







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>	Understanding myself and others helps me grow		How living things grow and change		Looking at the community and world we live in.	Through play we express our feelings and ideas and come to new understandings
<b>Lines of Inquiry</b>	How we can be confident around others  Making sense of our own life story  Developing positive attitudes about the similarities and differences between people		All living things grow and change  Animals can help us in different ways  Taking care of living things		Looking at the community we live in.  Looking at the world we live in  People in the community help us in different ways	We recognise our own feelings and emotions and communicate these to others  We can explore different materials to develop our own ideas  I am confident and proud of my own achievements
<b>Key Concepts</b>	Perspective Responsibility Connection		Function Change Responsibility		Perspective Responsibility Connection	Function Form Perspective
<b>Approaches to Learning</b>	Social skills Self-management skills Communication skills		Research - formulating and planning Thinking - critical Communication - speaking		Research - formulating and planning Thinking - critical Communication - speaking	Communication - reading Thinking - analysis Research - evaluating and communicating
<b>Core Text</b>						
<b>Action</b>	<b>Participation</b> Pupils settle and share in their environment		<b>Participation</b> Taking responsibility and caring for living things such as animals and plants		<b>Lifestyle Choices</b> Showing what they have learnt by being proactive and caring in the environment	<b>Participation</b> To perform their own story and share with peers. To create stories in different ways (music, drama).
<b>Global Engagement</b>	GOAL 3: Good Health and Well-being 		GOAL 15: Life on Land 		GOAL 16: Peace and Justice Strong Institutions 	GOAL 4: Quality Education 
<b>Interleaving Subjects</b>	PSED, CL, UW		PSED, CL, UW		CL, UTW	PSED, CL, PD, EAD

# RECEPTION

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<b>Central idea</b>	The relationships we make help shape our lives.		Nature can be observed using our senses.		Our culture and local area may influence our homes.	Our creativity is developed through our experiences with the world around us
<b>Lines of Inquiry</b>	Those who are important to us (form) Different types of relationships (connection) Building positive relationships with others (responsibility)		The natural world. (form) How natural cycles run. (function) How nature changes. (change)		What a home is (form) How our homes are different to others (perspective) How homes reflect culture (connection) What makes a house a home. (causation)	Creativity is unique to the individual (perspective) Expressing ourselves through storytelling (connection) Our experience with the world outside of school influences our creative ideas (causation)
<b>Key Concepts</b>	Form Connection Responsibility		Form Function Change		Form Connection Causation Perspective	Connection Perspective Causation
<b>Approaches to Learning</b>	Self-management - emotions Communication - listening Social - self-control (regulate emotions)		Communication - speaking Research - media literacy Thinking - analysis		Research - consuming and processing Thinking - analysis Communication - listening	Self-Management Social Thinking
<b>Core Text</b>						
<b>Action</b>	<b>Participation</b> Being active in the classroom and talking about their new friends at home.		<b>Advocacy</b> Planting seeds and taking care of them Live caterpillars		<b>Advocacy</b> Design a poster to save an animal	<b>Participation</b> To perform their own story and share with peers. To create stories in different ways (music, drama).
<b>Global Engagement</b>	GOAL 3: Good Health and Well-being 		GOAL 14: Life Below Water GOAL 15: Life on Land 		GOAL 15: Life on Land 	GOAL 4: Quality Education 
<b>Interleaving Subjects</b>	PSED, CL		CL, UTW		UTW, EAD, CLL	EAD, CL, LITERACY

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<b>Central idea</b>	Many factors can help make us unique	The past influences the present and the future.	Observation leads to understanding.	The lives of individuals have changed our lives today.	Resources we share can alter.	All living creatures have an identity.
<b>Lines of Inquiry</b>	What can make us unique. (Form) How relationships between people can be different. (Perspective) Communities that we belong to. (Responsibility)	What previous generations played with. (form) How toys have changed through the generations. (change) How do the toys we play with today link to that of the past. (connection)	How fashions have changed over the years (change). Celebrating the uniqueness of fashion around the world. (perspective) Why clothes look a certain way. (causation)	Why our view of the world has altered (change). How our view on the world has changed over the years (perspective). Where can we go next (connection).	How the food that we eat has switched (change) Why the food we eat has changed (causation) How we can promote world wide resources. (responsibility)	How explorations can give us knowledge (connection). How location can influence identity (causation). How we can appreciate nature (perspective).
<b>Key Concepts</b>	Form Responsibility Perspective	Change Form Connection	Change Perspective Causation	Change Perspective Connection	Change Connection Responsibility	Connection Causation Perspective
<b>Approaches to Learning</b>	Communication Social Self- Management	Research: Gathering & recording Thinking: Evaluation Communication: Listening and speaking	Social: Respecting others Communication: Interpreting Thinking: Reflection	Research: Synthesizing & interpreting Thinking: Considering new perspectives Communication: Writing	Self management: Time management Thinking: Application Research: Reliability of resources	Social - interpersonal Thinking - creative
<b>Core Text</b>						
<b>Action</b>	<b>Participation</b> Children accept and celebrate everyone within their diverse community. Create a leaflet to share with their class and their family.	<b>Advocacy</b> Children will learn more about their own heritage and will also think about the changes that could influence the future.	<b>Lifestyle Choices</b> Making clothes for a teddy bear or other toy. Children may be encouraged to donate clothes to charity.	<b>Lifestyle Choices</b> Children will build a boat out of recycled materials. Children will encourage their families to recycle.	<b>Advocacy</b> Children can grow their own plant and watch how it grows. Children may be encouraged to grow their own plants and food at home.	<b>Participation</b> Working collaboratively as a class to create a piece of artwork that represents their class animal.
<b>Global Engagement</b>	GOAL 10: Reduced Inequalities	GOAL 4: Quality Education	GOAL 12: Responsible Consumption and Production	GOAL 9: Industry, Innovation and Infrastructure	GOAL 4: Quality Education	GOAL 14: Life below Water GOAL 15: Life on Land
<b>Interleaving Subjects</b>	Science, History, PSHE,	History, DT, Science	History, Geography	History, Geography	Science, Computing	Science, Geography





# 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>	Health and wellbeing can be affected by relationships, beliefs and values.	Homes can be affected by significant events.	Technology may enhance our lives.	The lives of significant individuals affect society today.	Environmental factors and human actions influence living things.	Imagination can lead to innovation.
<b>Lines of Inquiry</b>	How we all have different needs (perspective). How a balanced lifestyle leads to a healthy one (connection). How people can support others in being healthy (responsibility).	Disasters that affect homes (causation). How significant events lead to improvements (change). The local and global responses to significant events (responsibility).	How technology has developed over time (change). How technology is used in different areas of our lives (connection). How views of technology may differ (perspective).	Lives of significant people (form). How individuals may impact societies today (connection). How we can influence today's society (responsibility).	The stages and characteristics that form the cycle of life (change). Connections between plants and animals (connection). Factors that influence the lives of living things (responsibility).	How imagination and creativity can influence design (form). The role of evaluation in the design process (function). How aesthetics may influence choice (perspective).
<b>Key Concepts</b>	Connection Perspective Responsibility	Causation Change Responsibility	Change Connection Perspective	Form Connection Responsibility	Change Connection Responsibility	Form Function Perspective
<b>Approaches to Learning</b>	Social - accepting responsibility & group-decision making. Thinking - acquisition of knowledge. Communication - presenting knowledge.	Research - planning and observing. Thinking - acquisition of knowledge & application of knowledge.	Communication - information technology Research - use of online devices Social - interacting safely online	Research - consuming & processing Communication - literacy Social - group interactions	Thinking - evaluation. Self-Management - managing self. Communication - write for different purposes.	Research Social Thinking
<b>Core Text</b>						
<b>Action</b>	<b>Lifestyle Choices</b> Choose to use breathing strategies to help me focus and relax. Encourage my family to eat a balanced diet.	<b>Advocacy</b> Children will discuss, plan and design new homes for those that may have lost theirs due to significant events.	<b>Lifestyle Choices</b> Children will use technology responsibly and encourage families to spend less time on devices and more time together.	<b>Social Justice</b> Children will voice and share their desire for an equal world. They are encouraged raise money, argue for something they believe in or help those less fortunate.	<b>Lifestyle Choices</b> Choose to look after local environments. Children encourage their families to make sensible choices with their waste.	<b>Social Entrepreneurship</b> Children design products that have less impact on the environment. Children use innovation to develop the lives of others.
<b>Global Engagement</b>	GOAL 3: Good Health and Well-being 	GOAL 11: Sustainable cities & communities. 	GOAL 9: Industry Innovation and Infrastructure 	GOAL 4: Quality Education 	GOAL 14: Life Below Water GOAL 15: Life On Land  	GOAL 9: Industry, innovation and infrastructure 
<b>Interleaving Subjects</b>	Science, DT	Science, History,	Computing, DT, History	History, RE	Science, Geography, History	History, Geography, Science













# YEAR THREE

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<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>	Humans need to take care of themselves to be healthy.	Lives may change through the discovery of new materials.	People can harness the laws of science to solve problems.	Human decision making is affected by the physical environment.	Biodiversity relies on maintaining a balance within nature.	Beliefs and cultures can be expressed in different ways.
<b>Lines of Inquiry</b>	The human body (form) The factors that can affect physical, spiritual and mental health (causation) How people can take care of their own and other's bodies and minds (responsibility)	What natural materials are like (form). How people's lives have changed throughout history (change). How quality of life is related to the available materials (connection).	How forces work (function). The causes of real world problems (causation). How science can provide solutions to real world problems (connection).	Geographical features in areas of tectonic activity (form). The formation of physical features (causation). How choices made are affected by the environment (connection).	The interdependence of organisms within the natural world (connection). Factors that influence biodiversity (causation). Our responsibility to maintain biodiversity (responsibility).	How people expressed themselves at other periods in history (form) How artistic expression communicates different beliefs (perspective) How historical and modern beliefs are similar and different (connection).
<b>Key Concepts</b>	Form Causation Responsibility	Change Form Connection	Causation Function Connection	Form Causation Connection	Connection Responsibility Causation	Form Perspective Connection
<b>Approaches to Learning</b>	Self management Research Social	Communication - media representation Research - information literacy Social - social intelligence	Communication - persuading others Thinking - connecting cause and effect Research - making observations	Social - social intelligence Communication - informed choices Research - information literacy	Research - evaluating & communicating. Social - respecting others.	Social - respecting thoughts, feelings and beliefs of others. Communication - recognising the meaning of visual and kinesthetic communication.
<b>Core Text</b>						
<b>Action</b>	<b>Social Entrepreneurship/Lifestyle Choices</b> Writing a letter to the school catering company to improve the school dinners. Making videos including top tips for how to stay healthy.	<b>Participation</b> Digital exhibition of Stone Age life to present to the classes as well as being posted on their dojo page to share with parents.	<b>Social Entrepreneurship</b> Action to look for: Can I create a blog about the problems we have explored and the solutions we created.	<b>Lifestyle Choices</b> Producing an informative presentation to provide information to consumers who wish to move to Naples, Italy.	<b>Advocacy</b> Children will make our school more biodiverse by making hedgehog homes and writing persuasive letters to the head-teacher.	<b>Participation</b> Children learn about their own beliefs and are able to express (share) this in class with their peers.
<b>Global Engagement</b>	Goal 3: Good Health and Well-Being 	Goal 9: Industry, innovation and infrastructure 	Goal 9: Industry, innovation and infrastructure 	Goal 9: Industry, innovation and infrastructure 	Goal 14: Life below Water Goal 15: Life and Land  	Goal 10: Reduced inequality. 
<b>Interleaving Subjects</b>	Science, DT, History	History, Science	Science, Geography, DT	Geography	Science, DT	History, Geography, RE

# YEAR FOUR

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<b>Central Idea</b>	Our minds and bodies can influence our health.	Evidence of past civilisation can be used to make connections to present day society.	Water can be essential to life	Communities can be created by invasion and settlement.	Urban environments of the future should be sustainable.	Cultures can help us discover different values and beliefs
<b>Lines of Inquiry</b>	How body systems operate (function). How our body behaves depending on how we treat it (change). Factors can affect our wellbeing (connection).	Characteristics of civilisations and societies (form). Links between past and present (connection) How conflicts can be managed in different ways (causation)	How water moulds our physical and human landscapes (form) The role of rivers within the natural world (connection). Why people are attracted to live near water (perspective)	How the structures of societies shaped a culture (form). How decisions and laws influence democracy (causation). How invasion can lead to new communities (connection)	Differences between human environments (change). Human impact on environments (connection). Planning for cities of the future (responsibility).	How values and beliefs create a culture (form) How different values and beliefs affect lifestyle (connection) How people express different beliefs and values (perspectives)
<b>Key Concepts</b>	Function Change Connection	Form Connection Causation	Form Connection Perspective	Form Causation Connection	Change Connection Responsibility	Form Connection Perspective
<b>Approaches to Learning</b>	Research - gathering Thinking - forming decisions Social - emotional intelligence	Communication - interpretation. Research - creating. Thinking - generating ideas.	Thinking - analysis of perspective. Communication - using IT in new ways. Social - cooperating.	Research - gathering and recording Thinking - analysis Communication - speaking	Social Self-management Communication	Social Self-management Communication
<b>Core Text</b>	 	 	 	 	 	 
<b>Action</b>	<b>Lifestyle Choices</b> Children will be able to make informed choices through understanding what a healthy diet is and the impact this has on their overall health.	<b>Participation</b> Children will work together on different projects - creative and technical - as individuals and within groups using their knowledge of sounds and Mayans.	<b>Social Entrepreneurship/Advocacy</b> Children research current flood defence systems in the UK. The children will design a flood water defence system for the River Thames.	<b>Lifestyle Choices</b> Create a playground policy endorsed by students for a more structured playtime to prevent disputes and disagreements using Google Form (social justice)	<b>Advocacy</b> Children will plan a Dartford of the future. Including technologies that will ensure Dartford is a great place.	<b>Participation</b> Children will be making replicas of Roman artefacts to create a Roman museum to present and inform parents.
<b>Global Engagement</b>	GOAL 3: Good Health and Well-being 	GOAL 7: Affordable and Clean Energy 	GOAL 15: Life on Land 	GOAL 17: Partnerships to achieve the Goal 	GOAL 11: Sustainable Cities and Communities 	GOAL 10: Reduced Inequality GOAL 16: Peace and Justice strong institutions  
<b>Interleaving Subjects</b>	Science, PSHE, DT	History, Geography, DT	Geography, Science	History	Geography, Computing	History

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<b>Central idea</b>	Justice systems can guide how people live.	Discoveries can improve our knowledge.	Human invention can impact the availability of resources.	Societies can leave legacies for future generations	Humans can control the future of species and resources.	The people around us influence our thoughts and beliefs.
<b>Lines of Inquiry</b>	How crime and punishment has transformed (change). How justice systems operate (function). Whether punishments always fit the crime (perspective).	The solar system we live in (form). How the Solar system works (function). How discoveries are interconnected with our knowledge (connection).	The reasons for water scarcity (causation) The quantity and quality of water is dependent upon locality (connection) How humans can impact water usage now and in the future (responsibility)	The creation of legacies (form). How a way of life can influence trade and settlement (causation). How a legacy has shaped our society today (perspective).	Endangered species and loss of natural habitat (form). Human impact on the planet (change). How it is human's duty to prevent or reverse negative impacts on the planet (responsibility).	Why people have values (causation) How beliefs shape our lives (change) What happens when values are challenged (perspective)
<b>Key Concepts</b>	Change Function Perspective	Form Function Connection	Causation Connection Responsibility	Form Causation Perspective	Form Change Responsibility	Perspective Change Causation
<b>Approaches to Learning</b>	Research - organising and presenting. Communication - how to respectfully disagree. Social - listening and turn taking.	Research - finding information Thinking - evaluating Communication - building ideas	Research - selecting information Thinking - problem solving Social - accepting responsibility	Thinking - evaluation. Communication - presenting. Social - cooperating in a group.	Social - accepting responsibility. Communication - writing and speaking. Research - presenting research findings.	Social Skills - positive relationships Research skills - information online research Thinking Skills - Critical thinking
<b>Core Text</b>	 	 	 	 	 	 
<b>Action</b>	<b>Lifestyle Choices</b> A reviewed behaviour policy ratified by the students.	<b>Lifestyle Choices</b> Children will recreate initial space camp provocation and design their own space dance and make their own space food.	<b>Social Entrepreneurship</b> Children will design, advertise and make a product that can improve clean water or save water.	<b>Social Justice</b> Children may choose to buy fair trade products. Children may investigate fair trade in more depth & will advocate for fair trade products in school.	<b>Social Entrepreneurship</b> Children create a podcast about raising awareness of human's impact on habitats. Make a sustainable bird hide.	<b>Participation</b> Children to create a stop motion animation demonstrating the fall of the Benin Kingdom using PurpleMash
<b>Global Engagement</b>	GOAL 16: Peace and Justice Strong Institutions 	GOAL 9: Industry, Innovation and Infrastructure 	GOAL 6: Clean Water and Sanitation 	GOAL 12: Responsible consumption and Production 	GOAL 13: Climate Change 	GOAL 10: Reduced Inequalities 
<b>Interleaving Subjects</b>	History, Computing	Science, History	Geography, Science	History, Geography, DT	Science, Geography, DT	Geography, Computing

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<b>Central idea</b>	Theories may affect opinions about who we are	Past societies can influence how we live.	Sustainability can be important for future generations	Wars can have detrimental consequences	Communities may reinvent themselves	Performances can engage an audience.
<b>Lines of Inquiry</b>	How assumptions may be made about creation (form) Why living things transform over time (causation) How outlooks on existence may vary (perspective)	The creation of civilisations (form) How leaders guide societies (function) How decisions transform lives (change)	How we utilise energy (function) The relationship between energy and the environment (connection) How innovation can make energy more sustainable (responsibility)	The origins of war (causation) How wars can shape lives (change) How we can prevent future conflict (responsibility)	How past societies can influence the formation of settlements (form). How growth can transform societies (change). The appeal of localities (perspective).	The features of productions (form) How components are made (function) What makes shows successful (perspective)
<b>Key Concepts</b>	Form Causation Perspective	Form Function Change	Function Connection Responsibility	Causation Change Responsibility	Form Change Perspective	Form Perspective Function
<b>Approaches to Learning</b>	Thinking Social Research	Thinking Social Research	Research Thinking Self-management	Self-management Social Communication	Social Self-Management Research	Communication Self-management Social
<b>Core Text</b>	 	 	 	 	 	 Playscript linked to PYP exhibition.
<b>Action</b>	<b>Participation</b> Create a stop animation movie of the stages of evolution in the style of David Attenborough	<b>Advocacy</b> Children will create their own charity/campaign to change the lives of the poor (including a poetry slam)	<b>Lifestyle Choices</b> The children investigated how energy use is impacting the world around us and how it works. They then took on the role of a character and debated if a wind farm should be built in their local area or not and why?	<b>Lifestyle Choices/Advocacy</b> To perform a motivational speech about how war impacts people and how to prevent further conflict. Children will hold their own memorial service in Dartford at local war statue.	<b>Social Entrepreneurship</b> Children create their own website about their local area encouraging people to come and visit and present to the Major/local politician.	<b>Participation</b> Children will take part in a school production.
<b>Global Engagement</b>	GOAL 14: Life below Water GOAL 15: Life on Land  	GOAL 11: Sustainable cities and communities 	GOAL 12: Responsible consumption and production 	GOAL 16: Peace and Justice Strong Institutions 	GOAL 11: Sustainable cities and communities 	GOAL 4: Quality Education 
<b>Interleaving Subjects</b>	Science, History, Computing, RE	History, English	Science, DT, Geography	History, English	Geography, History, Computing	Science, DT, Drama