




# NURSERY

Transdisciplinary Theme	Who We Are	Where we are in place and time (1)	Where we are in place and time (2)	How We Organise Ourselves	Sharing the Planet	How We Express Ourselves
<b>Summary</b>	3.Human relationships including communities and cultures.	3.Homes and journeys 7.From local and global perspectives.	3.Homes and journeys 7.From local and global perspectives.	1.The interconnectedness of human-made systems and communities.	1.Rights and responsibilities in the struggle to share finite resources with other people and with other living things.	2.The ways in which we reflect on, extend and enjoy our creativity
<b>Central idea</b>	People learn and care for others.	Our world is special and is connected in many ways.	Our world is special and is connected in many ways.	We all have a role to play in the world.	Living things play an important role in our lives.	Storytelling connects us with others.
<b>Lines of Inquiry</b>	An inquiry into how we learn. An exploration of my emotions. An inquiry into the emotions of those around us.	An inquiry into our local weather. An exploration of our local community. An exploration of our impact on the natural world.	An inquiry into transport. An exploration of different transport in our world. An inquiry into how journeys connect us with others.	An inquiry into roles on our community. An inquiry into my role for caring for my community. An inquiry into celebrations in our community.	An inquiry into living things in our world. An inquiry into the role living things have in our world. An exploration of our responsibility for caring for our natural world. "	An inquiry into how people communicate with others. An exploration of how people celebrate their cultures in stories. An inquiry into how we express ourselves through stories.
<b>Key Concept</b>	Form, Function	Function, Form, Connection	Function, Form, Connection	Function, Form, Responsibility	Form, Connection, Perspective	Function, Form, Connection
<b>Approaches to Learning</b>	Social Skills, Communication Skills	Social Skills, Communication Skills, Thinking Skills	Social Skills, Communication Skills, Thinking Skills	Communication Skills, Research Skills	Social Skills, Communication Skills	Communication Skills, Thinking Skills
<b>Core Text</b>						
<b>Action</b>	Work in a small group with friends to create a desired outcome within their play. Identify their basic emotions within the nursery environment.	Design a character suitable for a specific weather pattern. Create a class weather chart for the weather that has been during this week. Create a class e-book about our local community.	Create an ebook showing the similarities and differences between modes of transport. Create a 3D model spaceship, talking about the materials they need and the ideas that they have used appropriate vocabulary.	Join in with the nursery Christmas Sing-A-Long Use language within play linked to inquiry.	Retell a familiar story using story language. Contribute towards an e-book retelling the familiar story. Join in with a Lunar New Year Dance.	Describe a life-cycle of an animal within their play using appropriate vocabulary. Create an e-book documenting the life-cycle of an animal. Record a picture of an animal that they have studied.
<b>Global Engagement</b>	UN Sustainable Goal 3: Good Health	UN Sustainable Goal 13: Climate Action UN Sustainable Goal 14: Life Below Water	UN Sustainable Goal 11: Sustainable Cities and Communities,	UN Sustainable Goal 8: Economic Growth	UN Sustainable Goal 9: Industry and Infrastructure	UN Sustainable Goal 5: Gender Equality
<b>Interleaving Subjects</b>	PSED, C&L, PD, UtW	PSED, C&L, PD, UtW	PSED, C&L, PD, UtW	PSED, C&L, PD, UtW, EA&D	PSED, C&L, PD, UtW, EA&D	PSED, C&L, PD, Literacy

# RECEPTION

Transdisciplinary Theme	Who We Are	Where we are in place and time	How We Organise Ourselves	Sharing the Planet (1)	Sharing the Planet (2)	How We Express Ourselves
<b>Summary</b>	3.Human relationships including communities and cultures.	7.From local and global perspectives.	2.Communities and the relationships within and between them	1.The natural world and its laws	1.The natural world and its laws	1.Into the ways in which we discover and express ideas, feelings.
<b>Central idea</b>	Understanding myself and others helps me grow.	Sports help us be successful in life.	Great leaders help us shape our past, present and future.	The environment influences living things.	The environment influences living things.	Celebrations are important.
<b>Lines of Inquiry</b>	An exploration of feelings and emotions. An inquiry into how our senses help us learn. An inquiry into how we learn in different ways.	An inquiry into keeping our bodies healthy. An inquiry into the European football tournament. An inquiry into the Olympic games.	An inquiry into the roles in our society. An inquiry into what makes a good leader. An inquiry into how leaders shape our world.	An inquiry into the lifecycle of animals. An exploration of animals and their habitats. An inquiry into our role in caring for our planet.	An inquiry into the lifecycle of animals. An exploration of animals and their habitats. An inquiry into our role in caring for our planet.	An inquiry into celebrations in our community. An exploration of celebrations in different cultures. An exploration of special times around our world
<b>Key Concept</b>	Perspective, Form, Change	Form, Connection, Change	Responsibility, Connection, Perspective	Function, Causation, Connection	Function, Causation, Connection	Perspective, Form, Connection
<b>Approaches to Learning</b>	Social Skills, Communication Skills	Social Skills, Self-Management Skills, Research Skills	Thinking Skills, Communication Skills	Social Skills, Self-Management Skills	Thinking Skills, Communication Skills	Thinking Skills, Research Skills
<b>Core Text</b>						
<b>Action</b>	Create a class charter for expectations within our year group. Create a self portrait using different media.	Create an ebook about the European football championship. Research information about the Olympics to create a class book.	Communicate about key leaders and their roles in society. Create a Royal family tree.	Care for the chicks/ducks within our class. Communicate about lifecycles in my artwork and writing.	Create a poster about caring for our world. Create an ebook about lifecycle of an animal.	Join in with our Christmas performance. Join in with our Christmas singing signing the words I have learnt.
<b>Global Engagement</b>	UN Sustainable Goal 4: Quality Education	UN Sustainable Goal 3: Good Health and Wellbeing	UN Sustainable Goal 16: Peace and Justice	UN Sustainable Goal 13: Climate Action UN Sustainable Goal 14: Life Below Water	UN Sustainable Goal 15: Life on Land	UN Sustainable Goal 4: Quality Education
<b>Interleaving Subjects</b>	PSED, C&L, PD, UtW, EA&D	PSED, C&L, PD, UtW, EA&D	PSED, C&L, PD, UtW	PSED, C&L, PD, UtW	PSED, C&L, PD, UtW	PSED, C&L, PD, UtW, EA&D

# 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>	5. What it means to be human	4.The discoveries, explorations and migrations of humankind	1.The natural world and its laws	1.The interconnectedness of human-made systems and communities.	3.Access to equal opportunities	1.Into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
<b>Central idea</b>	Humans makes sense of the world by being connected.	Discoveries help us understand the past.	Seasonal changes and the weather influence the features of our environment.	Communities in the UK are linked in different ways.	The availability of resources impacts how a community works and grows together.	People express their uniqueness through art.
<b>Lines of Inquiry</b>	<ol style="list-style-type: none"> <li>1. An inquiry into what makes up our identity.</li> <li>2. An inquiry into who and where is important to me.</li> <li>3. An inquiry into using our senses to understand the world around us.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into materials and their uses.</li> <li>2. An inquiry into how toys have evolved over time.</li> <li>3. An inquiry into how toys may evolve into the future.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into seasons and how we recognise them.</li> <li>2. An inquiry into what makes up our environment.</li> <li>3. An inquiry into how our environment changes depending on the season or weather.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into significant artists of the past and present.</li> <li>2. An inquiry into expressing ourselves through art.</li> <li>3. An inquiry into how we can use artwork to inspire our poetry writing.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into recognising how living things grow and change.</li> <li>2. An inquiry into our responsibility towards our community.</li> <li>3. An inquiry into how our local area is connected.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into significant artists of the past and present.</li> <li>2. An inquiry into expressing ourselves through art.</li> <li>3. An inquiry into how we can use artwork to inspire our poetry writing.</li> </ol>
<b>Key Concept</b>	Connection Perspective Form	Connection Causation Form	Form Function Connection	Form Function Connection	Form Function	Form Causation Perspective
<b>Approaches to Learning</b>	Self-management Skills	Research Skills Thinking Skills	Research Skills	Research Skills	Social Skills Thinking Skills	Communication Skills Thinking Skills
<b>Core Text</b>						
<b>Action</b>	Acknowledge Black History Month	Research a female paleontologist such as Mary Anning.	Establish links with a male and female meteorologist.	Create a map of where local produce is from to inform others.	Communicate with others about different toys played with from around the world	Engage with a visit from an Interfaith group.
<b><u>Global Engagement</u></b>	UN Sustainable Goal 3: Good Health and Wellbeing	UN Sustainable Goal 15: Life on Land	UN Sustainable Goal 13 Climate action	UN Sustainable Goal 4 Quality Education	UN Sustainable Goal 11 Sustainable cities and communities	UN Sustainable Goal 10: Reduced inequalities
<b>Interleaving Subjects</b>	Science, History, Geography, Art, Computing	Science, History, Geography, Art, Computing	Science, Geography, Art, Computing	Science, History, Geography, DT, Computing	Science, History, Geography, Computing	History, Geography, Art, Computing

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>	2. Personal, physical, mental, social and spiritual health	1. Orientation in place and time	3. How humans use their understanding of scientific principles	3. Our appreciation of the aesthetic.	1. Rights and responsibilities in the struggle to share finite resources with other people and with other living things	3. Our appreciation of the aesthetic.
<b>Central idea</b>	When their basic needs are met, animals and humans thrive.	Events of the past have influenced our emergency services today.	Using our knowledge of science, we can improve our opportunities for exploration and discovery.	Communities may have different requirements to be successful.	Plants rely on their environment to survive.	Through storytelling people entertain, record history, preserve culture, and explain the unknown.
<b>Lines of Inquiry</b>	<ol style="list-style-type: none"> <li>1. An inquiry into what animal and human basic needs are.</li> <li>2. An inquiry into how the basic needs can be met.</li> <li>3. An inquiry into ways in which lifestyle choices are influenced by meeting the basic needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into the different emergency services and their functions.</li> <li>2. An inquiry into the events of the Great Fire of London.</li> <li>3. An inquiry into how the Great Fire of London shaped our emergency services.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into the early development of flight.</li> <li>2. An inquiry into how the properties of materials influence their uses.</li> <li>3. An inquiry into how flight has transformed our understanding of the world.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into the characteristics of communities for animals including humans.</li> <li>2. An inquiry into comparing characteristics of communities.</li> <li>3. An inquiry into inventing a new community.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into what plants need to survive.</li> <li>2. An inquiry into why plants survive into different climates and environments.</li> <li>3. An inquiry into how we can protect those environments to ensure plants can thrive.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into storytelling, story genres and story elements.</li> <li>2. An inquiry into how stories relate to culture and history.</li> <li>3. An inquiry into the role of illustrators to bring a story to life.</li> </ol>
<b>Key Concepts</b>	Form Causation Responsibility	Form Function Causation	Form Function Responsibility	Function Form Connection	Form Function Responsibility	Function Perspective Connection
<b>Approaches to Learning</b>	Self-management Skills	Research Skills Thinking Skills	Research Skills Thinking Skills	Research Skills Social Skills	Self-management Skills Thinking Skills	Communication Skills Open Minded Thinking Skills
<b>Core Text</b>						
<b>Action</b>	Publishing Book for library	Volunteering in the local community	Aspirations	Creating a habitat	Plant in the outside area	Publishing Book and reading to another year group.
<b>Global engagement</b>	Black History Month / UN Sustainable Goal 17 - Partnership for the goals.	UN Sustainable Goal 8 - Decent work & Economic growth.	UN Sustainable Goal 9 - Industry, innovation & infrastructure.	UN Sustainable Goal 11 - Sustainable & Communities	UN Sustainable Goal 15 - Life on Land	UN Sustainable Goal 4 - Quality Education.
<b>Interleaving Subjects</b>	Science, History, Geography, DT, Computing, PSHE	Science, History, Geography, Art, DT	Science, History, Geography, Art, DT, Music	Science, Geography, DT, Computing	Science, History, Geography, DT, Music, Computing	History, Art, Computing

# 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>	2. Personal, physical, mental, health.	2. The structure and function of organizations	2. The interaction between the natural world (physical and biological) and human societies	2. The structure and function of organizations	1. Rights and responsibilities in the struggle to share finite resources with other people and with other living things.	1. Into the ways in which we discover and express nature and culture.
<b>Central idea</b>	Choices and habits can promote a healthy and balanced lifestyle.	By learning about those that came before us, we can better understand our lives today.	Force causes change.	People impact ecosystems.	People make choices on how they use Earth's resources.	Environments can be expressed through art.
<b>Lines of Inquiry</b>	<ol style="list-style-type: none"> <li>1. An inquiry into how nutrition can promote balanced decisions for our bodies.</li> <li>2. An inquiry on how choices can impact physical and emotional health, both positively and negatively.</li> <li>3. An inquiry into how communities can be influenced to make better lifestyle choices.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into the factors that affect our lives.</li> <li>2. An inquiry into life in different times and places.</li> <li>3. An inquiry into connections across time and place</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into how forces cause an effect.</li> <li>2. An inquiry into how natural disasters affect our lives.</li> <li>3. An inquiry into the impact of fossilisation on people's understand of natural forces</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into how UK food production is organised. (Local and National).</li> <li>2. An inquiry into the development of the first farmers.</li> <li>3. An inquiry into the life and beliefs of the first farming communities.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into the Earth's finite and infinite resources.</li> <li>2. An inquiry into the impact of people's choices on the environment.</li> <li>3. An inquiry into the balance between meeting human needs and limited resources.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into human and physical features of environments</li> <li>2. An inquiry into how environment influences art</li> <li>3. An inquiry comparing the influence of environment on past and present artists.</li> </ol>
<b>Key Concepts</b>	Function Connection Causation	Perspective Responsibilities Change	Causation Form Function	Function Connection Perspective	Responsibilities Function Connection	Form Connection Perspective
<b>Approaches to Learning</b>	Self-management Skills	Research Skills Thinking Skills	Research Skills Thinking Skills	Research Skills Social Skills	Self-management Skills Thinking Skills	Communication Skills Thinking Skills
<b>Core Text</b>						
<b>Action</b>	Pupils develop a healthy food policy for the school	Children will host their own museum exhibition.	Children may advocate for something to be done to help people caught in natural disasters.	Children cook a meal using stone age tools.	Children may research and look at how to support their own local environment.	Create art based on the environment as part of an exhibition to inform audiences of environmental challenges.
<b>Global Engagement</b>	UN Sustainable Goal 3: Good Health and Well-Being	UN Sustainable Goal 9: Industry, innovation and infrastructure	UN Sustainable Goal 15: Life on Land	UN Sustainable Goal 12: Responsible Consumption and Production	UN Sustainable Goal 13: Climate Action	UN Sustainable Goal 10: Reduced inequality.
<b>Interleaving Subjects</b>	Science Geography Computing	History Geography Music	Science Geography Art	Geography History Science	Science Geography Art and DT	History Geography Art and DT

# 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>	2. Personal, physical, mental, health.	4. The discoveries, explorations of humankind	2. The interaction between the natural world (physical and biological) and human societies	2. The structure and function of organizations	1. Rights and responsibilities in the struggle to share finite resources with other people and with other living things.	1. Into the ways in which we discover and express nature and culture.
<b>Central idea</b>	Humans require different things for good health.	Perspectives develop through time	Inventions influence the progress made by humans	Invasions can lead to positive advancements.	Lifestyles and communities grow together	Beliefs and values can be expressed in different ways.
<b>Lines of Inquiry</b>	<ol style="list-style-type: none"> <li>1. An inquiry into what 'being healthy' means.</li> <li>2. An inquiry into the different factors that influence the ability to stay healthy.</li> <li>3. An inquiry into the strategies that ensure good health throughout life is maintained.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into perspectives of other communities in other cultures.</li> <li>2. An inquiry into changes of cultures through their locations over time.</li> <li>3. An inquiry into the connections between local and wider communities.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into the impact of inventions.</li> <li>2. An inquiry into the extent of progress made for the modern world</li> <li>3. An inquiry into modern inventions.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into identifying invasions.</li> <li>2. An inquiry into civilisations that invaded others.</li> <li>3. An inquiry into the impact of invasion.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into lifestyles in the past and present.</li> <li>2. An inquiry into the implications of ancient communities and lifestyles on the modern world.</li> <li>3. An inquiry into the impact on the future.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into personal belief and values.</li> <li>2. An inquiry into how the beliefs and values in the past have been shared</li> <li>3. An inquiry into how we share our beliefs and values as a society today.</li> </ol>
<b>Key Concepts</b>	Perspectives Responsibility Causation	Connection Perspective Change	Change Causation Function	Responsibility Causation Function	Connection Change Responsibility	Expression Inspiration Meaning
<b>Approaches to Learning</b>	Self-Management Skills	Communication Skills Social Skills	Research Skills Thinking Skills	Research Skills Thinking Skills	Research Skills Thinking Skills	Communication Skills Social Skills
<b>Core Text</b>					 	
<b>Action</b>	Create class recipe book.	Raise money for a cause	Children work on an invention that will improve people's quality of life in the future.	A class museum is created to communicate learning.	Lifestyle choices that they will make in the future based on their learning from the past.	We want the children to learn about their own beliefs and be able to express (share) this in class with their peers.
<b>Global Engagement</b>	UN Sustainable Goal 3: Good Health and Well-Being	UN Sustainable Goal 10: Reduced Inequalities	UN Sustainable Goal 9: Industry, Innovation and Infrastructure	UN Sustainable Goal 11: Sustainable Cities and Communities	UN Sustainable Goal 11: Sustainable Cities and Communities	UN Sustainable Goal 16: Peace, Justice and Strong Institutions
<b>Interleaving Subjects</b>	Science History DT	History Geography	Science History DT	History Geography Art	Science Geography Art	History Geography Art and DT

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>	4.Rights and responsibilities	6.The relationships between and the interconnections of individuals and civilizations	3.How humans use their understanding of scientific principles 4.The impact of technological advances on society and on the environmental	3.Societal decision-making	4.Peace and conflict resolution.	6.The relationships between and the interconnections of individuals and civilizations
<b>Central idea</b>	Our rights and responsibilities connect, help and protect people	Movement affects diversity.	The Earth is a part of a vast and complex universe, much of which is still unknown.	Many different factors influence the way decisions are made.	Finding resolution to conflicts between people may lead to a better quality of human life.	Expression of human history relies on communication.
<b>Lines of Inquiry</b>	<ol style="list-style-type: none"> <li>1. The role and importance of human rights.</li> <li>2. The relationship between rights and responsibilities.</li> <li>3. How our rights are protected.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into conditions that lead to settlements.</li> <li>2. An exploration of movement of resources between cultures.</li> <li>3. An inquiry into modern migration.</li> </ol>	<ol style="list-style-type: none"> <li>1. An exploration of the complexities of ecosystems.</li> <li>2. An exploration of our solar system and the universe.</li> <li>3. Our daily lives and the solar system are interconnected.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into how laws are made.</li> <li>2. An exploration of choices and consequences informing decision-making.</li> <li>3. An exploration and evaluation of monarchy.</li> </ol>	<ol style="list-style-type: none"> <li>1. Peace and conflict affects all people.</li> <li>2. There are many different causes of conflict.</li> <li>3. Ways to resolution may redefine society.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into how history has been shared over time.</li> <li>2. An inquiry into sharing beliefs.</li> <li>3. An inquiry into modern communication.</li> </ol>
<b>Key Concepts</b>	Form Connection Function	Causation Perspective Change	Form Causation Connection	Causation Change Responsibility	Responsibility Causation Perspectives	Form Perspective Connection
<b>Approaches to Learning</b>	Self-management skills	Research Thinking	Research Thinking	Research Social	Self-management Thinking	Communication Thinking
<b>Core Text</b>						
<b>Action</b>	Charity event raising money for Maidstone Churches Winter Shelter.	Model of life cycle	Making an ecosystem	Visit to the houses of parliament.	Role play in the trenches	Exploring and cracking codes
<b>Global Engagement</b>	UN Sustainable Goal 1 No poverty	UN Sustainable Goal 10 Reduced inequalities	UN Sustainable Goal 3 Good health and wellbeing	UN Sustainable Goal 16 Peace, justice and strong institutions	UN Sustainable Goal 13 Climate action	UN Sustainable Goal 11 Sustainable cities and communities
<b>Interleaving Subjects</b>	Science History DT	Science DT History Geography Computing	Science Geography Art DT Computing	Science History Geography Art	Science History Geography DT Computing	Science Geography Art DT Computing

# 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>	5. What it means to be human	7. From local and global perspectives	4. The impact of scientific advances on society and the environment	4. Economic activities and their impact on humankind and the environment	3. Access to equal opportunities	3. Our appreciation of the aesthetic
<b>Central idea</b>	Mistakes can lead to development.	Events influence people's perspectives and views.	The perception and use of light has changed throughout the ages.	The development of trade impacts civilisations.	People's access to infrastructure influences their lives.	Popular culture impacts expression.
<b>Lines of Inquiry</b>	<ol style="list-style-type: none"> <li>1. An inquiry into what makes us humans and animals.</li> <li>2. An inquiry into the effects of punishment.</li> <li>3. An inquiry into women's rights.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into the way wars and conflict impact people's everyday lives.</li> <li>2. An inquiry into the interconnectedness of local and global perspectives. The impact of events from the local and global scales.</li> <li>3. An inquiry into the effects of conflict on a generation.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into the understanding of light through time.</li> <li>2. An inquiry into the impact light has.</li> <li>3. An inquiry into the progression of science.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into trade and settlements.</li> <li>2. An inquiry into the organisation of different civilisations.</li> <li>3. An inquiry into the influence of ancient civilisations.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into the progression of the local area.</li> <li>2. An inquiry into the progression in the global community.</li> <li>3. An inquiry into a comparison of local progression and progression in other areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. An inquiry into popular literature through time.</li> <li>An inquiry into popular media through time.</li> <li>An inquiry into the impact of current movements on the wider world.</li> </ol>
<b>Key Concepts</b>	Form Causation Connection	Causation Responsibility Change	Perspective Function Causation	Form Causation Connection	Responsibility Perspective Change	Causation Perspective Change
<b>Approaches to Learning</b>	Communication, Research, Self-management, Thinking, Social	Communication, Research, Self-management, Thinking, Social	Communication, Research, Self-management, Thinking, Social	Communication, Research, Self-management, Thinking, Social	Communication, Research, Self-management, Thinking, Social	Communication, Research, Self-management, Thinking, Social
<b>Core Text</b>	 	  			 	 
<b>Action</b>	Debate on Women's rights. Who had it better?	Children present information on the impact of the Windrush generation in the UK	Children create a shadow dance routine at the Hazlitt Theatre.	Children create a google site on what makes a successful civilisation.	Children use their map work skills at Mote Park or create a geocaching project.	Young Enterprise Project
<b>Global Engagement</b>	UN Sustainable Goal : 5 Gender Equality.	UN Sustainable Goal : 16 Peace Justice and Strong Institutions.	UN Sustainable Goal : 3 Good Health and Well-Being	UN Sustainable Goal : 8 Decent Work and Economic Growth.	N Sustainable Goal : 9 Industry, Innovation and Infrastructure.	UN Sustainable Goal : 4 Quality Education.
<b>Interleaving Subjects</b>	Science, History, Geography, Art, RE	Science, History, Geography, Art, DT	Science, History, Geography, DT, Computing	History, Geography, Art, DT, RE	Science, Geography	Science, History, Geography, Ar, Computing