change - how we respond to our feelings	An inquiry into - What the natural cycles of the seasons are - How things grow differently throughout the year - How people respond to the different seasons		
Key Concepts	Form, Connection & Perspective	Form & Function	Causation, Perspective & Responsibility	Function & Change		
Approaches to Learning	Social Skills Communication Skills	Research skills, Thinking Skills, Communication skills	Thinking Skills Social Skills, Communication Skills, Self-Management	Research Skills, Thinking Skills		
Core Text						
Action	Participation Make a family tree, pupils to make links to how families can be different/same.	Lifestyle choices. Advocacy To look at how electric cars will impact the environment. Build a rocket.	Social Justice To resolve their own actions and emotions. Make emotion flash cards.	Social Entrepreneurship Pupils to plant vegetables and to take responsibility to help them grow. Caterpillars/butterflies. Butterfly garden, pupils to understand the process of change.		
Global Engagement	Goal 10: Reduced Inequalities	Goal 9: Industry, Innovation and Infrastructure	Goal 10: Reduced Inequalities	Goal 13: Climate Action		
Interleaving Subjects	PSED, CL, L, EAD	PSED, CL, UTW	PSED, EAD	PSED, CL, PD, UTW		

RECEPTION

Transdisciplinary Theme	Who We Are	Where we are in place and time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
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 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.
Central idea	Being part of a family, friendships and a school community gives us a sense of belonging.	Homes reflect the people who live in them and the places they are located.	Improving our communication skills helps us to better express ourselves and understand others.	All living things go through processes of change.		
Lines of Inquiry	An inquiry into... -What makes a family. -How we are members of different communities. -What belonging feels like.	An inquiry into... -Different types of homes -The differences between homes -Why all living things need homes	An inquiry into... -Ways people can communicate. -How we can read others' expressions. -Why we need to understand others.	An inquiry into... - What life cycles are - How the life cycles of different living things can be the same and different - Why humans need to keep themselves healthy as they grow		
Key Concepts	Form, Connection & Perspective	Function & Connection	Perspective & Responsibility	Causation & Change		
Approaches to Learning	Social Skills Communication Skills	Communication skills Self-Management skills Thinking skills	Social Skills Communication Skills Self-Management Skills	Research Skills Thinking Skills		
Core Text						
Action	Participation	Advocacy - to support the environment by planting some seeds to help produce more oxygen into the world	Social Justice - Using BSL and Makaton	Lifestyle Choices Planting, School environment		
Global Engagement	Goal 16: Peace, Justice and Strong Institutions	Goal 11: Sustainable cities and communities	Goal 10: Reduced Inequalities	Goal 14: Life below water Goal 15: Life on Land		
Interleaving Subjects	PSED, CL	PSED, CL, UW	PSED, CL	PSED, CL, UW		

YEAR ONE

Transdisciplinary Theme	Who We Are	Where we are in place and time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
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 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.
Central idea	Making balanced choices can contribute to a healthy lifestyle.	Understanding people's personal histories helps us connect to others.	The Arts can help people develop their creativity and imagination.			Communities are improved when people work together.
Lines of Inquiry	An inquiry into... - What it means to be balanced - How people's needs change as they grow - How people have agency over their own lifestyles	An inquiry into... -Our family history - Similarities and differences between people's histories - How we are part of history	An inquiry into... - The uniqueness of people's creativity and imagination. - How we use our creativity and imagination in our lives. - How creativity and imagination are expressed differently across the Arts.			An inquiry into... -What a community is. -How relationships between people build a community. -How relationships within a community have a bigger impact on wider issues.
Key Concepts	Form, Change & Responsibility	Form & Connection	Function, Change & Perspective			Connection, Causation & Responsibility
Approaches to Learning	Social skills Communication skills Self management skills	Communication skills Thinking skills Research skills	Communication skills Thinking skills Social skills			Research skills Communication skills Social skills
Core Text						
Action	Create a healthy balanced meal, make a menu.	Create a family tree and share with parents/carers.	Create a gallery of work and focus on how their art impacts others and their wellbeing. Create own books/stories to share LPA attribute.			What 10 things can I do to change/improve my class/school?
Global Engagement	Goal 3: Health and Well-Being	Goal 4: Quality Education	Goal 4: Quality Education			Goal 11: Sustainable cities and communities
Interleaving Subjects	DT, Science	History, Art	Art, English			Geography, History

YEAR TWO

Transdisciplinary Theme	Who We Are	Where we are in place and time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
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 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.
Central idea	Understanding and celebrating differences can help bring people together.	Innovators and inventors change the world in many ways.	People can use the visual and the performing arts to evoke feelings.	Scientific investigation improves people's understanding of the natural world.	People organise themselves to provide goods and services that respond to people's changing needs and wants.	Life on earth depends on harmony between all living things.
Lines of Inquiry	An inquiry into... -How people, cultures and communities are different - the celebrations of different communities and cultures - why it is important to continue traditions	An inquiry into... -Famous inventors and inventions - How the world was before a specific invention and how to changed because of the invention - how problems in our world today could be solved	An inquiry into... - What different points of view exist about famous visual works of art and performance pieces - Similarities and differences between various visual and performing arts - Why people feel emotion when they engage with visual and performing arts	An inquiry into... - elements of the natural world - How human understanding of the natural world has changed over time - How humans can learn from scientific discoveries to improve the future	An inquiry into... - What are goods and services How the supply of goods and services have changed over time How supply and demand affects goods and services	An inquiry into... - What living things are - Why living things depend on each other - How the actions of humans have positive and negative consequences
Key Concepts	Responsibility & Connection	Change & Causation	Connection & Perspective	Form & Function	Function & Change	Form & Causation
Approaches to Learning	Social skills Communication skills	Research skills Thinking skills	Communication skills Self Management skills	Research skills Thinking skills	Thinking skills Social skills	Research skills Self management skills
Core Text						
Action	To understand and respect different religions and cultures of everybody they meet in and out of school despite their own traditions and beliefs.	Create an invention that will benefit the lives of other people.	To create an art form that portrays different emotions.	To create a model that portrays the differences between past and present significant events.	To be able to express to others the importance of understanding the difference between a want and a need in all areas of life.	To make life choices in and out of school that will have a positive impact on the planet we live in.
Global Engagement	Goal 10: Reduced Inequalities	Goal 9: Industry, innovation and infrastructure	Goal 4: Quality Education	Goal 16: Peace, Justice and strong institutions	Goal 11: Sustainable cities and communities	Goal 13: Climate Action
Interleaving Subjects	RE, PSHE	History, Science	Art, PSHE	History English	Geography PSHE	Science PSHE

YEAR THREE

Transdisciplinary Theme	Who We Are	Where we are in place and time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
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 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.
Central Idea	Global citizenship requires intercultural understanding.	Societies change to ensure children have the right to a healthy balanced life.	Celebrations reflect people's culture and traditions.	The earth's geography has an impact on human survival.	Systems of government impact on citizens' wellbeing, safety and prosperity.	People innovate and collaborate to find ways to share the earth's finite resources.
Lines of Inquiry	An inquiry into... -People's beliefs and values -how beliefs and values can vary -How all humans share a common humanity	An inquiry into... - What a healthy balanced lifestyle is - How people's view of a healthy lifestyle can differ and change through time. -How people are responsible for the choices they make	An inquiry into... Local and global cultural celebrations and traditions. - How people's viewpoints on celebrations and traditions differ. - Why it is important for humans to celebrate milestones in life.	An inquiry into... - the properties of the Earth - different types of natural disasters - people's response to natural disasters	An inquiry into... -How and why different governments are structured they way they are. -Different governments and the role they have in society. -How rules and regulations affect actions within the community.	An inquiry into... - Earth's resources - How humans use and share the Earth's resources - How using the Earth's resources can impact our lives.
Key Concepts	Form & Perspective	Change, Perspective & Responsibility	Perspective, Connection & Form	Form & Function	Causation, Function & Responsibility	Connection, Responsibility & Function
Approaches to Learning	Communication skills, Social skills Thinking skills	Self-management skills Communication skills Thinking skills	Social skills Thinking skills	Research skills, Communication skills Thinking Skills	Self-management skills Communication skills Research skills	Thinking skills Social skills
Core Text						
Action	Lifestyle choices - best ways to travel to school, across Europe	Lifestyle choices - deciding to choose healthier foods to eat / have in lunchbox, educating family to change food plan for the week	Social justice - educating others in the community about Muslims and the Islamic religion - poster, leaflet	Social entrepreneurship - build model of a volcano, build a town / city which could survive a natural disaster	Social justice - how to increase democracy in the school, on the playground, school council	Lifestyle choices - action plan for their home, action plan for the school, create their own Minecraft simulation, shower time
Global Engagement	Goal 10: Reduced Inequalities	Goal 3: Good Health and Wellbeing	Goal 10: Reduced Inequalities	Goal 15: Life on Land	Goal 16: Peace, Justice and Strong Institutions	Goal 7: Affordable and Clean Energy Goal 11: Sustainable Cities and Communities Goal 12: Responsible Consumption and Production
Interleaving Subjects						







YEAR FOUR

Transdisciplinary Theme	Who We Are	Where we are in place and time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
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 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.
Central Idea	The actions of individuals can have significant implications for the lives of others.	People migrate and explore in response to opportunities and challenges.	People can express their critical and creative thinking through language and literature.	Humans can use science and technology to improve access to energy, food and water.	Laws, traditions, values and customs help define national identities.	There are many people in the world who inspire others to reflect, take action and promote change.
Lines of Inquiry	An inquiry into... - who can impact and change the lives of others - how people's lives are affected by significant events - how individuals can make a difference	An inquiry into... - Why people migrate - The reasons people explore, both now and in the past - What the legacy of migration and exploration is	An inquiry into... - what makes a story a story - why, who and how stories are told - the ideas and messages in stories	An inquiry into... -how people access resources -how has access improved to resources -why improving access to resources can change people's lives	An inquiry into... -what are laws, traditions, values and customs - how they are similar and different around the world - how identities can change over time	An inquiry into... -The people who inspire others - why significant people can change the world - who should change the world
Key Concepts	Form & Connection	Causation, Perspective & Responsibility	Perspective & Responsibility	Connection & Causation	Form & Function	Change & Responsibility
Approaches to Learning	Self management skills Research skills Social skills	Research skills Thinking skills	Communication skills Thinking skills	Thinking skills, research skills	Self management skills, social skills,	Thinking skills, communication skills
Core Text						
Action	Manifesto plans to inspire others and promote change.	Organise a charity event to raise money for La Palma.	Participation or social entrepreneurship	Design, create and model a tool which provides access to water, food and energy.	Advocacy	How can pupils inspire others in the world to take action and promote change?
Global Engagement	Goal 13: Climate Action	Goal 4: Quality Education Goal 8: Decent Work and Economic Growth	Goal 4: Quality Education	Goal 1: No Poverty Goal 6: Clean Water and Sanitation Goal 7: Affordable and Clean Energy	Goal 16: Peace, Justice and Strong Institutions	Goal 4: Quality Education
Interleaving Subjects						

YEAR FIVE

Transdisciplinary Theme	Who We Are	Where we are in place and time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
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 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.
Central idea	Humans experience physical, social and emotional changes that shape identity.	Geography can impact the location of human settlement.	Design can reflect identity, culture, tradition and history.	Life on earth is regulated by forces.	Human economic activity can shape and impact communities and the environment.	Peaceful resolutions to conflict can improve quality of life.
Lines of Inquiry	An inquiry into... -What the different human physical changes are. -How changes humans go through can differ -whether humanity will continue to adapt	An inquiry into... - What the needs of different types of human settlement are - How historical settlement has influenced the world today - How the world's changing geography may impact settlement in the future	An inquiry into... -Different forms of design - the meaning behind different designs - how people use design	An inquiry into... - The forces that change the world in different ways. - How humans utilise their understanding of forces. - What life on earth would be like if either the forces or our power to harness them were to change.	An inquiry into... -fairness, sustainability, growth and development - positive and negative effects from economic activity - the power of consumers to affect change	An inquiry into... -conflicts and peaceful resolutions -The correlation between peace and quality of life. - If resolution to conflict can directly improve upon quality of life and prosperity.-
Key Concepts	Function & Causation	Form, Function & Connection	Form & Function	Change & Connection	Change, Causation & Responsibility	Causation & Perspective
Approaches to Learning	Self Management skills Communication skills Thinking skills	Research Skills Thinking Skills Communication skills	Social Skills Thinking Skills Communication skills	Self Management skills Research Skills Thinking skills	Communication skills Social Skills Research skills	Communication skills Thinking skills Research skills Self Management skills
Core Text						
Action	Lifestyle choices - design their own guidelines to promote lifestyles	Advocacy - Making the right lifestyle choices to suit them. Make a website	Social Justice - inform others about equality and rights. Build models	Participation - build a model of the solar system	Lifestyle choices - Use renewable sources. Design a park	Social Justice - pupils to use conferencing as a successful means of resolving conflict on the playground
Global Engagement	Goal 3: Good Health and Well-Being	Goal 11: Sustainable Cities and Communities	Goal 5: Gender Equality Goal 10: Reduced Inequalities	Goal 7: Affordable and Clean Energy Goal 13: Climate Action	Goal 8: Decent Work and Economic Growth Goal 11: Sustainable Cities and Communities	Goal 16: Peace, Justice and Strong Institutions
Interleaving Subjects						

YEAR SIX

Transdisciplinary Theme	Who We Are	Where we are in place and time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
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 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.
Central idea	International mindedness promotes a shared humanity. (Exhibition)	People learn from the lessons of the past to improve the present and the future.	Engagement with the Arts allows people to better understand themselves, others and the world.	People can find scientific and technological solutions for environmental concerns.	Systems of governance can influence the lives of people	People's access to their rights varies around the world.
Lines of Inquiry	An inquiry into... -Year 6 to co-construct their own lines of inquiry with class teacher-	An inquiry into: - Major Human activity in recent history (last 200 years) - The impact of human activity on the planet - opportunities and challenges in addressing the problems on Earth that humans have caused	An inquiry into... - The different ways people can engage with the Arts - Why certain works of art have had a significant impact on the world - How people can influence and be influenced through the Arts	An inquiry into... How scientific and tech solutions work. (function) -The impact scientific and tech solutions can have -Who has responsibility for addressing environmental concerns	An inquiry into... - different types of governance (function) -how different countries have been governed (function & change) - how the lives of people can be influenced by governance (change)	An inquiry into... -what human rights are -why some people are denied their rights -how we can protect the rights of others and ourselves
Key Concepts	Change & Perspective	Form & Connection	Form & Causation	Function & Responsibility	Function & Change	Causation & Responsibility
Approaches to Learning	Exhibition: All	Research Skills Communication Skills Thinking Skills	Communication Skills Social Skills Self-Management Skills	Research skills Thinking skills	Self-management, thinking skills, social skills	Self-management skills Thinking skills
Core Text						
Action	EXHIBITION	Museum installation of clay artefacts	Participation Art exhibition	Advocacy, social entrepreneurship	advocacy , social justice	Social justice
Global Engagement	Goal 17: Partnerships for the Goals	Goal 6: Clean water & Sanitation	Goal 1 No Poverty Goal 4 Quality Education Goal 16 Peace, Justice and Strong Institutions	Goal 7: Affordable and Clean Energy Goal 9: Industry, Innovation and Infrastructure Goal 11: Sustainable Cities and Communities	Goal 10: Reduced Inequalities	Goal 16: Peace, Justice and Strong Institutions
Interleaving Subjects						