

Curriculum Big Ideas and Big Questions

Conservation, growth and change

To understand the intricacies of our plant and animal species and their interdependence in our world.

To understand how and why things change and the effects of change.

Within this Big Idea, our children will be exploring the concepts of:

conservation, growth, change, power, justice, evolution, adaptation, diversity, sustainability, curiosity

Changing People and Places

To know what it means to be a human being and why significant people, places and events matter.

To understand *place* as cultural, social and environment within our world.

Within this Big Idea, our children will be exploring the concepts of:

civilisation, people, place, change, exploration, trade, power and influence, justice, adaptation, diversity, civilisation, slavery/inequality, travel, invasion, wealth and economy

Materials. Processes and Investigation

Through asking questions, making predictions, gathering information and analysing evidence we can understand the physical properties of the world around us.

We can understand physical processes and we can understand how we interact with them and how they shape our world.

Within this Big Idea, our children will be exploring the concepts of:

phenomena, evolution, inheritance, impact change, power, trade, justice, adaptation, diversity, curiosity, sharing

Big Questions

EYFS	TERMS 1 & 2	TERMS 3 & 4	TERMS 5 & 6
	What makes me special and belong?	What makes living things change and grow?	What do other countries look like compared to ours?
Concepts	Belonging	Growth	Cause and Effect
Why here, why now?	<p>This enquiry is begins with being new to the school world, learning about themselves and also other people around them.</p> <p>It develops understanding differences and similarities and meeting new people.</p> <p>It sets the foundation for further exploration in year 1.</p> <p>It encourages children to build relationships and class community.</p>	<p>This enables children to develop a scientific understanding and be able to form questions to further understand the world.</p> <p>The children gain understanding of how we grow and the living world grows around us to support our growth.</p> <p>There is practical hands on learning, real life experiences and observations of the wider world.</p>	<p>This enables the children to see and understand the wider world through the eyes of an explorer.</p> <p>It allows children to compare and contrast their own lives with other regional environments and the wider world.</p> <p>There are opportunities for DT projects using a variety of materials and processes.</p>
Enquiry Questions	Who am I and how am I special?	How have we grown and changed?	What is our environment like?
	How are we the same and different?	What do plants need to grow and change?	What differences and similarities do we see between where we live and the polar region?
	Who is in my family?	What do plants and animals do to help us grow and change?	What differences and similarities do we see between where we live and the ocean?
	What is special about our school?	How do living things grow and change?	What differences and similarities do we see between where we live and the rainforest?
	Who is in our community?	How do we celebrate at this time of year?	What differences and similarities is there between where we live and the desert?
	What do we celebrate?		What have we learnt from our exploration of the world?

YEAR 1	TERMS 1 & 2			TERMS 3 & 4			TERMS 5 & 6		
	What is all around me ?			What is my town like?			What are things made from?		
Concepts	Conservation	Growth	Change Natural World	Exploration Civilisation	Justice right and wrong	Change Over time	Trade Innovation	Investigation	Materials
Why here, why now?	This enquiry will support the children to build on their learning about plants and animals from EYFS. It also links to how the children have grown and changed , alongside the changing of the seasons. This enquiry is also the foundation for learning in Y2 (habitats and environment).			Finding out about Weston-Super-Mare and the human and physical features (using a map) How has Weston changed within living memory (100 years) focussing on the seafront and places like the piers and Tropicana. The changes that the Victorians made to Weston - based on Weston growing from a population of 70 to over 30,000. Linking their belief that sea bathing was 'good for your health'.			In this enquiry, the children investigate how and why a variety of materials work before applying their knowledge to a design of a product such as a waterproof coat. Innovation is developed through research into the history of toys coupled with the children using their own ideas and combined with their new scientific understanding under the concept of materials .		
Enquiry Questions	What is out of my window?			Where is my school?			What is my toy made of?		
	What is the weather?			Where is Weston-Super-Mare?			How have toys changed over time?		
	What is a living thing?			How has Weston-super-Mare seafront changed in 100 years?			How can I decide if a toy is from the past or a modern toy?		
	Are all animals the same?			How has Weston changed in the last 100 years?			How can we play in different ways?		
	What am I?			How did the Victorians change Weston?			How do I keep my teddy warm and dry?		
	What grows near me?								

YEAR 2	TERMS 1 & 2			TERMS 3 & 4			TERMS 5 & 6		
	What makes a habitat successful?			What difference did Brunel make to Bristol?			What places can we explore?		
Concepts	Growth	Conservation	Adaptation	Exploration Travel	Trade Innovation	Power difference	Exploration Curiosity	Investigation	Diversity
Why here, why now?	<p>This enquiry builds on the learning from year one where children learn all about themselves and their local area. The enquiry starts by putting the child at the centre of the learning by asking what they need to grow and stay healthy. They then learn what all living things need to survive. They learn about the lifecycles of different living things including humans Through the teaching of different types of habitats, children will build on their learning of the local area and physical and geographic features. They begin to understand how living things can adapt to their different environment to survive and thrive. Children will understand how animals and plants can rely on each other to survive.in a habitat. Children will then explore how they can help to look after and conserve the natural world so that all living things can continue to adapt and grow. can continue to be successful therefore conserving their world. This lays the foundation for the children's learning in KS2, where they continue to learn about living things in How animals survive in year 4 and then a deeper look at sustainability and conservation in year 5. Year 6 also study how the world and humans adapt and change.</p>			<p>Children are put in the centre of the learning as we start by discussing Bristol- their nearest local city. This builds on from year 1 where children explore their town of Weston – super – Mare. Children look at how to travel to Bristol. Children visit Bristol and explore landmarks. They look at how Bristol has changed over time. We discuss the term innovation and children get the chance to innovate bridge designs. In science, children learn about manipulating materials. Art focuses on local designers and artists. We study a significant figure in history who lived in and made a difference to the city Bristol and travel in the local area and beyond. Changes to rail travel and sea travel is a focus. Children then explore other significant individuals who have been innovators and influenced change like Tim Berners- Lee, Ada Lovelace, Florence Nightingale. This may change depending on current events and children's interests etc We then look at the power we all have to make a difference to the world we now live in. This links to learning in Key Stage 2 where children learn about space exploration and the innovation of people like Katherine Johnson. Children also learn about power and how to make a difference in year 6.</p>			<p>Following on from the previous learning enquiries that focus on the local area, children will explore the wider world and deeper their geographical knowledge of the world's continents and oceans. Children will investigate what it is like in hot and cold countries with a focus on the Polar regions and countries near the equator. Children will compare the human and physical features of these areas with their locality. Children will have the opportunity to study Kenya and understand the diverse nature of the country. They will study a Kenyan village in detail comparing life there to their own. Artwork and Music will link to this along with stories like Lilah the Secret of rain. Children will learn about the diversity of the animal kingdom living in these differing habitats and will learn how to classify the different types of living things. Children will learn how exploring the world has changed by studying explorers from the past and from modern times. They will learn about significant events in exploration like the discovery of the Americas and the moon landing to help them understand how and where people explore and how these events made an impact. This learning will lay the foundations for future learning in KS2 where children will learn more about exploration and trade when they learn about the Roman invasion and Viking raids on Britain. They will also learn more about space exploration and the space race. Children will go on to deepen their knowledge of the diversity of life as they study different biomes around the world in KS2.</p>		
Enquiry Questions	What do I need to stay healthy?			Where is Bristol?			Where have I explored?		
	What do all living things need to survive?			What is Bristol like? How has it changed?			What are the countries and oceans of the world like?		
	What is a habitat?			What did Brunel do?			What is it like in the hottest and coldest places on earth?		
	Where are the most successful habitats?			What difference did he make?			How is Kenya different to my home?		
	How can we help the world to thrive?			Who else made a difference?			How has exploring the world changed?		
				How can we make a difference?					

YEAR 3	TERMS 1 & 2			TERMS 3 & 4			TERMS 5 & 6		
	How has electricity impacted our lives?			How did people start to settle?			How did the Nile help Egyptians survive and thrive?		
Concepts	Power Sources of power	Processes Phenomena	Change Technology	Changing people	Exploration Civilisation	Justice Social justice	Exploration Curiosity	Power Sustainability	Trade Civilisation
Why here, why now?	<p>We start the year with this enquiry as it puts the child at the centre and begins with what their lives are like now. Through the lens of technology, they build on prior learning in KS1 about the local area and their understanding of power with regards to significant individuals and how their actions/inventions impact other people's lives. This enquiry seeks to further develop children's natural curiosity of the world around them and the processes that make things work. They develop their understanding of the impact technological advancements in electricity had on the world and how it changed people's lives. Visits from 'National Grid' help children understand the journey electricity goes on to reach us and provides them with the knowledge about how to stay safe around electricity. This enquiry sets up children's understanding of key scientific phenomena (electricity, magnets and light) ready to be further developed in Y6.</p>			<p>At the heart of this enquiry is a focus on exploring geographical landscapes (Cheddar Gorge and Skara Brae), building on exploration of the local area in KS1 as well as map work of the local area carried out in the first enquiry of Y3. They develop their geographical field work skills during a trip to Cheddar to explore the gorge and caves. Children develop their understanding of the concept of change and what makes their town a good place to settle. They develop their chronological understanding by exploring how people changed the way they lived through the three periods of the Stone Age and into the Iron Age. The concept of exploration also leads into learning carried out further on in KS2 where children develop their understanding of invasion and how civilisations are developed, including the final enquiry of Y3 which explores the ancient civilisations of the world with a focus on Ancient Egypt. The children are introduced to the concept of social justice through being taught how there was no organised society or justice system in this time period. This is a contrast to the learning carried out in Y4 where they explore the inequality of a more developed power system and the enquiry from Y6 which focuses on 'Why is power important?'</p>			<p>This enquiry builds on the chronological understanding pupils have developed previously in terms 3&4 when they learnt about changes in Britain from the Stone Age to the Iron Age. It encourages them to make comparisons between the early settlements in Stone Age Britain and the more developed civilisations which were occurring simultaneously around the world. Through exploration of several early civilisations they develop their curiosity about how people lived in the past making comparisons and contrasts where appropriate. Following on from their geographical studies in KS1 and the previous Y3 enquiry, they develop their geographical understanding of landscape through exploring the River Nile and its impact on the people and landscape. They learn how the Egyptians used the Nile River for farming and trade in order to build a civilisation which lasted for 3,000 years. This can then help the children to understand how rivers can be used as part of sustainable practices. This concept of civilisation is continued through the remainder of KS2 as they explore the Roman Empire's impact on Britain (Y4) and the achievements of Ancient Greece (Y6).</p>		
Enquiry Questions	How has electricity changed our lives?			How does the land around us affect where people live?			What did these ancient civilisations have in common?		
	How can we create and adapt an electric circuit?			How can we find out about life in the Stone Age?			What is Egypt like?		
	Where does light come from?			Why did people start to live here?			How is the Nile used by people?		
	How do you make a bulb brighter?			How did early settlers show creativity?			How does the Nile support plants?		
	How do you form and change the size of a shadow?			Why would someone prefer to settle in Cheddar or Skara Brae?			What can we learn from the ancient Egyptians?		
	How can you feel force?								

YEAR 4	TERMS 1 & 2			TERMS 3 & 4			TERMS 5 & 6		
	How did the Roman invasion change life in Britain?			How is the natural world unpredictable?			How do animals survive?		
Concepts	Exploration Invasion	Change Civilisation	Power Inequality	Power Power of nature	Change in the natural world	Processes Phenomena	Change Adaptation	Conservation	Justice Conservation
Why here, why now?	This enquiry builds on the Yr 3 enquiry into why people settle with an introduction to what life was like in Britain. Children know what life was like before the Romans. It introduces the idea of invasion and why people invade which is then built upon in year 5 - 'Why do people invade ?' and year 6 'Why must we remember?'. It introduces the concept of inequality which builds upon the concept of social injustice through exploring the social structure of Roman life. Yr 5 build upon this in 'Why do we need to know our place in space' through slavery/ inequality and 'Why is it important to look after our world' through trade			Power: links back to EYFS, year 1 and year 3 where they have explored the way the natural world is unique, sources of power and how we can use this. In year 4 we build upon this by exploring how nature can be beneficial and dangerous to human life. Building upon the work in Year 3 on the River Nile, the children learn about the water cycle from source to sea. Change: builds upon learning in EYFS and year 1 where they have begun to explore ways that the natural world changes and adapts. Year 4 begins to explore how the natural world changes and continues to change over time. This prepares them for looking at phenomena in space in yr 5.			Builds upon KS1 learning around living things. It develops with a focus on furthering learning on living processes and how we affect the environment. Children will study how some animals are adapted to their environment and ways in why we need to protect these species. There are links to year 5 'Why is it important to look after our world?' where they explore diversity and year 6 'Why do we need to adapt and change?' learning about evolution.		
Enquiry Questions	Who has stood here before us? How has life changed since the stone age?			How are mountains formed? Why do people live near a volcano?			What is a human? How are nature's species so brilliantly adapted to their environment?		
	What was life like in Britain when Jesus was born?			How do earthquakes happen?			Why do we need to protect these species?		
	What did the Romans bring to Britain?			What is the difference between a volcano and a mountain?			How have different communities of people adapted to the places they live in?		
	Why did the Romans build a wall?			How does water travel?			How can change impact on an environment?		
	Should the Romans have invaded?								

YEAR 5	TERMS 1 & 2			TERMS 3 & 4			TERMS 5 & 6		
	How are you helping to look after the planet?			What does the earth look like from space?			Why do people invade and settle?		
Concepts	Growth Sustainability	Change Diversity	Trade Inequality	Power Slavery/ Inequality	Processes Phenomena	Justice Social justice	Exploration Invasion	Trade Wealth / economy	Change Civilisation
Why here, why now?	<p>This builds on Y2 when the children learned about habitats and growth and how they are sustained. This develops in Y5 when we look at the rainforest and the threats to its sustainability. It builds on Y4 where they learned about how species adapt to their environment. In Y5 we learn about the impact of human changes on the diversity of the species (animal, plant and insects) within the rainforest habitat. Trade and inequality is a concept which is built on over the year as it begins in this enquiry and is further developed when learning about the Vikings and how they traded across the world. In term 2 it develops when the children learn about unequal trade between the rainforest populations and the rest of the world.</p>			<p>This builds on Y4 where children learned about the power of the Roman Empire and the resulting inequality which arose i.e. slaves and the hierarchy of their civilisation. The concept of Processes is built on from Y4 as they learn about water cycle, erosion of rocks, volcanic eruptions and earthquakes. This also links to Y3 where they learn about light and electricity. In Y5 they learn about phenomena such as the solar system including gravity and forces. The concept of social justice builds on Y3 when children learn about settlement and how it can change the social structure sometimes unfairly or unequally. This develops in Y5 with a study of Martin Luther King, Rosa Parks and the issue of discrimination.</p>			<p>This builds on the invasion concept in Yr 4 where the children learned why the Romans invaded Britain. This concept develops in order that the children have a deeper understanding of the reasons for invasion in preparation for Y6 when they learn about war. Through a study of Vikings and Anglo- Saxons, the children further develop the concept of trade and how invasion and settlement can change the way civilisations are impacted by change.</p>		
Enquiry Questions	How can we be more sustainable?			Where are we?			What is invasion?		
	Why do we need to be sustainable?			Why does the earth move?			Why do people invade?		
	Why are the rainforests important?			Why does the moon look different?			Why did the Vikings travel?		
	If we damage the world, what is the impact?			Why don't we fall off the earth?			What did the Vikings trade?		
	How were the Mayans sustainable?			How do forces affect us?			How did invasion and settling change Britain?		

YEAR 6	TERMS 1 & 2			TERMS 3 & 4			TERMS 5 & 6		
	Why must we remember?			Why is power important?			Why do we need to adapt and change?		
Concepts	Exploration Invasion	Justice Inequality Dictatorship	Power Imbalance of power	Power Own power and influence	Justice Democracy	Trade Civilisation	Change Evolution	Change Adaptation	Justice/ Equality Diversity
Why here, why now?	<p>Y6 begin this learning theme by considering what their dream world would be like which links to learning in all previous year groups - they apply their understanding of the natural world, their knowledge of sustainability, civilisation, inequality and justice to develop their own concept of the 'perfect world'. Y6 develop their understanding of how an imbalance of power can be something that is caused by a chain of events involving many influences on a global scale, thereby widening their understanding of the complexity and many layers of injustice and inequality (linking to Y4 and Y5 learning about inequality in Roman times, the Space Race and the Civil Rights Movement in America. Invasion links back to Y4 and Y5. Y6 develop their understanding further to explore why people invade, not to settle or over power, but to defend.</p>			<p>This links back to learning about the ancient civilisations of the Egyptians, Romans and Vikings studied in Y3, 4 & 5. It also links to learning in Y2 about Brunel and famous explorers because Y6 explore the 'legacy' that these periods of time and events have left us and how they influenced and inspired the way we live now. The theme of trade links to all year groups (except Y4) and also links to legacy as Y6 explore, not only the way the ancient Greeks traded, but how we trade globally in a modern world. This learning also links to justice as we investigate Fairtrade. Learning about democracy links back to the Y5 concepts of inequality and slavery and allows Y6 to develop their thinking further to explore how to move away from inequality and create a 'just' and fair society.</p>			<p>This links back to EYFS learning about living things growing and changing. It also links and builds on the children's understanding of successful habitats in year 2. When children move into year 4 they consider how animals survive in nature and this builds a firm foundation for developing their understanding of the more complex concepts of evolution, adaptation and inheritance. There is also a strong link with the year 5 RE focus on creation where the children learn about Christian concepts of creation alongside the scientific theories of cosmology and evolution. The theme of change runs through the art and PSHE in this learning theme through the study of Impressionism and relationships.</p>		
Enquiry Questions	What do I remember?			What is power?			Why do some creatures no longer exist?		
	What is happening right now?			What power do I have?			How have I evolved?		
	Why was it called the Great War?			How is power organised?			If living things don't adapt and change, what will happen?		
	Why did it happen again?			Who were the Ancient Greeks?			What can we discover about adaptation and change from our locality?		
	Was it the same again?			What legacy of power did the Greeks leave us?			How and why will I change?		
	How did the war change the face of Britain?			Why do people seek power?			What is my legacy?		
				If power is abused, what are the consequences?					