

# Primary School Programme of Inquiry 2023-24



	<b>How we express ourselves</b>	<b>How the world works</b>	<b>Who we are</b>	<b>Sharing the planet</b>
	An 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.	An 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.	An 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.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Reception 3</b>	<p><b>Central idea</b> Feelings and ideas can be expressed in different ways.</p> <p><b>Key concepts</b> Form, Perspective, Connection</p> <p><b>Related concepts</b> Form - expression Perspective - creativity</p> <p><b>Line of inquiry</b> 1. Feelings we have. 2. Different ways we express our feelings and ideas. 3. Using the creative process to express ideas and feelings.</p>	<p><b>Central idea</b> The Earth's natural cycles influence the activity of living things.</p> <p><b>Key concepts</b> Change, Causation, Form</p> <p><b>Related concepts</b> Causation - impact Change - cycles, transformation Form - patterns, sequences</p> <p><b>Line of inquiry</b> 1. Earth's natural cycles. (eg. Night and day, weather patterns, seasons) 2. The actions people take in response to Earth's natural cycles. (Forest visit, different Seasons, different weather) 3. Patterns of behaviour in living things related to Earth's natural cycles. (Baby animals)</p>	<p><b>Central idea</b> Communities shape who we are and influence our well-being.</p> <p><b>Key concepts</b> Perspective, Form, Responsibility</p> <p><b>Related concepts</b> Form - differences, families, similarities. Perspective - independence, lifestyle, opinion, relationships Responsibility - communities, diversity, well-being</p> <p><b>Line of inquiry</b> 1. The different communities we belong to. 2. What it means to be part of a classroom community. 3. Our responsibilities within a community. 4. Friends helps us feel a sense of belonging.</p>	<p><b>Central idea</b> People develop habits that help take of and contribute to a healthy environment.</p> <p><b>Key concepts</b> Causation, Responsibility, Function</p> <p><b>Related concepts</b> Causation - health Function - habits Responsibility - environment</p> <p><b>Line of inquiry</b> 1. The conditions for a healthy environment. 2. Our personal responsibility towards a healthy environment. 3. The impact of our actions on the environment.</p>
<b>Integrated Subject Disciplines</b>	The Arts PSHE Language Mathematics Social Studies French	Science Language Mathematics Social Studies French	Language Mathematics Social Studies PSHE French	Science Social Studies Mathematics Language French

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<b>Reception 4</b>	<p><b>Central idea</b> The creative arts help people express themselves and connect with the world in different ways.</p> <p><b>Key concepts</b> Perspective, Connection, Form</p> <p><b>Related concepts</b> Connection - imagination Form - communication, expression Perspective - creativity</p> <p><b>Line of inquiry</b> 1. Various forms of creativity. 2. The arts make us think and feel different things. 3. Thoughts and feelings can be expressed through art.</p>	<p><b>Central idea</b> We all discover and explore the world in different ways.</p> <p><b>Key concepts</b> Form, Connection, Function</p> <p><b>Related concepts</b> Connection - communication, perception Form - interpretation Function - safety, survival</p> <p><b>Line of inquiry</b> 1. How we use our senses to discover and explore the world. 2. How we learn through observation. 3. How we learn through trial and error.</p>	<p><b>Central idea</b> Many Factors influence an individual's well-being.</p> <p><b>Key concepts</b> Function, Connection, Perspective, Responsibility</p> <p><b>Related concepts</b> Connection - identity</p> <p><b>Line of inquiry</b> 1. How we develop a healthy lifestyle. 2. Factors that influence our well-being. 3. Our responsibilities to ensure community well-being.</p>	<p><b>Central idea</b> Communities impact the way we live.</p> <p><b>Key concepts</b> Connection, Responsibility, Function</p> <p><b>Related concepts</b> Connection - diversity, locations Function - community, needs Responsibility - roles, safety</p> <p><b>Line of inquiry</b> 1. We belong to different communities. 2. Our responsibilities in our communities. 3. Communities impact our well-being.</p>
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<b>Year 1</b>	<p><b>Central idea</b> Artists can be creative in many mediums.</p> <p><b>Key concepts</b> Connection, Perspective, Form</p> <p><b>Related concepts</b> Connection - creation Form - exploration Perspective - interpretation</p> <p><b>Line of inquiry</b> 1. The arts as an individual and collaborative process. 2. How people respond to the arts in different ways. 3. How artists use different mediums.</p>	<p><b>Central idea</b> Simple machines are engineered to support our daily lives.</p> <p><b>Key concepts</b> Causation, Form, Function</p> <p><b>Related concepts</b> Causation - history, progress Form - energy Function - force, Invention</p> <p><b>Line of inquiry</b> 1. The effects of pushes and pulls. 2. How simple machines support our work and play. 3. How knowledge is used to engineer products.</p>	<p><b>Central idea</b> Traditions reflect who we are and where we are from.</p> <p><b>Key concepts</b> Connection, Perspective, Function</p> <p><b>Related concepts</b> Connection - rights, tradition Function - diversity, identity Perspective - community, family</p> <p><b>Line of inquiry</b> 1. Personal and family traditions and celebrations. 2. The connection between stories and traditions. 3. How we are diverse and the same.</p>	<p><b>Central idea</b> Living things have needs that must be met to ensure their well-being and survival.</p> <p><b>Key concepts</b> Connection, Causation, Responsibility</p> <p><b>Related concepts</b> Causation - behaviour, interactions, needs, well-being Connection - cycles, interdependence, systems Responsibility - biodiversity, living things, survival</p> <p><b>Line of inquiry</b> 1. The needs of living things. 2. Human impact on the well-being of living things. 3. Our rights and responsibilities in an interdependent community.</p>
<b>Integrated Subject Disciplines</b>	The Arts Language PSHE	Science Social Studies Language Mathematics	Social Studies Language PSHE	Social Studies Science Language PSHE



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<b>Year 2</b>	<p><b>Central idea</b> Drama is an expressive and collaborative art that communicates ideas to an audience.</p> <p><b>Key concepts</b> Form, Perspective, Function</p> <p><b>Related concepts</b> Form - expression Function - creativity, imagination Perspective - drama</p> <p><b>Line of inquiry</b> 1. exploring and making drama. 2. reflecting on drama. 3. cooperating and communicating in making drama. 4. how to be a theatre artist.</p>	<p><b>Central idea</b> As scientists, we can use our understanding of sound and light to communicate.</p> <p><b>Key concepts</b> Form, Causation</p> <p><b>Related concepts</b> Causation - cause/effect, pattern, properties Form - creativity, energy, waves,</p> <p><b>Line of inquiry</b> 1. Exploring the properties of light and sound. 2. Light and sound as creative expressions. 3. What scientists look for when observing the world around them. (Pattern and order) 4. The impact light and sound have on our well-being. (Self relationship)</p>	<p><b>Central idea</b> Understanding our rights and responsibilities contributes to a more fair and just world.</p> <p><b>Key concepts</b> Perspective, Responsibility, Connection</p> <p><b>Related concepts</b> Connection - choices, relationships Perspective - interdependence Responsibility - behaviour</p> <p><b>Line of inquiry</b> 1. Wants and needs. (Perspectives) 2. Declaration of the Rights of the Child. (Connection) 3. Rights and responsibilities. (Responsibilities/ connection) 4. Fairness. (Perspective)</p>	<p><b>Central idea</b> Planning an event requires organisation and collaboration to be successful.</p> <p><b>Key concepts</b> Form, Causation, Function</p> <p><b>Related concepts</b> Causation - cooperation, management Form - significance Function - organisation</p> <p><b>Line of inquiry</b> 1. Decision making and steps involved in planning an event. (Form, function) 2. What it means to collaborate. (Function, causation) 3. How events help to build relationships. (Function, causation) 4. Significance of key events in our community. (Causation)</p>	<p><b>Central idea</b> We can help local wildlife by understanding their lifecycles</p> <p><b>Key concepts</b> Connection, Function, Responsibility</p> <p><b>Related concepts</b> Connection - cycles, features Function - survival, Responsibility - classification</p> <p><b>Line of inquiry</b> 1. How living things grow and develop. 2. Parts of living things that help them survive. 3. Ways people can help local wildlife. 4. Our responsibility to take care of the living world as we interact with it.</p>	<p><b>Central idea</b> Many factors determine the design choices that an architect makes.</p> <p><b>Key concepts</b> Perspective, Function, Form, Connection</p> <p><b>Related concepts</b> Connection - properties of materials Form - shapes Function - engineering</p> <p><b>Line of inquiry</b> 1. Natural and human-made features of an environment. 2. Relationships between environments and architectural designs. 3. 3D Shapes that make a structure strong.</p>
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<b>Year 3</b>	<p><b>Central idea</b> Stories express perspectives and histories of others, and contribute to an understanding of ourselves.</p> <p><b>Key concepts</b> Perspective, Connection, Form</p> <p><b>Related concepts</b> Connection - influence, significance Form - interpretation, stories Perspective - perspective</p> <p><b>Line of inquiry</b> 1. Ways that a story can be told. 2. How perspective impacts the way a story is told and understood. 3. The significance of stories in people's lives.</p>	<p><b>Central idea</b> Scientific skills enable us to better understand matter and its different forms.</p> <p><b>Key concepts</b> Change, Causation, Form</p> <p><b>Related concepts</b> Causation - matter Change - discovery, interaction (energy comes in) Form - properties</p> <p><b>Line of inquiry</b> 1. The structures and properties of matter. 2. Reactions that cause changes to matter. 3. The scientific skills that help us to understand the world around us.</p>	<p><b>Central idea</b> Self-awareness can strengthen our personal growth, well-being, and relationships with others.</p> <p><b>Key concepts</b> Perspective, Responsibility, Change</p> <p><b>Related concepts</b> Change - growth Perspective - relationships Responsibility - development, self</p> <p><b>Line of inquiry</b> 1. the role self awareness plays in our well-being and personal growth. 2. how self awareness impacts relationships with others. 3. the skills for self-awareness, growth, and well-being.</p>	<p><b>Central idea</b> Systems and Networks are designed to help communities meet their needs.</p> <p><b>Key concepts</b> Function, Connection, Form</p> <p><b>Related concepts</b> Connection - networks Form - communities, interdependence Function - equity</p> <p><b>Line of inquiry</b> 1. how people's needs and wants are met in communities. 2. relationships between people and the environment in different communities. 3. the interconnections between systems and networks.</p>	<p><b>Central idea</b> When interacting with natural habitats, humans make choices that have an impact on other living things.</p> <p><b>Key concepts</b> Function, Responsibility, Causation</p> <p><b>Related concepts</b> Causation - ecosystem Function - interdependence Responsibility - habitat</p> <p><b>Line of inquiry</b> 1. Different biomes, ecosystems, and habitats that exist within our local environment. ENG and FR. 2. The interdependent relationships within biomes, ecosystems, and habitats ENG. 3. Our responsibility to make choices that have a positive impact on biomes, ecosystems, and habitats FR Note for DL.</p>	<p><b>Central idea</b> There are many diverse features that give a place and community its identity.</p> <p><b>Key concepts</b> Connection, Form, Perspective</p> <p><b>Related concepts</b> Connection - values Form - culture, history Perspective - citizenship, government</p> <p><b>Line of inquiry</b> 1. Diverse features of the environment where we live and different parts of the world. 2. Diverse characteristics of communities and cultures. 3. Roles and responsibilities of our local government. 4. Our responsibilities as local and global citizens.</p>
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Year 4	<p><b>Central idea</b> People can use their interests, skills, and talents to be innovative and design solutions</p> <p><b>Key concepts</b> Connection, Change, Function</p> <p><b>Related concepts</b> Change - design Connection - innovation, process Function - collaboration, service learning</p> <p><b>Line of inquiry</b> 1. The process people go through to design solutions. 2. How our interests, skills, and talents can meet the needs of our community. 3. How individuals can work together for a common purpose.</p>	<p><b>Central idea</b> Weather can have varying impacts on individuals and communities.</p> <p><b>Key concepts</b> Function, Responsibility, Causation</p> <p><b>Related concepts</b> Causation - predictions, systems Function - force, patterns Responsibility - safety</p> <p><b>Line of inquiry</b> 1. Factors that affect weather. 2. How to measure and monitor weather. 3. Ways to prepare for extreme weather.</p>	<p><b>Central idea</b> Different systems within the body work independently and together to form a functioning human body for health and well-being.</p> <p><b>Key concepts</b> Responsibility, Connection, Function</p> <p><b>Related concepts</b> Connection - interdependence Function - systems Responsibility - health</p> <p><b>Line of inquiry</b> 1. Structure and function of individual body systems. 2. Interdependence of body systems. 3. Impact of personal choices on body systems.</p>	<p><b>Central idea</b> People can create or manipulate messages to target specific audiences.</p> <p><b>Key concepts</b> Perspective, Form, Function</p> <p><b>Related concepts</b> Form - advertising, media Function - propaganda Perspective - consumerism</p> <p><b>Line of inquiry</b> 1. Forms of persuasive messaging. 2. Techniques used to persuade an audience. 3. How children are influenced by persuasive messaging techniques.</p>	<p><b>Central idea</b> Living things adapt and change to survive in their environment.</p> <p><b>Key concepts</b> Responsibility, Function, Causation, Change</p> <p><b>Related concepts</b> Causation - adaptations, biodiversity Change - survival Function - system Responsibility - phenomena, traits</p> <p><b>Line of inquiry</b> 1. Factors that determine diversity of living things. 2. Types of adaptations. 3. Causes of adaptations. 4. How our behaviours can impact the sustainability of living things.</p>	<p><b>Central idea</b> Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.</p> <p><b>Key concepts</b> Perspective, Form, Connection</p> <p><b>Related concepts</b> Connection - evidence, significance Form - culture, traditions Perspective - diversity</p> <p><b>Line of inquiry</b> 1. What evidence can tell us about characteristics of indigenous culture. 2. The connection between indigenous peoples and their places. 3. How indigenous knowledge is passed down. 4. How valuing multicultural awareness and diversity influences the actions of a Global Citizen.</p>
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<b>Year 5</b>	<p><b>Central idea</b> The arts have an evocative nature (it provokes an emotional or powerful response) that can transform people and communities.</p> <p><b>Key concepts</b> Connection, Perspective, Form</p> <p><b>Related concepts</b> Connection - metaphor Form - aesthetics Perspective - communication, meaning</p> <p><b>Line of inquiry</b> 1. How art can transform people and communities. 2. How art is used to communicate about the human experience. 3. How perspective influences how art is created and interpreted.</p>	<p><b>Central idea</b> Human consumption of energy impacts the sustainability of resources and affects the environment.</p> <p><b>Key concepts</b> Connection, Function, Responsibility</p> <p><b>Related concepts</b> Connection - sustainability Function - energy Responsibility - resources</p> <p><b>Line of inquiry</b> 1. The sources of energy and fuel. 2. How energy is converted for use. 3. Sustainable use of energy and fuel. 4. The sources of energy and fuel.</p>	<p><b>Central idea</b> Our identity influences the choices we make and how we relate to others.</p> <p><b>Key concepts</b> Causation, Responsibility, Perspective</p> <p><b>Related concepts</b> Causation - heritage, values Perspective - identity, influence Responsibility - belonging, bias, diversity</p> <p><b>Line of inquiry</b> 1. The factors that shape identity. 2. How values and beliefs influence decisions and actions. 3. The impact that stereotypes and biases can have. 4. What it means to belong.</p>	<p><b>Central idea</b> Innovation, planning, and market knowledge contribute to being a successful entrepreneur.</p> <p><b>Key concepts</b> Connection, Function, Responsibility</p> <p><b>Related concepts</b> Connection - economy Function - systems Responsibility - supply and demand</p> <p><b>Line of inquiry</b> 1. The entrepreneurship process. 2. How a business plan is developed and used. 3. The connection between market and supply and demand. 4. The responsibilities associated with being a principled entrepreneur.</p>	<p><b>Central idea</b> The world is constantly evolving through natural processes and human influence.</p> <p><b>Key concepts</b> Responsibility, Causation, Change</p> <p><b>Related concepts</b> Causation - patterns, resources Change - interactions Responsibility - processes</p> <p><b>Line of inquiry</b> 1. The processes that have changed earth's features and natural resources. 2. How the pursuit of resources has changed land and communities. 3. Communities' rights and responsibilities when sharing resources.</p>	<p><b>Central idea</b> Exploration leads to discoveries, opportunities, and new understandings that can shape and change the world.</p> <p><b>Key concepts</b> Causation, Change, Perspective</p> <p><b>Related concepts</b> Causation - consequences, discovery Change - cooperation/ conflict Perspective - interactions</p> <p><b>Line of inquiry</b> 1. Reasons for exploration. 2. How explorations have taken place over time. 3. The impacts of exploration.</p>
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<b>Year 6</b>	<p><b>Central idea</b> Creative Problem-Solving requires that we use many of our Skills, Talents and Strengths in Innovative ways</p> <p><b>Key concepts</b> Responsibility, Function</p> <p><b>Related concepts</b> Function - innovation, purpose, strategies Responsibility - initiative, presentation, teamwork</p> <p><b>Line of inquiry</b> 1. The individual's role in a functioning team. 2. Approaches to problem-solving. 3. Purposeful product making. 4. Linked here the CBCI planner developed in parallel by BMa as part of my course.</p>	<p><b>Central idea</b> The application of scientific principles and procedures deepens our understanding of the physical world around us.</p> <p><b>Key concepts</b> Function, Causation, Change</p> <p><b>Related concepts</b> Causation - energy, matter Change - measurement, systems Function - proportion, quantity, scale</p> <p><b>Line of inquiry</b> 1. How we apply scientific methods. 2. The different states of matter. 3. Conservation of mass.</p>	<p><b>Central idea</b> Changes people experience at different stages of their lives affect their evolving sense of self.</p> <p><b>Key concepts</b> Responsibility, Change, Perspective</p> <p><b>Related concepts</b> Change - respect, trust Perspective - development, identity Responsibility - adolescence, well-being</p> <p><b>Line of inquiry</b> 1. The physical, social and emotional changes that happen during adolescence. (Change) 2. science component: hormones prepare your body for reproduction; "you are in the puberty life cycle". 3. How development affects our sense of self. (Perspective) 4. Skills for health and well-being during times of change. (Responsibility)</p>	<p><b>Central idea</b> Citizens can influence the systems that govern their lives.</p> <p><b>Key concepts</b> Responsibility, Connection, Form</p> <p><b>Related concepts</b> Connection - equity/ equality, freedom Form - governance, government, systems Responsibility - citizenship, power, rights</p> <p><b>Line of inquiry</b> 1. The role and responsibilities of governing systems. 2. the rights, role, and responsibilities of the community members. 3. how citizens, changemakers and movements can influence the rules of governing systems.</p>	<p><b>Central idea</b> Understanding global problems helps us find sustainable solutions. (Students adapt the central idea to align with their personal research topic).</p> <p><b>Key concepts</b> Responsibility, Causation, Connection</p> <p><b>Related concepts</b> Causation - responsibility Connection - citizenship, communities Responsibility - action</p> <p><b>Line of inquiry</b> 1. Students write their own lines of inquiry and document them on their PYPx Portfolio website. 2. Students are guided in this process with this presentation. 3. The main causes of unsustainable food production. 4. The possible solutions to unsustainable food production. 5. Understanding my strengths and weaknesses makes me a more powerful learner.</p>	<p><b>Central idea</b> People migrate in response to challenges, risks and opportunities</p> <p><b>Key concepts</b> Causation, Change, Perspective</p> <p><b>Related concepts</b> Causation - growth, migration Change - movement, progress Perspective - diversity, opportunity, survival</p> <p><b>Line of inquiry</b> 1. Causes of migration. 2. Migration throughout history. (Your family's history) 3. Effects of migration on individuals.</p>
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