

RECEPTION

| Transdisciplinary Theme | Who We Are (Module 1) | How We Express Ourselves (Module 2) | Where we are in place and time (Module 3&4) | How the World Works (Module 5) | Sharing the Planet (Module 6) |
|--------------------------------------|---|---|--|---|---|
| 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 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 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 | Learning about ourselves and each other strengthens relationships. | Through play, we express our feelings and ideas and come to new understandings. | Stories help us to explore the past, the present and the future. | Living things grow and change | Animals depend on the habitats in which they live. |
| Lines of Inquiry | <p>The similarities and differences between myself and others</p> <p>Our own interests and abilities</p> <p>How our decisions and choices impact relationships with others.</p> | <p>Our feelings and the feelings of others.</p> <p>How our ideas and experiences are reflected in our play.</p> <p>How we can learn about others through play.</p> | <p>How stories can help us to understand the past.</p> <p>How stories can help us to explore the present.</p> <p>How stories can help us to imagine the future.</p> | <p>Living things and their needs</p> <p>How living things change over time</p> <p>What I need to grow and change</p> | <p>Animal habitats in our surroundings.</p> <p>Animal habitats around the world</p> <p>How humans can have a positive impact on animal habitats.</p> |
| Key Concepts | Form Perspective Connection | Form Connection Reflection | Function Change Connection | Causation Change Perspective | Change Connection Responsibility |
| Approaches to Learning | Social Skills Self-Management Skills | Communication skills Social skills | Communication skills Thinking skills | Self Management Skills Research Skills | Research Skills Thinking Skills |
| Core Text | <p>Our Class is a Family - Shannon Olsen</p> <p>What Makes Me a Me? - Ben Faulks</p> <p>Meesha Makes Friends - Tom Percival</p> | <p>The Colour Monster - Anna Llenas</p> <p>Ruby's Worry - Tom Percival</p> <p>Little Glow - Katie Sahota</p> | <p>Peepo! - Janet & Allan Ahlberg</p> <p>Martha Maps it Out - Leigh Hodgkinson</p> <p>The Way Back Home - Oliver Jeffers</p> | <p>Ben Plants a Butterfly Garden - Katy Petty</p> <p>Ergo - Alexis Deacon</p> <p>Eat Your Greens Goldilocks - Steve Smallman</p> | <p>Mad About Minibeasts! - Giles Andreae</p> <p>The Nature Girls - Aki</p> <p>Somebody Swallowed Stanley - Sarah Roberts</p> |
| Action | Social Justice: To develop relationships with my peers and grown ups in the classroom | Participation: Joining in with our Christmas performance | Social Entrepreneurship: To be able to talk about the past, the present and the future | Advocacy: Care for living things in our class | Lifestyle Choices: Create a poster about caring for animal habitats |
| Sustainable Development Goals | Goal 3: Good Health and Well-Being | Goal 16: Peace, Justice and Strong Institutions. | Goal 4: Quality Education | Goal 15: Life on Land | Goal 13: Climate Action Goal 14: Life Below Water Goal 15: Life on Land |
| Interleaving Subjects | PSED, C&L, PD, UTW, EAD | PSED, C&L, PD, UTW, EAD | PSED, C&L, PD, UTW, EAD | PSED, C&L, PD, UTW, | PSED, C&L, PD, UTW |

YEAR ONE

| Transdisciplinary Theme | Who We Are (Module 1) | How We Express Ourselves (Module 2) | Where we are in place and time (Module 3) | How We Organise Ourselves (Module 4) | How the World Works (Module 5) | Sharing the Planet (Module 6) |
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| 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 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 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. |
| Central idea | Human relationships can create a sense of belonging | Stories can help us understand culture and tradition. | Learning about the past can help us make changes in the present. | Occupations are essential for the sustainability of communities. | Plants are a resource for survival. | Animals have unique features to adapt to their environment. |
| Lines of Inquiry | What humans are. What makes a family. What it means to belong. | The different types of stories people tell. How traditions are explored in stories. How people can share their culture with others. | Significant events from the past. Comparisons with significant events from the present day. How things have improved as a result of the past. | The jobs people do. What jobs involve. The occupations a community needs. | How plants grow. Plants around the world. How we use plants. | How animals belong to different groups. How animals are suited to their habitats. How people can preserve habitats. |
| Key Concepts | Change Connection | Form Function Connection | Form Perspective Causation | Function Responsibility Perspective | Change Connection Function | Causation Connection Responsibility |
| Approaches to Learning | Social Thinking Communication | Research Skills Thinking Skills Self-Management Skills | Research Skills Thinking Skills Communication Skills | Thinking Skills Self-Management Skills Social Skills | Research Skills Communication Skills Self-Management Skills | Social Skills Research Skills Thinking Skills |
| Core Text | The Day You Begin - Jacqueline Woodson In Every House on Every Street - Jess Hitchen | The Legend of the Poinsetia - Tomie dePaolo | The Baker's Boy and the Great Fire of London - Tom and Tony Bradman | What People Do All Day - Richard Scarry | The Tiny Seed - Eric Carle | Hooray for Birds - Lucy Cousins There's a Rang-Tan in my Bedroom - James Sellick |
| Action | Participation : Make a leaflet to welcome others to the school | Social Entrepreneurship: Make a christmas jumper design to sell | Advocacy: Make a poster about fire safety | Participation: Create thank you cards for helpful service people | Advocacy: Planting to develop vegetation | Lifestyle Choices: Creating fact files on looking after animals |
| Sustainable Development Goals | Goal 3: Good health and well-being | Goal 4: Quality Education | Goal 9: Industry, Innovation and Infrastructure | Goal 8: Decent work and economic growth | Goal 15: Life on Land | Goal 15: Life on Land |
| Interleaving Subjects | History, PSHE, GEography, Science | RE, Art, PSHE | History, Geography, D&T, Science | PSHE, Geography | Science, Geography | Science, Geography |

YEAR TWO

| Transdisciplinary Theme | Who We Are (Module 1) | Where we are in place and time (Module 2) | How We Express Ourselves (Module 3) | How the World Works (Module 4) | How We Organise Ourselves (Module 5) | Sharing the Planet (Module 6) |
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| 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 | Beliefs and culture within our community | Exploration may lead to discovery and development | Sharing memories can help us learn about the past and create a sense of belonging | Plants play a vital role in protecting the planet | Communities may be organised for development and growth | The history and future of a community may be connected to its resources |
| Lines of Inquiry | The beliefs and culture within our community How communities in different locations vary from our community. How locality affects a community's culture | Past explorations and their findings How past explorations have brought change The responsibility of explorers | What memories are How memories can be shared How artists and writers present their memories for different audiences | What natural disasters are The impact natural disasters have on living things How reforestation and conservation can help preserve the environment | How communities are organised How conflict can affect a community How conflicts that development brings are resolved | The history of buildings in Horsmonden How the local resources have shaped the village How the future needs of villagers can be met |
| Key Concepts | Connection Perspective Responsibility | Change Responsibility Connection | Causation Function Perspective | Connection Causation Change | Causation Change Responsibility | Form Connection Perspective |
| Approaches to Learning | Social Skills Thinking Skills Communication Skills | Social Skills Communication Skills Self-Management Skills | Research Skills Thinking Skills | Social Skills Communication Skills Self-Management Skills | Social Skills Research Skills Thinking Skills Communication Skills | Research Skills Self-Management Skills Communication Skills |
| Core Text | Dear Street - Lindsay Zier-Vogel The Rainbow Serpent - Dick Roughsey | Meet Captain Cook - Rae Murdie Mae Among the Stars - Roda Ahmed | Boy - Roald Dahl Revolt Rhymes - Roald Dahl | We Will Live in This Forest Again - Gianni Marina Flood - Alvaro F Villa | Not So Brilliant Brits (Guy Fawkes) - Richard Brassey The Conquerors - David Mckee | Town Mouse Country Mouse Belonging - Jeannie Baker |
| Action | Write our own creation stories | Plan for how to explore in a respectful manner | Make a time capsule | Grow our own plants | Make an information page for historical society | Design a sustainable house |
| Sustainable Development Goals | Goal 15: Life On Land | Goal 8: Decent Work and Economic Growth | Goal 4: Quality Education | Goal 3: Good Health and Well-Being | Goal 16: Peace, Justice and Strong Institutions | Goal 11: Sustainable Cities and Communities |
| Interleaving Subjects | PSHE, Geography, Art, RE | History, D&T, Science, Art, RE, Geography | D&T, History, Art, Science, RE | Science, PSHE, Art, Geography | History, Geography | Science, Art, RE |

YEAR THREE

| Transdisciplinary Theme | Who We Are (Module 1) | Where we are in place and time (Module 2) | How the World Works (Module 3) | How We Express Ourselves (Module 4) | How We Organise Ourselves (Module 5) | Sharing the Planet (Module 6) |
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| Central idea | Knowledge and invention may change and develop communities | The natural resources of our planet may have the most influence over our development | Natural forces can impact our safety and survival | Stories may give an insight into historical cultures | Communities organise themselves by taking advantage of tourism | Modern life may be linked to historical societies |
| Lines of Inquiry | <p>How rocks can give us knowledge of the past</p> <p>Why early inventions developed communities</p> <p>How communities develop their culture and beliefs</p> | <p>How the discovery of iron changed communities</p> <p>How metals have been used in historical technology</p> <p>How metal may influence future innovations</p> | <p>The natural forces that happen on earth</p> <p>How location impacts on these occurrences</p> <p>How structures are important for survival</p> | <p>How location can affect development of a culture</p> <p>How stories can express a culture's belief</p> <p>How stories from the past can influence the future</p> | <p>The features of tourism</p> <p>How history can create tourism</p> <p>How this tourism can impact the lives of present day people</p> | <p>What democracy is and the development of laws</p> <p>How ancient beliefs developed societies</p> <p>What historical events have influenced modern societies</p> |
| Key Concepts | Connection Change Reflection | Function Change Causation | Causation Change Function | Connection Form Reflection | Responsibility Connection Causation | Form Connection Reflection |
| Approaches to Learning | Social Skills Thinking Skills Communication Skills | Thinking Skills Research Skills Self-Management Skills | Social Skills Thinking Skills Communication Skills | Social Communication Research | Communication Skills Self-Management Skills Research Skills | Social Skills Research Skills |
| Core Text | Stone Age Boy - Satoshi Kitamura The First Drawing - Mordcai Gerstein The Imagination Box - Martyn Ford | Iron Man - Ted Hughes | Escape from Pompeii - Christina Balit Going to the Volcano - Andy Stanton | Egyptian Tales - Terry Deary's Treasury of Egyptian Mythology - Donna Jo Napoli | Marcy and the Riddle of the Sphinx - Joe Todd Stanton | This is New York - Miroslav Sasek |
| Action | Social Justice: Make stone age stew and feed others | Social Entrepreneurship: Make a Google Slides presentation for younger children to use | Advocacy: Raising money for ShelterBox charity | Lifestyle Choices: Growing own food from seed | Participation: Create a museum of art and culture for others to visit | Participation: Create a quiz and invite adults to participate |
| Sustainable Development Goals | Goal 10: Reduced Inequalities Goal 16: Peace, Justice and Strong Institutions | Goal 12: Responsible Consumption and Production | Goal 1: No Poverty | Goal 15: Life on Land | Goal 8: Decent Work and Economic Growth | Goal 11: Sustainable Cities and Communities |
| Interleaving Subjects | History, Science, Art, Geography | History, Science, Geography, D&T | Geography, Science, D&T | History, Geography, Science, Art | History, Geography | History, Geography, D&T |

YEAR FOUR

| Transdisciplinary Theme | Who We Are (Module 1) | How We Express Ourselves (Module 2) | Where we are in place and time (Module 3) | How We Organise Ourselves (Module 4) | How the World Works (Module 5) | Sharing the Planet (Module 6) |
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| Central idea | Everyday choices can affect people's perspective | Symbols and patterns can represent a variety of beliefs | Natural resources can affect how communities are formed | Conflict occurs when societies have different opinions and perspectives | The transformation of energy may affect global environments | Humans may have to preserve resources that animals need in order to survive themselves |
| Lines of Inquiry | Human food choices and health Human rights and responsibilities Sustainability and international farming | There are a variety of symbols which people use and follow Different beliefs can be expressed using a variety of symbols We can present our beliefs so others will understand them and we can understand others | Exploring the key locations and features of a village How people change their location to live and why communities are formed How rural communities can transform and grow, whilst still protecting the green spaces | Where do our society's rules come from? How have leaders organised British society throughout history What have individuals done to influence conflict and changed society's organisation | Energy sources and electricity Transforming energy sources Making green energy sources accessible | Food chains and the interdependence between species The differing needs of animals, including humans The preservation and creation of environments to secure future biodiversity |
| Key Concepts | Perspective Change Responsibility | Perspective Connection Responsibility | Form Causation Change | Function Change Perspective | Causation Change Function | Function Connection Responsibility |
| Approaches to Learning | Social Skills Thinking Skills Communication Skills | Research Skills Thinking Skills Communication Skills | Social Skills Research Skills Self-Management Skills | Social Skills Thinking Skills Communication Skills | Research Skills Communication Skills Self-Management Skills | Social Skills Research Skills Thinking Skills |
| Core Text | Charlie and the Chocolate Factory - Roald Dahl | Percy Jackson- Rick Riordan | The Hop Picker's Children - Sheila Judith & Anne Ayres | When The Romans Came, My Story - Gareth Jones | Frankenstein - Mary Shelley | When the Mountains Roared - Jess Butterworth |
| Action | Lifestyle Choices: Create fairtrade, low mileage ideas for growing food. | Participation: Create lanterns to show others our beliefs at Christmas time. | Advocacy: Create ideas for a more sustainable village, by designing eco homes and industry. | Social Justice: Be able to voice and write about opinions on fairness in our justice system. | Advocacy: Design a sustainable lifestyle. | Lifestyle Choices: Create a more eco friendly environment for us all to live in - humans and animals. |
| Sustainable Development Goals | Goal 1: No Poverty Goal 2: Zero Hunger Goal 3: Good Health and Well-Being | Goal 10: Reduced Inequalities | Goal 11: Sustainable Cities and Communities | Goal 16: Peace, Justice and Strong Institutions | Goal 7: Affordable and Clean Energy | Goal 3: Good Health and Well-Being |
| Interleaving Subjects | History, Geography, PSHE, D&T, Science, Art | RE, D&T, Art, Music | RE, Geography, History, Art, D&T | History, Geography | Science, Art, D&T | Science, Geography, Art |

YEAR FIVE

| Transdisciplinary Theme | Who We Are (Module 1) | Where we are in place and time (Module 2) | How We Organise Ourselves (Module 3) | How We Express Ourselves (Module 4) | How the World Works (Module 5) | Sharing the Planet (Module 6) |
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| 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 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, 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 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 | Present day society has been shaped by the migration of past civilisations | The conflict between ancient societies led to lasting changes | Citizens' access to social justice may be improved or impaired by Governments and the decisions they make | Narratives influence people's beliefs, values and understanding of the world | The structure of the solar system has been explored by humans over time | Global citizens have certain rights and responsibilities and take action to protect those rights when they are violated |
| Lines of Inquiry | <p>The ancient peoples who migrated and settled in Great Britain</p> <p>The similarities and differences between the indigenous people of Britain and the new arrivals</p> <p>There are connections between ancient coastal civilizations and modern society</p> | <p>The Vikings were both raiders and traders</p> <p>Viking ideas of law and justice</p> <p>The conflict between the Anglo-Saxons and the Vikings</p> | <p>The form of crime and punishment during the Tudor period</p> <p>The changes to ideas of crime and punishment over time</p> <p>The connections between crimes and punishments</p> | <p>An inquiry into different expressions of narratives</p> <p>The ways in which stories are influenced by people's beliefs and values.</p> <p>The ways in which future stories will be impacted by future world events</p> | <p>The structure and form of the Solar System</p> <p>The history of people's exploration of the Solar System</p> <p>Our exploration of the Solar System has developed and will continue to develop as technology grows</p> | <p>Human rights in a global context</p> <p>Responsibilities of global citizens</p> <p>How we can take action towards equality</p> |
| Key Concepts | Responsibility Connection Causation | Connection Perspective Causation | Form Change Connection | Connection Perspective Causation | Form Causation Function | Responsibility Perspective Change |
| Approaches to Learning | Social Skills Thinking Skills Communication Skills | Research | Self-Management Skills Communication Skills | Research Skills Thinking Skills Communication Skills | Social Skills Research Skills Self-Management Skills | Social Skills Thinking Skills Communication Skills |
| Core Text | Beowulf Anglo-Saxon Boy - Tony Bradman | Viking boy - Tony Bradman | Treason - Berlie Doherty | Grimm Tales - Philip Pullman The House with Chicken Legs - Sophie Anderson | Cosmic - Frank Cottrell Boyce | The Arrival - Shaun Tan |
| Action | Participation: To empathise with people from the past | Lifestyle Choices: To explore and explain how people from the past felt | Advocacy: To identify for and unfair rules and law and their impact on others | Advocacy: To create and share a story which brings about an element of social change | Social entrepreneurship: To design and create innovative new technologies to further humans' exploration of the solar system | Social Justice: Identify an issue that need change and write to local/national leaders to bring this about. |
| Sustainable Development Goals | Goal 11: Sustainable Cities and Communities | Goal 10: Reduced Inequalities | Goal 16: Peace, Justice and Strong Institutions | Goal 3: Good Health and Well-Being | Goal 9: Industry, Innovation and Infrastructure | Goal 10: Reduced Inequalities |
| Interleaving Subjects | History, Geography, Art | History, Geography, Art | History, Art | Art, PSHE, Geography, RE | Science, History, D&T | PSHE, History, Art |

YEAR SIX

| Transdisciplinary Theme | Who We Are (Module 1) | How We Express Ourselves (Module 2) | Where we are in place and time (Module 3) | How We Organise Ourselves (Module 4) | How the World Works (Module 5) | Sharing the Planet (Module 6) |
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| 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 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 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. |
| Central idea | Social attitudes can affect physical and emotional health | Popular aesthetic choices may have changed over time because of the influence of other cultures | Historical events can alter the perspective of individuals personally and collectively | The sequence of a conflict could affect the development of a community | The causes and effects of immigration on individuals and global communities | Sustainable development can impact on environment threats to our planet |
| Lines of Inquiry | <p>The human body and its major organ</p> <p>The impact of choices and how these choices can influence changes in the human body</p> <p>How culture and location can affect human health</p> | <p>Popular aesthetic choices of the modern world</p> <p>Why aesthetic choices have changed over time</p> <p>How art and culture have influenced popular aesthetic choices today</p> | <p>Historical events shape perspectives</p> <p>Historical events impact people's lives differently</p> <p>Historical events have global impact</p> | <p>Key moments of World War II</p> <p>How women's roles have changed due to the war</p> <p>How propaganda can influence and change a community</p> | <p>The reasons behind different types of migration</p> <p>Immigration can change local and global communities</p> <p>How government can respond to immigration</p> | <p>How plastics travel to oceans and rivers</p> <p>The effects of plastics on life below water</p> <p>How sustainable production and recycling can positively impact ocean ecosystems</p> |
| Key Concepts | Connections Causation Change | Perspective Function Form | Perspective Causation Change | Form Reflection Perspective | Causation Changing | Form Perspective |
| Approaches to Learning | Research Skills Thinking Skills Communication Skills | Self-Management Skills Social Skills Thinking Skills | Thinking Skills Research Skills Communication Skills | Research Skills Social Skills Thinking Skills | Thinking Skills Self-Management Skills | Communication Skills Research Skills |
| Core Text | Holes - Louis Sachar | Street Child - Berlie Doherty | When Hitler Stole Pink Rabbit - Judith Kerr | Letters from the Lighthouse - Emma Carroll | The Other Side of Truth - Beverley Naidoo | The Girl Who Rowed the Ocean - Alastair Humphreys |
| Action | Life Choices - Design and explain a working model of the heart and how blood circulates the body | Participation - To design a Victorian outfit based on artefacts and aesthetics of Victorian Britain | Social Justice - To write and deliver a speech discussing the perspectives of evacuees during WWII. | Social Justice - Write a political piece about the importance of women during WWII. | Advocacy - To debate topical issues regarding immigration and discuss how the government can best respond. | Social Entrepreneurship - To design and create a sustainable idea for the Year 6 legacy to help improve sustainability at Horsmonden. |
| Sustainable Development Goals | Goal 3: Good Health and Well-being | Goal 4: Quality Education | Goal 16: Peace, Justice and Good Institutions | Goal 16: Peace, Justice and Strong Institutions | Goal 15: Life on Land | Goal 14: Life Below Water |
| Interleaving Subjects | Science, PSHE, D&T, Art, PE | History, D&T | History, Art D&T, PE | History, D&T, Art, RE | History, Geography | Science, Computing, D&T |