

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; 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	Our characteristics, interests and experiences make us who we are. (Module 1 & 2)	Different forms of transport can take us on many different journeys and keep us connected to others. (Module 3 & 4)	Sharing feelings helps us better understand ourselves and others. (Module 5)	The Earth's natural cycles affect how people live. (Module 6)		
Lines of Inquiry	An inquiry into... -What interests and experiences are. -How we can have different interests and experiences as we grow. -The choices we can make to respond to experiences in our lives.	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 & Change	Form & Function	Causation, Perspective & Responsibility	Function & Change		
Approaches to Learning	Social Skills Communication Skills	Research Skills Thinking Skills	Communication Skills Self-Management Skills Social Skills	Thinking Skills Communication Skills		
Core Texts	Five minutes Peace, All Kinds of Families, Three Little Pigs, Smartest Giant in Town, Spot's Favourite Toys	Stanley's Car, To the Moon and Back, Maisy goes on a Plane, Snail and the Whale	Goldilocks and the Three Bears, Gingerbread Man, In My Heart, Stanley gets Angry, Stanley Gets Sad	The Hungry Caterpillar, The Crunching Munching Caterpillar, Annabelle Butterfly, Ladybird Fly Home.		
Action	Participation Make a family tree, pupils to make links to how families can be different/same.	Participation Parent sessions to make transport models	Lifestyle Choices Parent sessions to make transport models Celebrating Music	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 3: Good Health and Wellbeing Diwali Harvest	Goal 9: Industry, Innovation and Infrastructure Christmas, Chinese New Year Easter, WBD, Science Week,	Goal 5: Gender Equality	Goal 6: Clean Water Goal 14 Life Below Water Goal 15: Life on Land		
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. (Module 1 & 2)	Homes reflect the people who live in them and the places they are located. (Module 4)	Improving our communication skills helps us to better express ourselves and understand others. (Module 3)	All living things go through processes of change. (Module 5 & 6)		
Lines of Inquiry	An inquiry into... -What makes a family. -How we are members of different communities. -What belonging feels like.	An inquiry into... - Where we live -The differences between homes - Why all living things need homes	An inquiry into... -The different ways living things communicate -How we communicate through stories -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	Self-Management Skills Communication Skills Social Skills	Research Skills Thinking skills	Social Skills Communication Skills	Research Skills Thinking Skills		
Core Texts	We're Better Together, Families, The Colour Monster Goes to School, Monkey Puzzle, Puffin Peter, Muffle Bunny, Julian is a Mermaid, Somebody Swallowed Stanley	One Day in the Savannah, Five Minutes Peace, We are Family	You Choose, I will not ever eat a Tomato, Ruby's Worry	Fletcher and the Falling Leaves, Jack & The Beanstalk		
Action	Participation Social Justice	Advocacy	Social Justice	Lifestyle Choices		
Global Engagement	Goal 16: Peace, Justice and Strong Institutions , Diwali, Christmas, Harvest	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. (Module 4 & 5)	Understanding people's personal histories helps us connect to others. (Module 1 & 2)	The Arts can help people develop their creativity and imagination. (Module 5 & 6)			Communities are improved when people work together. (Module 3 & 4)
Lines of Inquiry	An inquiry into... - What it means to be balanced - How people's needs change as they grow - How the choices we make can affect our mental and physical health	An inquiry into... - Our personal history - Similarities and differences between people's histories - How people's actions and events change the way we do things now	An inquiry into... - The different ways we can express our creativity and imagination - How people use creativity and imagination in their lives. - How others can be inspired by creativity			An inquiry into... - Different Types of communities - How relationships between people build a community. - How relationships within a community have a bigger impact locally and globally
Key Concepts	Form, Change & Responsibility	Form & Connection	Function, Change & Perspective			Connection, Causation & Responsibility
Approaches to Learning	Research skills Self management skills	Thinking skills Communication Skills Research skills	Communication skills Self-management Skills Social skills			Research skills Communication skills Social skills
Core Texts	Handa's Surprise, I do not eat the colour Green, The disgusting sandwich, Tyler makes Spaghetti, Maurice the Beastly, Avocado Baby	Sir Charlie Stinky Socks, Pumpkin Soup, The Lonely Beast, George and the Dragon, The Queen's Knickers	The Dot, The Beautiful Oops, The Artist, George and the Dragon, The Queen's Knickers			Leaf, Beegu, Lost and Found, How to find gold, 10 things I can do to change my World.
Action	Lifestyle Choices: Create a healthy balanced meal, make a menu.	Participation : Create a family tree and share with parents/carers.	Participation: Create a gallery of work and focus on how their art impacts others and their wellbeing. Create own books/stories to share LPA attribute.			Advocacy: Planting and litter picking
Global Engagement	Goal 3: Good Health and Well-Being Goal 2: Zero Hunger Goal 13: Climate Action	Goal 4: Quality Education Goal 10: Reduced Inequalities	Goal 4: Quality Education Goal 17: Partnership for the Goals			Goal 8, 9, 10, 11, 12
Interleaving Subjects	DT, Science, Geography, History	History, Geography, Science,	History, Geography, Art, Science,			Geography, RE, Science

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... - people express ideas and feelings through language, literature, and the Arts - why, who and how stories are told (through different media) - the ideas and messages expressed 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 - How individuals can make a difference
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	Goodnight Stories for Rebel Girls		OLiver and the Seawigs The miraculous journey of Edward Tulane	The Egyptian Cinderella	Greek Heroes: Top ten myths and legends The Girl who stole an elephant	I am Malala Little People, big Dreams - Greta Thunberg, David Attenborough, Malala Yousafzai The Lorax - Dr Seuss
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 4: Quality Education Goal 13: Climate Action Goal 14: Life Below Water Goal 15: Life on Land	Goal 4: Quality Education Goal 8: Decent Work and Economic Growth Goal 15: Life on Land	Goal 4: Quality Education	Goal 1: No Poverty Goal 2: Zero Hunger Goal 3: Good Health and Well-Being Goal 12: Responsible Consumption and Production	Goal 4: Quality Education Goal 16: Peace, Justice and Strong Institutions	Goal 1: No Poverty Goal 3: Good Health and Well-Being Goal 8: Decent Work and Economic Growth
Interleaving Subjects	PSHE, History	History, Geography	English	Science, DT	RE, PSHE	History, PSHE

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. (Module 1)	Innovators and inventors change the world in many ways. (Module 5)	People can use the visual and the performing arts to evoke feelings. (Module 2)	Significant events improve understanding of the natural world. (Module 3)	People organise themselves to provide goods and services that respond to people's changing needs and wants. (Module 6)	Life on earth depends on harmony between all living things. (Module 4)
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 celebrate and continue traditions	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... - What makes up the natural world - Why past events are significant - How humans can learn from significant events 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 Thinking skills	Research skills Communication skills	Communication skills Self Management skills	Research skills Thinking skills	Thinking skills Social skills	Research skills Self management skills
Core Text	And Tango makes Three, A Dot in the Snow, The Penguins who wanted to find out	Traction Man, The Most Magnificent Thing, Audrey the Amazing Inventor, Charlie and the Chocolate Factory	The Bear and the Piano, Claude: Lights, Camera, Action.	Vlad and the Great Fire of London	Claude and the City	Duffy's Lucky Escape
Action	Participation: Produce a book to add to the library	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 3: Good health and wellbeing Goal 10: Reduced Inequalities Harvest around the world	Goal 9: Industry, innovation and infrastructure	Goal 14: Life below water Goal 15: Life on land	Goal 4: Quality Education	Goal 11: Sustainable cities and communities	Goal 13: Climate Action
Interleaving Subjects	RE, PSHE, Science	History, Science, Art	Art, PSHE	History English, Science	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 can 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 can impact on citizens' wellbeing, safety and prosperity.	People can 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... -The cultural celebrations and traditions that local and global communities observe - How people's viewpoints on celebrations differ. - Why it is important for humans to celebrate milestones ,nature, culture, beliefs and values .	An inquiry into... - how the earth's geography can make life difficult for humans - how societies are affected by the natural world -Humans' responses to Earth's changes	An inquiry into... -How and why different governments are structured they way they are. -Different governments and the role they have in our society. -How rules and regulations affect our own actions within the community.	An inquiry into... -Earth's resources - How humans create different ways to 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 & Function	Causation & Responsibility	Connection & 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	The Boy who Biked the World	Stone Age Boy Zombies Don't Eat Veggies	Planet Omar: Accidental Trouble Magnet	Escape from Pompeii	Arthur and the Golden Cloak, Omm and the Frost Giant, The Accidental Prime Minister	The Boy who Harnessed the Wind
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 religions - 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 12: Responsible Consumption and Production Goal 13: Climate Action	Goal 1: No Poverty Goal 2: Zero Hunger Goal 3: Good Health and Well-Being	Goal 10: Reduced Inequalities	Goal 9: Industry, Innovation and Infrastructure Goal 11: Sustainable Cities and Communities Goal 15: Life on Land	Goal 5: Gender Equality Goal 8: Decent Work and Economic Growth Goal 16: Peace, Justice and Strong Institutions	Goal 6: Clean Water and Sanitation Goal 7: Affordable and Clean Energy Goal 11: Sustainable Cities and Communities Goal 12: Responsible Consumption and Production
Interleaving Subjects	RE, PSHE	DT, PSHE	RE, PSHE	Geography, DT	PSHE, History	Geography, Science

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.	People's access to their rights may vary around the world.
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... -what human rights are -why some people are denied their rights -how we can protect the rights of others and ourselves
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	Wonder	The Explorer by Katherine Rundell	Clockwork by Philip Pullman	Survival in Space - The Apollo 13 Mission Science Comics	Floodland by Marcus Sedgwick	Angus Rides the Goods Train Oliver
Action	Lifestyle choices - design and cook their own balanced meal	Advocacy -Create their own Utopia for human settlement, considering needs now and in the future	Participation - investigate cultural and historical designs of timepieces, and make own clocks	Participation - build a model of the solar system and share with another class	Lifestyle choices - Climate Pledge - Podcasting	Social Justice - Human rights, Interview with an MP
Global Engagement	Goal 3: Good Health and Well-Being Goal 6: Clean Water and Sanitation	Goal 11: Sustainable Cities and Communities Goal 15: Life on Land	Goal 3: Good Health and Well-Being Goal 4: Quality Education Goal 5: Gender Equality Goal 10: Reduced Inequalities	Goal 7: Affordable and Clean Energy	Goal 1: No Poverty Goal 8: Decent Work and Economic Growth Goal 11: Sustainable Cities and Communities Goal 12: Responsible Consumption and Production	Goal 4: Quality Education Goal 10: Reduced Inequalities Goal 16: Peace, Justice and Strong Institutions
Interleaving Subjects	Science, PSHE	Geography, History	Art, DT	Science, DT	Geography, Computing	History, Geography

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 can promote a shared humanity. (EXHIBITION)	Societies can learn from the legacies of Ancient Civilisations	Engagement with the Arts allows people to better understand themselves, others and the world.	People can find scientific and technological solutions for environmental concerns.	The choices governments make can influence the lives of future generations.	Peaceful resolutions to conflict can improve the quality of life
Lines of Inquiry	An inquiry into... -Year 6 to co-construct their own lines of inquiry with class teacher-	An inquiry into... - using primary and secondary sources to understand aspects of Ancient Civilisations. -comparisons between different Ancient Civilisations - the legacies of civilisations on modern society	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... -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	Change & Perspective	Form & Connection	Form & Causation	Function & Responsibility	Function & Change	Causation & Perspective
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 Communication Skills Research Skills
Core Text	Can you see me?	The Rabbits	No Ballet Shoes in Syria	There's a Rang-Tan in my bedroom	The Hunger Games	The Boy in the Striped Pyjamas
Action	EXHIBITION	Museum installation of clay artefacts	Participation Art exhibition	Advocacy, social entrepreneurship	advocacy , social justice	Social justice - Conferencing strategies at school and assembly
Global Engagement	Goal 17: Partnerships for the Goals	Goal 6: Clean Water and 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	PYP Exhibition	History, Geography	Art, Drama, Dance	Science, DT	History, PSHE	PSHE, English