

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)
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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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)
Summary	Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the 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 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	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	Perspective Function Reflection	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)
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	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)
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)
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