
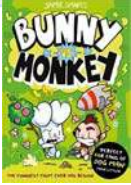
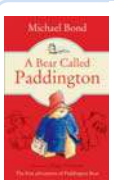



































# Curriculum plan A

|                                      | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|--------------------------------------|---|---|---|---|--|--|
| Transdisciplinary theme              | Who we are  |   | Where we are in place and time  |   | Sharing the planet   |  |
| An inquiry into...                   | Relationships including families, friends, communities and cultures   | Personal, physical, mental, social and spiritual health   | Homes and Journeys  | Personal Histories  | Rights and responsibilities in the struggle to share finite resources with other people & living things  | Peace and conflict resolution  |
| Central Idea                         | Humans are generally social beings with many relationships within family and community affected by our interactions   | Having healthy minds and bodies contribute to people's ability to grow and thrive.  | People's journey through life can lead to many different homes and places within a community  | Humans are a sum of their experiences and values  | People have a responsibility to look after the planet for all who inhabit it.  | Nations can emerge as a result of conflicts and battles  |
| Lines of Inquiry and key concepts    | <ol style="list-style-type: none"> <li>1. What a relationship is and the forms they can take (Form)</li> <li>2. The qualities that make a good and strong community (Perspective)</li> <li>3. How peoples' behaviours and values change relationships (Connection)</li> </ol> | <ol style="list-style-type: none"> <li>1. How the different parts of the body &amp; mind work together (Function)</li> <li>2. How our bodies, thoughts &amp; views change as we grow older (Change)</li> <li>3. How positive social experiences and communications are linked to resilience and emotional health. (Connection)</li> </ol> | <ol style="list-style-type: none"> <li>1. What makes a home (Form)</li> <li>2. People's responsibility to the area where they live (Responsibility)</li> <li>3. How concept of home may change through life (Change)</li> </ol> | <ol style="list-style-type: none"> <li>1. How heritage can influence values and ethos (Function)</li> <li>2. How religion may both connect and divide people (Causation)</li> <li>3. The role of diversity in the development of communities (Perspective)</li> </ol> | <ol style="list-style-type: none"> <li>1. How living things in a habitat are all connected (form)</li> <li>2. How changing one population has an effect on other populations in an ecosystem (Change)</li> <li>3. How changes to the environment can cause harm to living things (Responsibility)</li> </ol> | <ol style="list-style-type: none"> <li>1. The causes of wars and conflicts (causation)</li> <li>2. Different perspectives on the issues and impacts of war (Perspective)</li> <li>3. How aspects of modern life are linked to past conflicts (Connection)</li> </ol> |
| Related Concepts                     | Family<br>Community<br>Behaviour  | Health<br>Development<br>Nutrition  | Home<br>Community   | Diversity<br>Religion<br>Heritage<br>Tradition  | Ecosystem<br>Food Chain<br>Pollution   | Peace<br>Conflict<br>Perception  |
| Approaches to Learning               | <b>Social:</b> Social intelligence<br><b>Communication:</b> Listening, interpreting, speaking   | <b>Self Management:</b> Emotional management, Mindfulness, Resilience<br><b>Research:</b> Formulating and planning  | <b>Research:</b> Gathering and recording, creating  | <b>Thinking:</b> Reflection, Considering new perspectives<br><b>Social:</b> Respecting others   | <b>Thinking:</b> Forming decisions, application in multiple contexts<br><b>Research:</b> online perspectives   | <b>Social:</b> Resolving conflict<br><b>Research:</b> synthesizing and interpreting  |
| Learner Values                       | Caring, Communication, Reflective   | Balanced, Knowledgeable, Inquirer   | Courageous, Moral, Celebrate Difference   | Celebrate Difference, Balanced, Thinker   | Knowledgeable, Moral, Caring   | Reflective, Communication, Thinker   |
| Transdisciplinary Connections        | English, PSHE/RSE   | English, Science, PSHE/RSE, PE  | English, Geography, PSHE/RSE, Art   | English, History  | Science, English   | History, English, PSHE/RSE   |
| Core Texts                           | <br>  | <br>  | <br>   | <br>  | <br>   | <br>   |
| UNESCO sustainable development goals | Reduced Inequalities   | Good health and wellbeing    | Industry, Innovation and infrastructure    | Gender equality    | Sustainable cities and communities    | Peace justice and strong institutions   |





# Curriculum plan B

|                                      | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|--------------------------------------|---|--|--|--|--|--|
| Transdisciplinary theme              | How we express ourselves  |  | How we organise ourselves  |  | How the world works  |  |
| 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   | The interconnectedness of human-made systems and communities   | Economic activities and their impact on humankind and the environment  | An inquiry into the natural world and its laws   | The interaction between the natural world and human societies  |
| Central Idea                         | Through play and exploration people can express our ideas, identity and feelings.   | People can communicate their feelings and ideas through the arts   | The needs and wants of people are satisfied by resources   | Economic activities impact people everywhere in the world  | The weather affects people and places differently all over the globe.  | The destruction of natural habitats around the world is leading to changes to earth's systems and the extinction of animals and plants   |
| Lines of Inquiry and key concepts    | <ol style="list-style-type: none"> <li>1. The impact of making good choices through play (Causation)</li> <li>2. Expressing feelings, ideas and knowledge (Function)</li> <li>3. People's engagement in hobbies can have a direct correlation to improved mental and physical wellbeing (Connection)</li> </ol> | <ol style="list-style-type: none"> <li>1. Different art forms (Form)</li> <li>2. How people use the arts to express themselves (Function)</li> <li>3. How people can respond differently to art (Perspective)</li> </ol> | <ol style="list-style-type: none"> <li>1. How a person's wants and needs change as they grow (Change)</li> <li>2. Careers and employment to earn an income to satisfy wants and needs (Form)</li> <li>3. Transportation needs to adapt and grow in order to fulfil demand for products (Change)</li> </ol> | <ol style="list-style-type: none"> <li>1. The responsibility of companies to limit the impact of their business on the environment (Responsibility)</li> <li>2. The connections between health and poverty/Wealth (connection)</li> <li>3. The way in which Job roles have changed with availability of natural and manmade resources. (Change)</li> </ol> | <ol style="list-style-type: none"> <li>1. How physical characteristics vary between different parts of the world (Form)</li> <li>2. How living things are adapted to the physical characteristics of their habitat (Causation)</li> <li>3. How the climate affects the way in which people can participate in activities and live their lives? (Connection)</li> </ol> | <ol style="list-style-type: none"> <li>1. Animals and plants that have become extinct (Change)</li> <li>2. How everyday decisions impact the world around us (Perspective)</li> <li>3. People's responsibilities for sustainability and conservation (Responsibility)</li> </ol> |
| Related Concepts                     | Communication<br>Identity<br>Imagination  | Interpretation<br>Creation<br>Performance  | Transportation<br>Product<br>Cooperation   | Resources<br>Poverty<br>Wealth   | Climate<br>Adaptation<br>Behaviour   | Habitat<br>Extinction<br>Conservation  |
| Approaches to Learning               | <b>Think:</b> Generating ideas<br><b>Social:</b> Self control   | <b>Communication:</b> Media Representation, Informed choices<br><b>Thinking:</b> Generating Ideas  | <b>Self Management:</b> Motivation, Resilience, managing self, goal setting.   | <b>Social:</b> Supporting others<br><b>Research:</b> Reliability of sources  | <b>Research:</b> Gathering and recording, Synthesizing and interpreting  |  |
| Learner Values                       |   |  |  |  |  |  |
| Transdisciplinary Connections        | English, PSHE/RSE, Music, Art   | English, Art, PSHE/RSE, Music  | English, History   | Science  | Science, English, Geography  | Geography, English, Science  |
| IB Core Texts Inspirational Reads    |   |  |  |  |  |  |
| UNESCO sustainable development goals | Good health and wellbeing   | Quality Education  | No Poverty Zero Hunger   | Responsible consumption  | Climate action   | Life on land   |

# Curriculum plan C

|                                      | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|--------------------------------------|---|---|--|---|---|---|
| Transdisciplinary theme              | Who we are  |   | Where we are in place and time   |   | Sharing the planet  |   |
| An inquiry into...                   | Beliefs and values  | Rights and responsibilities   | The relationship between the interconnectedness of individuals and civilizations, from local and global perspectives   | Orientation in place and time   | Communities and the relationships within and between them   | Access to equal opportunities   |
| Central Idea                         | Beliefs and values are part of a person's identity and can influence how they live our lives and view the world   | Personal behaviours and choices shape our individual and collective identities  | Historical figures and events of the past influence the present day  | The way people live is connected to where they live and the toys, games and hobbies they experience   | Diversity is a valuable part of a balanced community and everyone has an important role to play in promoting inclusivity  | Access to opportunities affects equality for all children   |
| Lines of Inquiry and key concepts    | <ol style="list-style-type: none"> <li>How different factors can influence who we are (Causation)</li> <li>How values and beliefs bring individuals and communities together (Connection)</li> <li>How people demonstrate beliefs and values (Perspective)</li> </ol> | <ol style="list-style-type: none"> <li>Identifying personal abilities and interests (Form)</li> <li>How acting on reflections help people grow and develop (Causation)</li> <li>The responsibilities in a community to help everyone to flourish and thrive (responsibility)</li> </ol> | <ol style="list-style-type: none"> <li>How historical figures contribute to societal behaviour and beliefs (Connection)</li> <li>How individuals interpret the same events differently (perspective)</li> <li>How innovation has changed the way we live (Change)</li> </ol> | <ol style="list-style-type: none"> <li>Different hobbies, toys and games in different parts of the world (Form)</li> <li>How the places people live have an impact on their lifestyles (Function)</li> <li>How hobbies and games affect lifestyle and personal growth (change)</li> </ol> | <ol style="list-style-type: none"> <li>Everyone, including the neurodiverse, within a community has an important role to play (Function)</li> <li>Common experiences and characteristics connect us to other people (Connection)</li> <li>Acceptance, inclusion and celebration of diversity is every bodies responsibility (responsibility)</li> </ol> | <ol style="list-style-type: none"> <li>Children's rights and equity (Perspective)</li> <li>Factors that determine a child's access to opportunities (Causation)</li> <li>People's responsibility towards equality (Responsibility)</li> </ol> |
| Related Concepts                     | Belief<br>Values<br>Community   | Human Rights<br>Community<br>Responsibility   | Innovation<br>Progress<br>Culture  | Leisure<br>Lifestyle<br>Recreation  | Diversity<br>Inclusion<br>Community   | Equity<br>Rights<br>Equality  |
| Approaches to Learning               | <b>Social:</b> Respecting others, Emotional intelligence<br><b>Communication:</b> Interpreting  | <b>Thinking:</b> Reflection<br><b>Social:</b> Supporting others   | <b>Research:</b> Consuming and Processing, online perspectives, Evaluating and communicating   | <b>Communication:</b> Listening<br><b>Self management:</b> Time management, self motivation   | <b>Social:</b> Emotional intelligence, respecting others, supporting others<br><b>Research:</b> Ethical use   | <b>Social:</b> supporting others, resolving conflict  |
| Learner Values                       |    |    |    |    |    |    |
| Transdisciplinary Connections        | English, PSHE/RSE, Music, Art   | English, Art, PSHE/RSE, Music   | English/Science/History/Art  | English, Geography, Music   | RE, English, Geography  | Geography, English, Science   |
| IB Core Texts Inspirational Reads    |    |    |    |    |    |    |
| UNESCO sustainable development goals | Gender equality    | Peace, Justice and strong institutions   | Quality education   | Decent work and economic growth    | No poverty   | Reduced inequalities   |

# Curriculum plan D

|   | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|---|---|--|--|---|---|--|
| <b>Transdisciplinary theme</b>              | How we express ourselves  |  | How we organise ourselves  |   | How the world works   |  |
| <b>An inquiry into...</b>                   | An appreciation of the aesthetic  | The ways in which we discover and express ideas, feelings, nature, culture beliefs and values  | Structure and function of organisations  | Human systems and economic enterprise   | The natural world and its laws  | The impact of scientific and technological advances on society and on the environment  |
| <b>Central Idea</b>                         | Art forms provide different ways to express and experience emotions   | Expressions of feelings and ideas can take many forms, influenced by our culture and media   | Education is an integral part of a pathway to achieving aspirations in employment  | Economic Activities affect people and impact the world  | The Earth and its atmosphere go through changes   | Humans use natural resources for their benefit; the exploitation of resources has increased over time as new technology has been developed   |
| <b>Lines of Inquiry and key concepts</b>    | <ol style="list-style-type: none"> <li>Likes and Dislikes (Form)</li> <li>Interpreting the ways people communicate about themselves (Perspective)</li> <li>Connections between the arts, media and emotions (Connection)</li> </ol> | <ol style="list-style-type: none"> <li>The purpose of story-telling (Causation)</li> <li>The use of symbols and signs in different cultures (Function)</li> <li>The role characters play in building a story (Connection)</li> </ol> | <ol style="list-style-type: none"> <li>How education supports choice in employment. (Function)</li> <li>How education and skills for employment have developed over history resulting in a differing workforce (Change)</li> <li>The responsibility of society to provide equitable access to education and employment for all (Responsibility)</li> </ol> | <ol style="list-style-type: none"> <li>Buying and Selling is an interconnected system (Function)</li> <li>The development of transportation has created a global market creating interconnected economies. (Change)</li> <li>Our power as consumers to effect change (Causation)</li> </ol> | <ol style="list-style-type: none"> <li>How the earth has changed and continues to change (Form)</li> <li>Why the earth changes (Responsibility)</li> <li>The impact of changes in the Earth and its atmosphere on human and animal kind (change)</li> </ol> | <ol style="list-style-type: none"> <li>The nature of energy and energy stores (Form)</li> <li>How new technology allows exploitation of different energy resources (Connection)</li> <li>As Humans our use of resources has caused pollution and the impact of this on other species (Responsibility)</li> </ol> |
| <b>Related Concepts</b>                     | Audience<br>Appreciation<br>Genre   | Communication<br>Symbols<br>Imagination  | Education<br>Employment  | Cooperation<br>Product<br>Transportation  | Plate Tectonics<br>Topography<br>States of Matter   | Energy Store<br>Pollution<br>Technology  |
| <b>Approaches to Learning</b>               | <b>Communication:</b> Media Representation, Informed choices, Interpreting<br><b>Research:</b> Creating   | <b>Communication:</b> Reading, Writing, Media Representation   | <b>Self-management:</b> Goal setting, Perseverance<br><b>Research:</b> Formulating and planning  | <b>Research:</b> Online perspectives, reliable sources, ethical use   | <b>Research:</b> Gathering and recording, synthesising<br><b>Thinking:</b> Application  | <b>Thinking:</b> New Perspectives, novel ideas, evaluation   |
| <b>Learner Values</b>                       | Reflective, Communication, Courageous   | Thinker, Celebrate Differences, Moral  | Inquirer, Knowledgeable, Reflective  | Balanced, Thinker, Reflective   | Caring, Moral, Knowledgeable  | Courageous, Thinker, Balanced  |
| <b>Transdisciplinary Connections</b>        | English, PE, Music, Art   | English, Art, Music  | English, Science, PSHE/RE  | Geography, PSHE, RE   | Science, Geography, Art   | Geography, Science   |
| <b>IB Core Texts Inspirational Reads</b>    |     |    |     |     |     |    |
| <b>UNESCO sustainable development goals</b> | Partnerships for the goals   | Sustainable cities and communities    | Quality education   | Affordable and clean energy    | Climate action   | Industry, innovation and infrastructure   |

# Curriculum plan E

|                                      | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|--------------------------------------|---|---|---|---|---|---|
| Transdisciplinary theme              | Who we are  |   | Where we are in time and place  |   | Sharing the planet  |   |
| An inquiry into...                   | The nature of self  | What it means to be human   | Relationships between individuals   | Discoveries of Humankind  | The natural world and its laws  | Rights and responsibilities   |
| Central Idea                         | People are unique; their identities are formed from diverse experiences and characteristics   | People can be stereotyped according to their appearance and behaviour, and this may lead to discrimination  | Leadership within a community ensures equality and justice for all its members  | Exploration can lead to discoveries, insights and new opportunities.  | Peoples' perceptions can create conflict and upset, which need to be resolved peacefully for everyone's well-being.   | Consumption of non-renewable resources leads to pollution and impacts sustainability  |
| Lines of Inquiry and key concepts    | <ol style="list-style-type: none"> <li>How experiences can shape a person's identity (Causation)</li> <li>How a person's identity changes throughout their life (Change)</li> <li>Societal perspectives of individual identities (perspective)</li> </ol> | <ol style="list-style-type: none"> <li>What is stereotyping and discrimination (Form)</li> <li>How people's behaviours and appearances can lead to stereotyping (Function)</li> <li>Our responsibility to challenge discrimination and stereotyping (Responsibility)</li> </ol> | <ol style="list-style-type: none"> <li>Connections within a community (Connection)</li> <li>The characteristics of good leadership (function)</li> <li>The role of a leader in ensuring equality and justice within their community (responsibility)</li> </ol> | <ol style="list-style-type: none"> <li>What are explorations and discoveries are and what motivates people to inquire (Form)</li> <li>How life changes as a result of discoveries and opportunities (Change)</li> <li>Opportunities, emotions and challenges as a result of discovery and change (Perspective)</li> </ol> | <ol style="list-style-type: none"> <li>What causes conflict and leads to upset (Causation)</li> <li>The connection between physical and emotional safety (Connection)</li> <li>How understanding different perspectives can lead to a resolution of conflict and restoration (Perspective)</li> </ol> | <ol style="list-style-type: none"> <li>The difference between renewable and non-renewable resources (Form)</li> <li>How pollution is impacting the planet and its inhabitants (Causation)</li> <li>The responsibility of Humans to conserve the earth's resources (Responsibility)</li> </ol> |
| Related Concepts                     | Identity<br>Diversity   | Behaviour<br>Stereotype<br>Discrimination   | Community<br>Justice<br>Leadership  | Progress<br>Discovery<br>Exploration  | Respect<br>Conflict<br>Safety   | Renewable & non-renewable<br>Pollution<br>Sustainability  |
| Approaches to Learning               | <b>Thinking:</b> Metacognition, Reflection, Analysis<br><b>Social:</b> Respecting others  | <b>Social:</b> Emotional intelligence, self-control, respecting others, social intelligence   | <b>Social:</b> Social intelligence, supporting others<br><b>Self-Management:</b> Emotional management   | <b>Thinking:</b> Forming decisions, new perspectives  | <b>Social:</b> Resolve conflict, Emotional intelligence   | <b>Thinking:</b> Analysis, Evaluation, Forming Decisions<br><b>Research:</b> Evaluating and communicating   |
| Learner Values                       |   |   |   |   |   |   |
| Transdisciplinary Connections        | English, History, Art, PSHE   | English, Art, Music, PSHE/RSE   | English, History, PSHE/RE   | English, Science, Art   | English, PSHE   | Geography, Science  |
| IB Core Texts Inspirational Reads    |   |   |   |   |   |   |
| UNESCO sustainable development goals | Reduced inequalities<br>  | Peace, justice and strong institutions<br>  | Gender Equality<br>   | Industry, innovation and infrastructure<br>   | Partnership for the goals<br>   | Clean water and sanitation<br>  |

# Curriculum plan F

|                                      | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|--------------------------------------|--|--|---|--|---|---|
| Transdisciplinary theme              | How we express ourselves   |  | How we organise ourselves   |  | How the world works   |   |
| An inquiry into...                   | The ways in which we discover and express ideas, feelings, nature, culture beliefs and values  | An appreciation of the aesthetic   | Societal decision making  | The structure and function of organisations  | How humans use their understanding of scientific principles   | The interaction between the natural world and human societies   |
| Central Idea                         | The digital world impacts on how people communicate and interact   | Creating and responding to the arts develops an understanding of people and the world  | Societies govern in diverse ways; government structures and political thinking change over time   | Businesses have plans and systems that shape their identity, which is marketed to varying audiences  | Thinking Scientifically can help people to understand how the world works and uncover the Earth's history.  | The natural and man-made world can work in harmony to ensure life can flourish and thrive   |
| Lines of Inquiry and key concepts    | <ol style="list-style-type: none"> <li>The purpose of digital means of expressing ourselves locally, nationally and internationally (Form)</li> <li>Our responsibility to keep ourselves safe and behave appropriately (responsibility)</li> <li>The influence of media on our behaviour and feelings (Causation)</li> </ol> | <ol style="list-style-type: none"> <li>The techniques and media used by artists to communicate their ideas (Function)</li> <li>The influence of reflective process and changes in our world on artistic choices (Change)</li> <li>How the viewer's perspective influences an interpretation of the artist's message (Perspective)</li> </ol> | <ol style="list-style-type: none"> <li>The voting process, election and the responsibility of active citizenship (Responsibility)</li> <li>How national and international events have shaped democracy (Connection)</li> <li>How life experiences might affect political views (Perspective)</li> </ol> | <ol style="list-style-type: none"> <li>Understanding how the brain functions, we learn and we think (Function)</li> <li>The design and development of goods and services (Causation)</li> <li>The ways in which business market themselves on an international stage (Change)</li> </ol> | <ol style="list-style-type: none"> <li>Scientific method and the cycle of observation, hypothesis, evidence (Function)</li> <li>Human understanding of the development of the Earth and life on it (Connection)</li> <li>Scientific knowledge changes over time (Change)</li> </ol> | <ol style="list-style-type: none"> <li>Forms of natural disaster (Form)</li> <li>Impact of human activity on natural disasters (Function)</li> <li>How humans can limit their impact on the environment (Responsibility)</li> </ol> |
| Related Concepts                     | Culture<br>Influence   | Opinion<br>Response<br>Reflection  | Government<br>Democracy<br>Politics   | Progress<br>Discovery<br>Exploration   | Evolution<br>Scientific method<br>Hypothesis  | Chemical and physical changes<br>Adaptation<br>Biodiversity   |
| Approaches to Learning               | <b>Research:</b> Online perspectives, Reliability of sources, Ethical use, creating<br><b>Communication:</b> speaking and media  | <b>Thinking:</b> Novel ideas, Reflecting<br><b>Self-Management:</b> Mindfulness<br><b>Communication:</b> Interpretation  | <b>Social:</b> Social intelligence, supporting others<br><b>Thinking:</b> Analysis, Evaluation, Forming decisions   | <b>Communication:</b> Informed choices, ethical use<br><b>Thinking:</b> Novel ideas  | <b>Research:</b> gathering and recording, synthesising and interpreting<br><b>Thinking:</b> New Perspectives  | <b>Communication:</b> Interpreting<br><b>Thinking:</b> Forming decisions<br><b>Self-Management:</b> Resilience  |
| Learner Values                       | Caring, Communication, Reflective  | Reflective, Thinker, Balanced  | Moral, Communication, Celebrate, Differentiate  | Courageous, Knowledgeable, Inquirer  | Inquirer, Celebrate, Knowledgeable, Differentiate   | Courageous, Balanced, Moral   |
| Transdisciplinary Connections        | English, PSHE/RSE  | English, Art, Music,   | English, History,   | DT, English, History   | Science, Geography  | Geography, Science  |
| IB Core Texts Inspirational Reads    |    |    |    |    |     |     |
| UNESCO sustainable development goals | Industry, innovation and infrastructure   | Partnership for the goals   | Decent work and economic growth    | Responsible consumption and production    | Responsible consumption and production   | Life below water   |