



Programme of Inquiry 2023-24 – Knell House

Year Group	Year Long	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><u>Who we are</u></p> <p>Central Idea: Understanding what makes us special helps us to be kind friends</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Form: What makes us and our families unique • Perspective: Our feelings and how we respond to them • Connection: Ways to show empathy and respect <p>Related Concepts: Family, relationships, traditions, culture, celebrations, diversity, emotions</p> <p>Learner Profile: Caring, Open-minded, Principled</p>	<p><u>How we organise ourselves</u></p> <p>Central Idea: People all around the world use transport for different reasons.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Form: Different modes of transport • Causation: Why people and goods move around • Change: Ways transport has changed over time <p>Related Concepts: Systems, environment, cooperation, transportation, past, present</p> <p>Learner Profile: Reflective, Inquirer</p>	<p><u>How we express ourselves</u></p> <p>Central Idea: Learning about the Arts enables us to develop preferences in order to create our own forms of expression.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Function: The way we use mixed media to reflect our experiences • Change: Material manipulation • Perspective: Our personal response to the Arts <p>Related Concepts: Creativity, exploration, innovation, analysis, communication, expression</p> <p>Learner Profile: Communicator, Risk-taker</p>	<p><u>How the World Works</u></p> <p>Central Idea: As living things, we have a responsibility to protect the planet.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Connection: Animals around the world • Causation: The impact people's choice have on animals • Responsibility: Taking care of animals <p>Related Concepts: Animals, growth, habitat, ecosystems, conservation, classification</p> <p>Learner Profile: Knowledgeable, Principled, Balanced</p>			
Reception	<p><u>How we express ourselves</u></p> <p>Central Idea: People celebrate as an important part of their identity.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Function: The different ways people celebrate their traditions • Causation: Why we celebrate events • Perspective: Understanding people through their celebrations <p>Related Concepts: Empathy, communication, perspective, beliefs, culture, identity</p> <p>Learner Profile: Open-minded, Communicator</p>	<p><u>Who we are</u></p> <p>Central Idea: Learning about ourselves helps us to understand others.</p> <p>Key Concepts/Lines of Inquiry</p> <ul style="list-style-type: none"> • Change: Growing and changing • Perspective: What makes us unique • Function: People in the community <p>Related Concepts: Expression, choice, opinions, communication, self identity, interaction, responding, community, life cycles</p> <p>Learner Profile: Caring, Balanced, Principled</p>	<p><u>Where we are in place and time</u></p> <p>Central Idea: We understand ourselves by making connections to places and our family's story.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Form: Places that are important to us • Perspective: Our cultural heritage • Connection: Links to our past and future at school <p>Related Concepts: Environment, transportation, systems, context, word choice</p> <p>Learner Profile: Reflective, Communicator, Inquirer</p>	<p><u>How the world works</u></p> <p>Central Idea: We can use our senses to appreciate and care for the natural world</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Form: Plants and their features • Function: How our senses work • Responsibility: Caring for plants <p>Related Concepts: Discovery, classification, living/nonliving, habitat, life cycles</p> <p>Learner Profile: Inquirer, Thinker, Caring</p>			



Programme of Inquiry 2023-24 – Abbey Gardens

Year Group	Year Long	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1 Lower Prep	<p>Who we are Central Idea: The lifestyle choices we make impact our health and wellbeing.</p> <p>Key Concepts/Lines of Inquiry</p> <ul style="list-style-type: none"> ● Function: Managing feelings and decision making ● Responsibility: Daily routines that influence physical and mental health ● Causation: The impact of our choices <p>Related Concepts: Expression, choice, opinions, communication, self identity, interaction, responding, community</p> <p>Learner Profile: Knowledgeable, Balanced, Reflective</p>	<p>Where we are in place and time Central Idea: We understand how a place changes over time by exploring the built environment.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Function: The way language can be used to describe the built environment ● Perspective: How people's thoughts and feelings about places change ● Change: How the built environment changes over time <p>Related Concepts: Progress, time, history, bravery, research, curiosity</p> <p>Learner Profile: Inquirer, Principled</p>	<p>How we express ourselves Central Idea: Stories can be told and retold in new and exciting ways.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Function: How stories entertain us ● Form: Ways different media can be used to tell stories ● Connection: How words, images and music tell a story <p>Related Concepts: Communication, expression, artistic development, imagination, voice, performance, presentation</p> <p>Learner Profile: Communicator, Risk-taker</p>	<p>How we organise ourselves Central Idea: Everybody can be a community helper.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Function: Roles and responsibilities of community helpers ● Causation: Needs of the community ● Responsibility: The kind of action we can take in response to needs <p>Related Concepts: structure, systems, community, leadership, roles, interdependence, cooperation</p> <p>Learner Profile:</p> <ul style="list-style-type: none"> ● Open-minded, Caring, Thinker 	<p>How the world works Central Idea: We use and adapt materials for different needs.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Form: Identifying different materials ● Function: The properties of materials and how they can be adapted ● Connection: Classifying and comparing materials <p>Related Concepts: Classification, adaptation, properties</p> <p>Learner Profile: Thinker, Open-minded</p>	<p>Sharing the planet Central Idea: Water is essential to life and we need to take care of it.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Function: Sources of water ● Responsibility: Using water responsibly ● Causation: Water safety <p>Related Concepts: Geography, structure, organisation, location, systems, responsibility, safety</p> <p>Learner Profile: Inquirer, Caring, Principled</p>	
Year Group	Year Long	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2 Upper Prep	<p>Who we are Central Idea: In exploring role models, we deepen our understanding of ourselves and our actions.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Function: Choosing role models ● Responsibility: The influence of role models ● Perspective: Determining our beliefs and values <p>Related Concepts: Culture, interdependence, interaction, relationships, character, attributes</p> <p>Learner Profile: Caring, Communicator, Risk taker</p>	<p>How we express ourselves Central Idea: We can extend our creativity and express our thoughts and feelings through writing.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Form: Different types of writing ● Function: How writing communicates a message ● Connection: How authors choose what to write about <p>Related Concepts: Imagination, expression, interpretation, communication, audience</p> <p>Learner Profile: Communicator, Risk-taker,</p>		<p>Where we are in place and time Central Idea: The type of houses people build depend on their location and the available resources.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Function: Resources used to build homes ● Causation: Factors that influence homes and where people live ● Connection: Historical developments <p>Related Concepts: Time, lifestyle, behaviour, environment, materials, resources, scarcity</p> <p>Learner Profile: Knowledgeable, Reflective, Inquirer</p>	<p>How we organise ourselves Central Idea: People develop features of places in order to meet the needs of the community.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Form: Places and their features ● Change: How and why areas change ● Perspective: The different ways maps tell the story of a place <p>Related Concepts: Features, community, dependence, locality, geography, resources</p> <p>Learner Profile: Inquirer, Thinker, Open minded</p>	<p>Sharing the planet Central Idea: To share the Earth's resources, people can make sustainable choices.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Function: Adapting and changing materials ● Change: Decisions made to use and dispose of materials ● Causation: Taking responsible action <p>Related Concepts: People, environment, change, observation, properties, comparison, recycling</p> <p>Learner Profile: Balanced, Caring, Reflective</p>	<p>How the world works Central Idea: We can understand the cycles of living things through careful observation.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Connection: Cycles in nature ● Function: What plants need to grow ● Causation: How plants are adapted for their environment <p>Related Concepts: Geography, seasons, climate, systems, cycles, habitats</p> <p>Learner Profile: Reflective, Inquirer, Communicator</p>



Programme of Inquiry 2023–24 – Kensington

Year Group	Year Long	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3 Lower I	<p>Who we are</p> <p>Central Idea: Our interactions and choices have an impact on our community.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Function: Our roles and responsibilities • Responsibility: The impact of our actions and choices • Perspective: The Learner Profile <p>Related Concepts: Relationships, interaction, roles, choices, behaviour, attitudes, strategies</p> <p>Learner Profile: Caring, Open-minded</p>	<p>How we organise ourselves</p> <p>Central Idea: Inventions impact our daily lives and can benefit society.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Function: Using magnets in everyday life • Change: Change driven by innovation • Causation: The impact of significant inventions <p>Related Concepts: Lifestyle, progress, innovation, behaviour, interaction, power, design</p> <p>Learner Profile: Thinker, Open-minded</p>	<p>How the world works</p> <p>Central Idea: Developments in science and technology can help us to better understand the prehistoric natural world.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Change: Ways in which the world evolved during the prehistoric period • Connection: How we understand evidence of the past • Causation: The influence of environmental change on living things from prehistoric period <p>Related Concepts: adaptation, classification, biology, evolution, ecosystems, habitats</p> <p>Learner Profile: Knowledgeable, Inquirer</p>	<p>Sharing the Planet</p> <p>Central Idea: Foods need to go through various stages before being consumed.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Responsibility: Making informed choices when selecting food. • Function: The uses of plants. • Connection: Where food comes from. <p>Related Concepts: Production, transportation, employment, cooperation, education, choices, process, fairness</p> <p>Learner Profile: Thinker, Balanced</p>	<p>How we express ourselves</p> <p>Central Idea: Narratives can be preserved and expressed through storytelling.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Function: Ways of storytelling • Perspective: Morals, values and lessons expressed through storytelling • Connection: Cultural similarities and differences in storytelling <p>Related Concepts: Communication, responding, perspective, identity, history, culture</p> <p>Learner Profile: Communicator, Risk-taker</p>	<p>Where we are in place and time</p> <p>Central Idea: Evidence of past civilisations can be used to make connections to present day societies.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Form: Characteristics of civilisations and societies (i.e. Egyptians) • Connection: Connections between past and present • Function: Processes involved in collection, analysing and validating evidence <p>Related Concepts: Continuity, analyses, societies, artefacts, traditions, hierarchy, roles, communication, progress</p> <p>Learner Profile: Inquirer, Principled</p>	
Year Group	Year Long	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4 Upper I	<p>Who we are</p> <p>Central Idea: Symbols are used to express and communicate beliefs and values.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Form: Symbols • Function: The purpose of symbols • Connection: The use of symbolism by specific groups (i.e. religious/cultural) <p>Related Concepts: Symbolism, identity, culture, beliefs, communication</p> <p>Learner Profile: Open-minded, Communicator</p>	<p>How we express ourselves</p> <p>Central Idea: We can use media to provoke emotions and persuade others to take action.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Form: Media platforms and messages • Perspective: Interpreting media messages • Change: Media manipulation <p>Related Concepts: Truth, influence, propaganda, communication, bias, persuasion</p> <p>Learner Profile: Principled, Thinker</p>	<p>How we organise ourselves</p> <p>Central Idea: People represent geographical features visually to understand their environment.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Form: Geographical features • Connection: How symbols are used to represent features • Perspective: Ways people use maps (physical maps and political maps) <p>Related Concepts: Systems, economy, choices, lifestyle, community, employment, responsibility, values, attitudes</p> <p>Learner Profile: Caring, Inquirer, Reflective</p>	<p>Sharing the planet</p> <p>Central Idea: Humans have a responsibility to be aware of the impact that their actions have on living things and their habitats.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Form: Habitats around the world • Causation: Changing habitats • Responsibility: The responsibility humans have to look after the environment <p>Related Concepts: Change, environment, adaptation, impact</p> <p>Learner Profile: Thinkers, Balanced</p>	<p>How the world works</p> <p>Central Idea: Energy may be converted and used to support sustainable life on Earth.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Form: Different types of energy • Change: The transfer and transformation of energy • Responsibility: Sustainable energy practices (locally, globally) <p>Related Concepts: Renewable & non-renewable energy sources, resources, conservation, efficiency, power, transformation of energy, pollution</p> <p>Learner Profile: Knowledgeable, Principled</p>	<p>Where we are in place and time</p> <p>Central Idea: Interpreting evidence provides understanding of past invasions and settlements.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> • Function: Interpreting artefacts • Causation: The impact of invasion • Connection: Legacies left by past societies (i.e. Romans, Vikings, Anglo-Saxons) <p>Related Concepts: Settlements, landscape, borders, ownership, chronology, invasion, artefacts, conflict</p> <p>Learner Profile: Knowledgeable, Risk-taker</p>	



Programme of Inquiry 2023-24 – Somerleaze

Year Group	Year Long	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5 Upper II	<p>Who we are</p> <p>Central Idea: People develop, grow and change.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Function: The human lifecycle ● Change: Changes that take place as people develop and grow ● Responsibility: The effects of personal choices on our health <p>Related Concepts: Biology, genetics, growth, systems (digestive, nervous, reproductive, respiratory)</p> <p>Learner Profile: Caring, Balanced, Reflective</p>	<p>Sharing the planet</p> <p>Central Idea: Access to water determines opportunities around the world.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Form: Water resources around the world ● Causation: The relationship between water and opportunities ● Responsibility: Actions we can take to make a difference <p>Related Concepts: Impact, environment, sustainability, community, choice, action, conflict</p> <p>Learner Profile: Caring, Principled</p>	<p>How we organise ourselves</p> <p>Central Idea: Governments and citizens have roles, rights and responsibilities.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Function: Different forms of governing systems ● Responsibility: Responsibilities of government leaders ● Perspective: Human rights and social justice <p>Related Concepts: History, values, consequences, system, rights, responsibilities, citizenship, traditions</p> <p>Learner Profile: Principled, Knowledgeable, Communicator</p>	<p>How we express ourselves</p> <p>Central Idea: Maps are a window into our global community.</p> <p>Key Concepts/Lines of Inquiry: An inquiry into:</p> <ul style="list-style-type: none"> ● Function: How maps are made ● Change: Ways maps evolve over time ● Perspective: How maps express cultural identity <p>Related Concepts: Imagery, meaning, symbolism, inference, presentation, voice, culture, environment, expression,</p> <p>Learner Profile: Communicator, Risk-taker, Reflective</p>	<p>Where we are in place and time</p> <p>Central Idea: Exploration leads to discoveries, opportunities and knowledge.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Form: Explorers and their explorations ● Causation: Reasons why exploration has taken place ● Connection: How exploration has changed the world <p>Related Concepts: History, lifestyle, perspective, interpretation, structure, culture, rules, development</p> <p>Learner Profile: Thinker, Open-minded, Knowledgeable</p>	<p>How the world works</p> <p>Central Idea: Scientific and technological developments have impacted people's wellbeing.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Change: Medicine through the ages ● Connection: Medical advancements and technology ● Causation: The impact of advancements in technology on physical and mental wellbeing <p>Related Concepts: Interdependence, invention, adaptation, technology, progress, discovery, survival</p> <p>Learner Profile: Knowledgeable, Inquirer</p>	
Y6 Lower III	<p>Who we are</p> <p>Central Idea: Positive interactions are possible when people understand and respect one another's identities.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Change: Influences on people's identity (values, beliefs, likes/dislikes, culture, ethnicity, sexual orientation, families, friendships) ● Connection: Learned and inherited behaviours ● Responsibility: The role of respect and tolerance in our interactions <p>Related Concepts: Evolution, genetics, adaptation, character, belonging, behaviour, identity, stereotypes</p> <p>Learner Profile: Open-minded, Balanced</p>	<p>Where we are in place and time</p> <p>Central Idea: Interpreting historical sources helps us to understand how people lived in the past.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Form: Different types of historical sources (primary and secondary) ● Connection: Knowing about and reflecting on the past ● Function: The interpretation of historical sources <p>Related Concepts: Interpretation, perspective, history</p> <p>Learner Profile: Open-minded, Communicator</p>	<p>Sharing the planet</p> <p>Central Idea: People move around the world for many reasons.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Causation: The reasons people move ● Perspective: The opportunities and disadvantages of migrating ● Change: How places impacted by migration <p>Related Concepts: Choice, lifestyle, beliefs, values, movement, discrimination, safety, opportunities, equality, location/geography</p> <p>Learner Profile: Inquirer, Principled, Reflective</p>	<p>How we organise ourselves</p> <p>Central Idea: Sustainable products are developed by businesses to meet people's needs.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Form: Sustainable materials, their properties and costs ● Connection: The Production Cycle ● Function: How businesses develop and design products for customers ● Responsibility: The responsibility of businesses to be economically and environmentally sustainable <p>Related Concepts: Enterprising, production, trade, supply and demand, process, roles, sustainability, the environment</p> <p>Learner Profile: Principled, Reflective, Communicator</p>	<p>How we express ourselves PYP Exhibition</p> <p>Central Idea: The Arts is a powerful tool in creating and sharing messages about issues that matter to us.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Generated by students based on their individual inquiries <p>Related Concepts: Communication, the Arts, media, expression</p> <p>Learner Profile: All</p>		<p>How the world works</p> <p>Central Idea: The continuous changing nature of Earth impacts human survival.</p> <p>Key Concepts/Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Form: The structure of the Earth ● Causation: The impact of changes in the Earth on human settlements ● Responsibility: The role of people in preparing and responding to changes in the Earth <p>Related Concepts: Tectonic plate movement, geography, landscape, environment, impact</p> <p>Learner Profile: Knowledgeable, Caring</p>