





















# NURSERY

Transdisciplinary Theme	Who We Are	Where we are in place and time	How the World Works	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
<b>Summary</b>	<i>Inquiry into the nature of the self</i> , 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.		<i>Inquiry into the natural world and its laws</i> , 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.		<i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things</i> ; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	<i>Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</i> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
<b>Central idea</b>	Personal characteristics, interests and abilities form part of our ever changing identity.		Forces change objects and materials.		People take responsibility and care for animals.	Managing feelings affects relationships.
<b>Lines of Inquiry</b>	What is it like to be me? How can I communicate with others?		What we know about materials. The ways we change materials?		The connection between animals and our well being. Caring for animals.	How do we express our feelings? How can we change feelings?
<b>Key Concepts</b>	Form Function		Change Causation Connection		Connection Responsibility Perspective	Form Responsibility
<b>Approaches to Learning</b>	Social Communication Self management		Research Social		Research Thinking	Social Communication Self management
<b>Core Text</b>						
<b>Action</b>	Participation		Social justice		Advocacy	Lifestyle choices
<b>Global Engagement</b>						
<b>Interleaving Subjects</b>	PSED, CLL, UW, EAD, PD		PSED, CLL, UW, EAD		PSED, CLL, UW	PSED, CLL, PD

# RECEPTION

Transdisciplinary Theme	Who We Are	Where we are in place and time	How the World Works	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
<b>Summary</b>	<i>Inquiry into</i> the nature of the self, beliefs and values; <i>personal, physical, mental, social and spiritual health</i> ; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.			<i>Inquiry into</i> the interconnectedness of human-made systems and communities; the structure and function of organisations; the decision-making, economic activities and their impact on humankind and the environment.	<i>Inquiry into</i> 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..	<i>Inquiry into</i> 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.
<b>Central idea</b>	A person's health and wellbeing are affected by choices they make.			A community's services affect the way its members travel.	Living things have specific needs in order to grow and stay healthy.	Expressing and managing feelings strengthens positive relationships.
<b>Lines of Inquiry</b>	How we can help ourselves to become happier. How we can help ourselves to become healthier.			Ways to travel from place to place. Reasons for travel in and beyond our local community.	How we distinguish animals and plants. Conditions animals and plants need.	How and when different feelings can be identified. How feelings can be managed and altered, and the implications that follow.
<b>Key Concepts</b>	Responsibility Function			Form Causation connection	Form Connection Change	Perspective Responsibility
<b>Approaches to Learning</b>	Self-management Social			Research Thinking	Thinking Research Communication	Social Communication Self management
<b>Core Text</b>	 			 	 	
<b>Action</b>	Lifestyle choices			Participation	Social entrepreneurship	Advocacy
<b>Global Engagement</b>						
<b>Interleaving Subjects</b>	PSED, UW, CLL, PD			PSED, UW, CLL, MD	CLL, UW, PSED	PSED, CLL, PD, EAD













# YEAR ONE

Transdisciplinary Theme	Who We Are	Where we are in place and time	How the World Works	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
<b>Summary</b>	<i>Inquiry into the nature of the self</i> ; 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.	<i>Inquiry into orientation in place and time</i> ; 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.	<i>Inquiry into the natural world and its laws</i> , the interaction between the natural world (physical and biological) and human societies; <i>how humans use their understanding of scientific principles</i> ; the impact of scientific and technological advances on society and on the environment.	<i>Inquiry into the interconnectedness of human-made systems and communities</i> ; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	<i>Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things</i> ; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	<i>Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</i> ; the ways in which we reflect on, extend and enjoy our creativity; <i>our appreciation of the aesthetic</i> .
<b>Central idea</b>	We are all unique individuals who belong to a community.	Throughout history, people have connected with each other and learned through play.	Technology affects the way we travel.	We connect with people and places in our local area.	People's choices and actions impact habitats around the world.	Finding beauty in the world around us can give us pleasure.
<b>Lines of Inquiry</b>	-How I am unique -Being part of community -Belonging to different groups -My responsibilities to the community.	-How we play -How people find out about the past -How play is different or alike over time	-Types of transport -Change in transport -Transport for the future	-Spaces are used for different purposes -People connect with places to meet their needs -People have created systems to connect	-The impact of people's choices on the environment. -Human action can have positive and negative outcomes. -Changing habitats over time.	-Beauty that is around me. -Places which create enjoyment. -Creating artwork that is beautiful to me.
<b>Key Concepts</b>	Form, Responsibility, Perspective	Connection, form, Perspective	Function, Causation, Change	Function, Causation, Connection	Responsibility, Causation Change	Connection, Change, Perspective
<b>Approaches to Learning</b>	Self management thinking	Thinking Research	Research Communication	Social Communication	Self management Communication	Communication social
<b>Core Text</b>						
<b>Action</b>	Lifestyle choices	Advocacy	Participation	Social entrepreneurship	Social Justice	Participation
<b>Global Engagement</b>						
<b>Interleaving Subjects</b>	RE, Geography, RSHE	History, P.E., RSHE	Science, History, Geography	Geography, RSHE, RE	Geography, Science	Art, DT, Music

# YEAR TWO

Transdisciplinary Theme	Who We Are	Where we are in place and time	How the World Works	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
<b>Summary</b>	Inquiry into the nature of the self, beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.	Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
<b>Central idea</b>	People share their beliefs and values through stories.	Significant events and people shape our lives.	Materials behave and interact in certain ways which determine how they are used.	The lives of pioneering people affect society today.	Living things are affected by and adapt to the natural world.	Experiences and beliefs lead to creativity.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>-Sacred books</li> <li>-Stories from different religions and festivals</li> <li>-How stories from different faiths can be compared</li> </ul>	<ul style="list-style-type: none"> <li>-How the Great Fire began</li> <li>-How a significant event leads to improvement</li> <li>-How significant people contribute towards achievement )</li> <li>-The impact of events and individuals from the past on life today</li> </ul>	<ul style="list-style-type: none"> <li>-Behaviour of materials.</li> <li>-Changing properties of materials.</li> <li>-Manipulation and application of materials for a new purpose</li> </ul>	<ul style="list-style-type: none"> <li>-The lives of Florence Nightingale and Mary Seacole.</li> <li>-How their work changed healthcare today</li> <li>-Germ control and how I can make a difference</li> </ul>	<ul style="list-style-type: none"> <li>-Life processes, the characteristics of living things</li> <li>-How living things are suited to their habitats</li> <li>-How the polar regions are changing and how this impacts the animals that live there</li> </ul>	<ul style="list-style-type: none"> <li>-Types of creative expression</li> <li>-How we interpret and respond to art</li> <li>-Creating art that reflects my experiences and beliefs</li> </ul>
<b>Key Concepts</b>	Form, Connection, Perspective	Causation, Function, Connection	Function, Change, Connection	Form, Responsibility, Change	Responsibility, Causation, Change	Connection, Perspective, Form
<b>Approaches to Learning</b>	Social, Self management	Thinking, Research	Communication, Research	Self management, Thinking	Thinking, Research	Communication, Social
<b>Core Text</b>						
<b>Action</b>	Participation	Participation	Lifestyle Choices	Advocacy	Social Entrepreneurship	Social Justice
<b>Global Engagement</b>						
<b>Interleaving Subjects</b>	RSHE, RE, MFL	History Geography, Music	Science, Computing, DT	RSHE, RE, History	Geography, RSHE, Science	Art, DT, PE (dance), RE





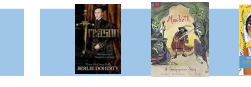





# YEAR THREE

Transdisciplinary Theme	Who We Are	Where we are in place and time	How the World Works	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
<b>Summary</b>	<i>Inquiry into</i> the nature of the self, beliefs and values; <i>personal, physical, mental, social and spiritual health</i> ; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	<i>Inquiry into</i> orientation in place and time; personal histories; <i>homes and journeys</i> ; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<i>Inquiry into the natural world and its laws</i> , 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.	<i>Inquiry into</i> the interconnectedness of human-made systems and communities; <i>the structure and function of organizations</i> ; societal decision-making; economic activities and their impact on humankind and the environment.	<i>Inquiry into</i> 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; <i>access to equal opportunities</i> ; peace and conflict resolution.	<i>Inquiry into</i> the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <i>the ways in which we reflect on, extend and enjoy our creativity</i> ; our appreciation of the aesthetic.
<b>Central idea</b>	Humans are all unique and they make decisions which will affect their own and others (personal, physical, mental, social and spiritual health).	Past civilisations influence our lives in many ways.	Forces of nature can sometimes transform the physical world	People work together to achieve amazing feats.	Access to opportunities affects equality for all.	Learning about artists, architects and designers enables people to understand different places and cultures.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>-How a balanced lifestyle leads to a healthy one</li> <li>-How we are all special in our own ways</li> <li>-How we support each other to be healthy</li> </ul>	<ul style="list-style-type: none"> <li>-How Early man survived</li> <li>-What artefacts tell us about life during this time</li> <li>-Discoveries that were made which helped man to evolve</li> <li>-How past settlements differ to today and what they can tell us about the past</li> </ul>	<ul style="list-style-type: none"> <li>-Formation of earthquakes and volcanoes</li> <li>-Natural disasters nationally and globally</li> <li>-How they affect life</li> </ul>	<ul style="list-style-type: none"> <li>-What artefacts tell us about past civilizations and how they lived.</li> <li>-Importance of the River Nile and how it has changed since the Ancient Egyptian era</li> <li>-The beliefs of past civilizations.</li> </ul>	<ul style="list-style-type: none"> <li>-Identity and stereotypes</li> <li>-Diversity and discrimination</li> <li>- Human rights</li> </ul>	<ul style="list-style-type: none"> <li>-Artists, architects and designers from different European countries</li> <li>-Artworks from different cultures can be connected through similar elements</li> <li>-Artwork which represents our lives</li> </ul>
<b>Key Concepts</b>	Connection, perspective, responsibility	Function, causation, connection	Form, causation, change	Causation, form, perspective	Form, connection, function	Form, connection, perspective
<b>Approaches to Learning</b>	Social, Self management	Research, Thinking	Research,Thinking	Social, Thinking	Self management, Social	Social, Communication
<b>Core Text</b>						
<b>Action</b>	Lifestyle choices	Participation	Advocacy	Participation	Social Justice	Social entrepreneurship
<b>Global Engagement</b>						
<b>Interleaving Subjects</b>	RSHE, RE, Science	History, Geography, DT	Science, Geography, PE	Geography, History, DT	MFL,RSHE, History	Art, RE,Computing













# YEAR FOUR

Transdisciplinary Theme	Who We Are	Where we are in place and time	How the World Works	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
<b>Summary</b>	<i>Inquiry into</i> 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; <b>what it means to be human.</b>	<i>Inquiry into</i> orientation in place and time; personal histories; homes and journeys; the <b>discoveries, explorations and migrations of humankind</b> ; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<i>Inquiry into</i> 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.	<i>Inquiry into</i> the interconnectedness of human-made systems and communities; the <b>structure and function of organizations</b> ; societal decision-making; economic activities and their impact on humankind and the environment.	<i>Inquiry into</i> 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; <b>peace and conflict resolution.</b>	<i>Inquiry into</i> 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.
<b>Central idea</b>	Understanding the human body enables us to maintain and improve health and mental well-being.	Past Civilisations influence our lives today in many ways	Forces of nature can sometimes transform the physical world.	Tourism generates opportunities for local communities.	Peace and conflict resolution can assist common understanding and guide change.	Beliefs and cultures can be expressed in different ways.
<b>Lines of Inquiry</b>	-How systems of the body work -How bodies have changed and will change -The consequences of our choices	-Roman migration and exploration -How we know about ancient civilisations -The ways of past civilisations -Past civilisations impact on present life Britain	-River change overtime -Uses of rivers -The impact of water use	-UK geographical regions human and physical characteristics -Italy's geographical regions, human and physical characteristics. -Tourism in the UK and Europe	-Viking raids and invasion -Change in beliefs -Ways in which peace can be obtained.	- Why the Anglo-Saxons came to Britain -How people have expressed themselves in periods of history -Historical and modern beliefs are similar and different (Pagans and Christians
<b>Key Concepts</b>	Change, responsibility, perspective	Form, function, causation, connection	Change, function, connection	Form, function, connection	Form, change, responsibility	Function, connection, causation, perspective
<b>Approaches to Learning</b>	Research, self-management	Research, thinking	Communication, thinking	Social, thinking	Self-management, social	Social, communication
<b>Core Text</b>						
<b>Action</b>	Lifestyle Choices	Participation	Social Entrepreneurship	Social Justice	Advocacy	Participation
<b>Global Engagement</b>						
<b>Interleaving Subjects</b>	Science, RSHE, PE	History, Geography, Art	Science, Geography, Computing, PE	Geography, DT, Computing	RSHE, History, Art	Art, History, RE

# YEAR FIVE

Transdisciplinary Theme	Who We Are	Where we are in place and time	How the World Works	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
<b>Summary</b>	<i>Inquiry into</i> the nature of the self, beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures</b> ; rights and responsibilities; what it means to be human.	<i>Inquiry into</i> orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the <b>interconnectedness of individuals and civilizations, from local and global perspectives.</b>	<i>Inquiry into</i> 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; <b>the impact of scientific and technological advances on society and on the environment.</b>	<i>Inquiry into</i> the interconnectedness of human-made systems and communities; the structure and function of organisations; social decision-making; <b>economic activities and their impact on humankind and the environment.</b>	<i>Inquiry into</i> rights and responsibilities in the struggle to share finite resources with other people and other living things; <b>communities and the relationship within and between them</b> ; access to equal opportunities; peace and conflict resolution.	<i>Inquiry into</i> 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.
<b>Central idea</b>	Understanding diversity of beliefs and practises within different communities contributes to tolerance understanding in different communities.	Our way of life reflects the existence of past civilizations	Scientific and technological advances contribute to a deeper understanding of Earth and its place in the solar system.	Economic activity can have both negative and positive impacts on humankind.	Individuals can have a great impact upon the way a society behaves	Artists can express their ideas, culture and beliefs, through their work.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>- Special books and stories</li> <li>- Guru Granth Sahib</li> <li>- Sikh beliefs</li> <li>- How different people practise their religion</li> </ul>	<ul style="list-style-type: none"> <li>-Facts about Maya civilisation (development, traditions, values)</li> <li>-Difference and similarities between Maya civilizations and Anglo-Saxons</li> <li>-How past civilizations influence people's life today</li> </ul>	<ul style="list-style-type: none"> <li>-The relationship between Earth and celestial bodies in the solar system.</li> <li>-The impact of Earth's position and movement.</li> <li>-The development of ideas about the solar system.</li> </ul>	<ul style="list-style-type: none"> <li>-Biome regions of South America and changes to them.</li> <li>-Exports and imports</li> <li>-Distance goods travel to get to the U.K. goods.</li> <li>-Impact of trade</li> </ul>	<ul style="list-style-type: none"> <li>-Lives of rich and poor</li> <li>-Impact Henry VIII has had on the world</li> <li>-Different world leaders</li> <li>-Heroes or villains?</li> </ul>	<ul style="list-style-type: none"> <li>-Greek artists use of art to inspire beauty, harmony, and balance in society</li> <li>-How myths and epics were given prominence and public attention (e.g. on vases)</li> <li>-How sculptures reflect beliefs</li> </ul>
<b>Key Concepts</b>	Form, perspective, responsibility	Causation, Connection, Change	Function, Connection, Change	Responsibility, Causation, Form	Change, Perspective, Responsibility	Form, Connection Function
<b>Approaches to Learning</b>	Social Thinking	Self- management communication	Research Communication	Self - Management Research	Thinking Research	Social Thinking
<b>Core Text</b>						
<b>Action</b>	Social Justice	Participation	Social Entrepreneurship	Advocacy	Participation	Lifestyle Choices
<b>Global Engagement</b>						
<b>Interleaving Subjects</b>	English, R.S.H.E, R.E	History, Geography, English	Science, Art, English	History, Geography, Maths	R.S.H.E, R.E, Geography	Music, Art

# YEAR SIX

Transdisciplinary Theme	Who We Are	Where we are in place and time	How the World Works	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
<b>Summary</b>	<i>Inquiry into</i> the nature of the self, beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; <b>rights and responsibilities</b> ; what it means to be human.	<i>Inquiry into</i> orientation in place and time; <b>personal histories</b> ; 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.	<i>Inquiry into</i> 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; <b>the impact of scientific and technological advances on society and on the environment.</b>	<i>Inquiry into</i> the interconnectedness of human-made systems and communities; the structure and function of organisations; <b>societal decision-making</b> ; economic activities and their impact on humankind and the environment	<i>Inquiry into</i> rights and responsibilities in the struggle to share finite resources with other people and other living things; <b>communities and the relationship within and between them</b> ; access to equal opportunities; peace and conflict resolution	<i>Inquiry into</i> the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthet.
<b>Central idea</b>	Throughout time and across the globe children's rights and responsibilities have differed.	In times of war people show their support and share their points of views in different ways.	Scientific and technological advances can have positive and negative effects on environments.	Democracy can provide a level of say in how justice is served.	Tourism can bring both benefits and cause problems in a local environment.	Performing plays forms an important part of our culture
<b>Lines of Inquiry</b>	-Children's rights and responsibilities -Challenges, risks and opportunities children face. -Ways in which individuals, organisations and nations work to protect children from risk.	-What life is like as a result of conflict -Propaganda -Expression of support and sharing of views -How these expressions impact the creator and the audience.	-How electricity works -How electricity use has changed over time -Choices people make when using electricity -Effects on the environment	-How the UK justice system works. - How laws and justice are different around the world. - How law and the justice system change over time.	-The environmental regions found in North America -Similarities and differences between our location and a place in North America -How tourism affects communities	-Use of voice and physical gestures to portray a character -The tradition of performance in British history -Captivating an audience by expression of emotion
<b>Key Concepts</b>	Form Function, Responsibility	Connection Perspective causation	Function Change Responsibility	Responsibility Form Causation	Form Connection Change	Connection Causation Perspective
<b>Approaches to Learning</b>	Social Communication	Thinking Self management	Thinking Research	Social Research	Communication Thinking	Communication Self-management
<b>Core Text</b>	 	 	 	 	 	
<b>Action</b>	Social Entrepreneurship	Advocacy	Lifestyle Choices	Social Justice	Advocacy	Participation
<b>Global Engagement</b>						
<b>Interleaving Subjects</b>	RE, Geography, RSHE	Geography, History, RSHE	Science, History, Geography	Maths, Geography, History	Geography, RSHE	Art, History, MFL