



Theme		Humankind and Ourselves Term 1	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and Creativity	Humankind and Ourselves Term 6
		Inquiry into the laws governing the natural world, the dynamic interplay between the natural realm (encompassing physical and biological aspects) and human communities, the application of scientific principles by humans and the repercussions of scientific and technological progress on both the society and the environment.	Inquiry into understanding human connections spanning families, friends, communities, and cultures, exploring rights and duties and pondering the essence of humanity.	Inquiry into the ethical considerations surrounding rights and obligations in the endeavours to equitably distribute limited resources among humans and other living entities, the dynamics of communities and the connections within and between them, the attainment of fair access to opportunities, and the promotion of peace and resolution of conflicts.	Inquiry into our sense of location within space and time, individual life narratives, the concept of home and the journeys we embark upon, the remarkable discoveries, expeditions, and movements of humanity, and the intricate ties and interdependences between individuals and societies, viewed from both local and global vantage points.	Inquiry into the methods by which we uncover and convey thoughts, emotions, the natural world, culture, convictions, and principles; the strategies through which we ponder, expand and take pleasure in our creativity; our recognition of the aesthetic.	Inquiry into oneself, examining beliefs and values, assessing personal well-being encompassing physical, mental, social, and spiritual aspects.
Topics	Nursery	Getting to know me	Colours all around me	Where in the world?	What can I discover?	Who lives in my story?	Where are we going next?
	Reception	Magnificent Me!	What's around me?	Why is the world special?	Let's Explore	Can you imagine?	How are we changing?
	Year 1	What matters to me?	Where do we live?	What is our Community?	Where shall we go on a journey?	What is the natural world?	What have we discovered?
	Year 2	How do animals and humans live alongside each other?	What makes the UK special?	How have inventions changed communities?	What can we discover by exploring?	How does location affect climate?	How does where we live affect how we live?
	Year 3	How does the Earth move and change?	How can we understand life in the past?	Why are landscapes different?	How has human curiosity shaped history?	Why is water an important resource?	How different was the ancient world to my life today?
	Year 4	How does nature shape landscapes?	How has human culture changed over time?	What is the impact of the Roman Empire?	What can we learn by comparing places?	Why does migration impact on society?	What change can we make?

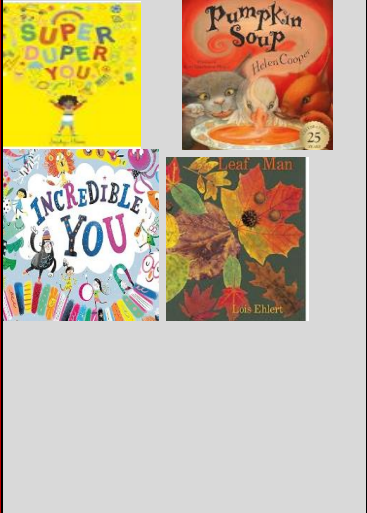
Unit of Inquiry - Nursery

Class: Busy Bees		Year Group: EYFS - Nursery		Academic Year: 2025-26		
Theme	Humankind and Ourselves	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and Creativity	Humankind and Ourselves
	Inquiry into the laws governing the natural realm.	Inquiry into understanding human connections spanning families.	Inquiry into the ethical considerations surrounding rights in the endeavours to equitably distribute limited resources.	Inquiry into our sense of location within space and time and individual life narratives.	Inquiry into the methods by which we uncover and convey thoughts.	Inquiry into one's self, examining beliefs and values
Inquiry	Getting to know me	Colours all around me	Where in the world?	What can I discover?	Who lives in my story?	Where are we going next?
Key Concepts	Form - what is it like? Connection - how is it connected to other things?	Form - what is it like? Change - how has it changed? •	Form - what is it like? Connection - how is it connected to other things?	Form - what is it like? Causation - why is it like this?	Form - what is it like? Perspective - What are the points of view?	Form - what is it like? Change - how has it changed? •
Lines of Inquiry	Year A <ul style="list-style-type: none"> Who am I? How do we celebrate? 	Year A <ul style="list-style-type: none"> What is in the deep dark wood? Who goes to sleep in the winter? 	Year A <ul style="list-style-type: none"> What wild animal can I find? Where does it live? 	Year A <ul style="list-style-type: none"> Who lives on a farm? Who lays eggs? 	Year A <ul style="list-style-type: none"> What is a fairy tale? Who are the characters in Fairy Tales? 	Year A <ul style="list-style-type: none"> What can I find under the sea? Can I get ready for my next step?
	Year B <ul style="list-style-type: none"> Who am I? Who helps us? 	Year B <ul style="list-style-type: none"> What colours can I see? What sounds can I hear? 	Year B <ul style="list-style-type: none"> Where shall we go? Arctic or not? 	Year B <ul style="list-style-type: none"> Who's in the pond? Who lays eggs? 	Year B <ul style="list-style-type: none"> What characters are in my book? Where do they live? 	Year B <ul style="list-style-type: none"> What's at the seaside? Can I get ready for my next step?
Inquiry through	Year A Finding out about ourselves and discovering different celebrations.	Year A Exploring animals that live in woodland and	Year A Understanding animals around the world and their habitats.	Year A Understanding what animals live on farms	Year A Discovering characters in traditional fairy stories.	Year A Exploring what we can find under the

		finding out about hibernation.		and how to look after them.		sea and ocean habitats. School readiness.
Core Text	<p>Year B Finding out about ourselves, settling into a new term and discovering people in our community who help us.</p> 	<p>Year B Exploring colours and sounds in the world around us at autumn, Christmas and in space.</p> 	<p>Year B Finding out about different places around the world and exploring the animals that live in the Arctic and Antarctic.</p> 	<p>Year B Understanding animals that live in ponds and stream and their lifecycles.</p> 	<p>Year B Discovering minibeasts and their habitats through different stories.</p> 	<p>Year B Exploring the seashore and what lives there. Thinking about holidays. School readiness.</p> 

Unit of Inquiry - Reception

Class: Pine		Year Group: EYFS- Reception		Academic Year: 2025-26		
Theme	Humankind and Ourselves	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and Creativity	Humankind and Ourselves
	Inquiry into the laws governing the natural realm.	Inquiry into understanding human connections spanning families.	Inquiry into the ethical considerations surrounding rights in the endeavours to equitably distribute limited resources.	Inquiry into our sense of location within space and time and individual life narratives.	Inquiry into the methods by which we uncover and convey thoughts.	Inquiry into one's self, examining beliefs and values
Inquiry	Magnificent Me!	What's around me?	Why is the world special?	Let's explore!	Can we imagine?	How are we changing?
Key Concepts	Form - what is it like? Reflection - How do we know?	Form - what is it like? Reflection - How do we know?	Change - how has it changed? Responsibility - what is our responsibility	Form - what is it like? Reflection - How do we know?	Perspective - What are the points of view? Form - what is it like?	Change - how has it changed? Perspective - What are the points of view?
Lines of Inquiry	<ul style="list-style-type: none"> Who am I? Who is in my family? 	<ul style="list-style-type: none"> What do I know about other cultures? What can I learn about the world from stories and books? 	<ul style="list-style-type: none"> How do the seasons change? What can we do to look after the environment? 	<ul style="list-style-type: none"> What can I see in the world around me? How are places around the world different to where we live? 	<ul style="list-style-type: none"> Where would you like to go on an adventure in a story? What is it like? 	<ul style="list-style-type: none"> How are we changing? What do we think?
Inquiry through	Finding out about how our families are similar and different to others.	Finding out about other cultures through celebrations and stories.	Discovering all about different seasons and thinking about our impact on the environment.	Exploring the similarities and differences between where we live and	Exploring our creativity through stories and traditional tales.	Talking about how things are changing and preparing for change.

<p>Core Text</p>				<p>homes around the world.</p>		
<p>Action</p>	<p>Thank you letter to the Quarry for our new Outside Area - Dig Pit</p>	<p>Invite families from other cultures in to share stories and resources - Cultural Workshop (Diwali) with Nursery</p>	<p>Design posters for school and local community asking to pick up litter, look after school and local environment.</p>			<p>Thank you letters for people in the school community that have helped us Year 4's and volunteers. Class Collective Worship - Share what we have learned!</p>
<p>Visits and hooks</p>	<p>Seasonal Walk /Town Walk Forest School</p>	<p>Forest School</p>	<p>Seasonal Walk</p>	<p>Forest School</p>	<p>Beach Trip - What would you do if you met a pirate?</p>	<p>Seasonal Walk Forest School</p>
<p>Interleaving Subjects</p>	<p>UW EAD RE</p>	<p>UW EAD RE</p>	<p>UW EAD RE</p>	<p>UW EAD RE</p>	<p>UW EAD RE</p>	<p>UW EAD RE</p>
<p>Discrete Subjects</p>	<p>Maths Reading</p>	<p>Maths Reading</p>	<p>Maths Reading</p>	<p>Maths Reading</p>	<p>Maths Reading</p>	<p>Maths Reading</p>

Unit of Inquiry – Year 1

Class: Hazel		Year Group: 1		Academic Year: 2025-26		
Theme	Humankind and Ourselves	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and Creativity	Humankind and Ourselves
	Inquiry into the laws governing the natural world, the natural realm (encompassing physical aspects).	Inquiry into understanding human connections spanning families and friends.	Inquiry into the ethical considerations surrounding rights and obligations in the endeavours to equitably distribute limited resources among humans.	Inquiry into our sense of location within space and time and the concept of home.	Inquiry into the methods by which we uncover and convey thoughts and emotions	Inquiry into one's self, examining beliefs and values, assessing personal well-being encompassing physical aspects.
Inquiry Title	What matters to me?	Where do we live?	What is our community?	Where shall we go on a journey?	What is the natural world?	What have we discovered?
Key concepts	Form - what is it like? Connection – how is it connected to other things?	Change – how has it changed? Causation – Why is it like it is?	Perspective – What are the points of view? Responsibility – what is our responsibility	Form – What is it like? Causation – Why is it like it is?	Function – how does it work? Form – what is it like	Reflection – How do we know? Change – How is it changing
Lines of Inquiry	<ul style="list-style-type: none"> Who am I? Which places are important to me? 	<ul style="list-style-type: none"> How do communities change? How is my community built? 	<ul style="list-style-type: none"> What are different points of view? How do communities cooperate? 	<ul style="list-style-type: none"> How do we find out about places around the world? How do living things survive? 	<ul style="list-style-type: none"> What is conservation? How do we classify things? 	<ul style="list-style-type: none"> What has changed since the beginning of the school year? How has everyday life developed and changed through time?
Inquiry Through	Science: understanding seasons. Geography: knowing our local area through mapping. Art: self portraits	Science: materials (house materials) History: changes in living memory and understanding how	History: understanding The Great Fire of London and points of view. Science: understanding seasons.	Geography: understanding the physical geography of the UK and hot & cold regions of the World. Science: plants.	Science: finding out about animals including humans. History: significant work of David Attenborough. Art: land art.	History: exploring how everyday objects have changed over time. Science: understanding seasons. DT: moving pictures.

Unit of Inquiry – Year 2 Overview

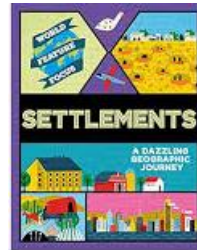
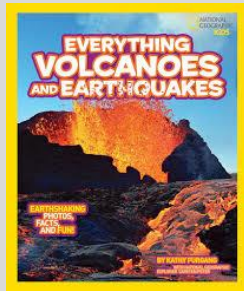
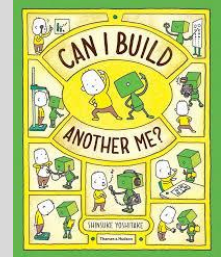
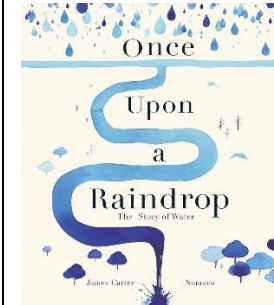
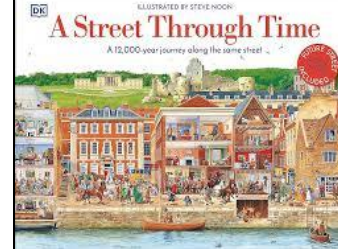
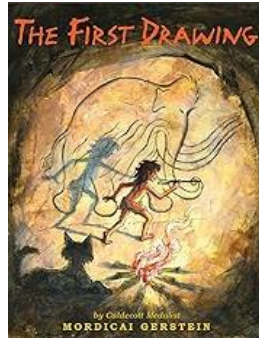
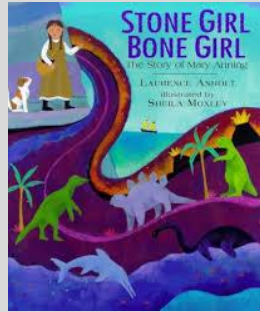
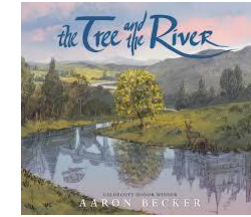
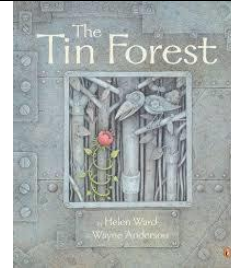
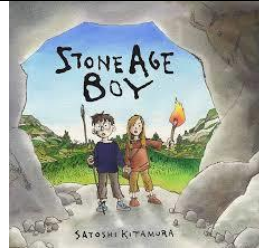
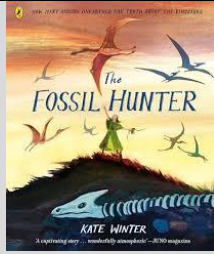
Class: Chestnut		Year Group: 2		Academic Year: 2025-26		
Theme	Humankind and Ourselves	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and Creativity	Humankind and Ourselves
	Inquiry into the laws governing the natural world, the dynamic interplay between the natural realm (encompassing physical and biological aspects).	Inquiry into understanding human connections spanning communities.	Inquiry into the ethical considerations surrounding rights and obligations in the endeavours to equitably distribute limited resources among humans and other living entities.	Inquiry into our sense of location within space and time and the journeys we embark upon.	Inquiry into the methods by which we uncover and convey the natural world.	Inquiry into one's self, examining beliefs and values, assessing personal well-being encompassing mental aspects.
Inquiry Title	How do animals and humans live alongside each other?	What makes the UK special?	How have inventions changed communities?	What can we discover by exploring?	How does location affect climate?	How does where we live affect how we live?
Key Concepts	Form - what is it like? Responsibility - what is our responsibility	Causation - why is it like this? Connection - how is it connected to other things?	Reflection - How do we know? Change - how has it changed?	Connection - how is it connected to other things? Reflection - How do we know?	Form - what is it like? Responsibility - what is our responsibility	Perspective - What are the points of view? Causation - why is it like this?
Lines of Inquiry	<ul style="list-style-type: none"> How do living things survive? How can we look after living things? 	<ul style="list-style-type: none"> What is human and physical geography? How do geographical features differ across the UK? 	<ul style="list-style-type: none"> How has travel helped us? How do inventions change the way people live? 	<ul style="list-style-type: none"> Why do people explore? What makes an explorer? 	<ul style="list-style-type: none"> How does climate affect a place? Are physical features different in Africa? 	<ul style="list-style-type: none"> How do humans change places? How is my culture different to others?
Inquiry through	Science - Habitats and where things live. Geography - Understanding the local area, creating maps, undertaking fieldwork and fieldwork skills.	Geography - Understanding the human and physical geography of the 4 countries of the UK and the cultural differences.	History - Changes through time focussing on Victorian transport and the SS Great Britain.	History - The history of space exploration and understanding significant people and events.	Geography - looking at climate variations around the world Exploring the physical geography of Tanzania.	Geography - comparing the geography of Tanzania with where we live.

<p>Core Inquiry Text</p>					
<p>Action</p>	<p>Visit from Strawberry Line volunteer. History of area and management for future generations.</p>		<p>'Pack like a passenger' Eco Challenge</p>		<p>Make a link with a school in Africa</p>
<p>Visits and hooks</p>	<p>Kingswood / nature reserve walk/ talk from local Strawberry Line group</p>	<p>Axbridge Town Trail Morris dancers Ceilidh Dancing</p>	<p>SS Great Britain</p>	<p>Space detectives Workshop Piece of the Moon</p>	<p>African Day</p>
<p>Interleaving Subjects</p>	<p>English Science Geography History Reading skills Art</p>	<p>English Geography History Science Reading skills Art</p>	<p>English Science History Geography Reading skills DT Art</p>	<p>Geography History English Science Reading skills Art DT</p>	<p>English Science Geography History Reading skills Art</p>
<p>Discrete Subjects</p>	<p>RE Maths PSHE Music</p>	<p>DT RE PSHE Music</p>	<p>RE Maths PSHE</p>	<p>RE Maths PSHE</p>	<p>Maths PSHE</p>

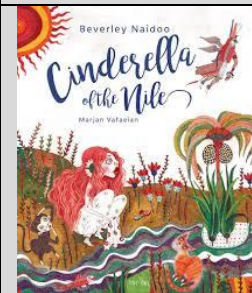
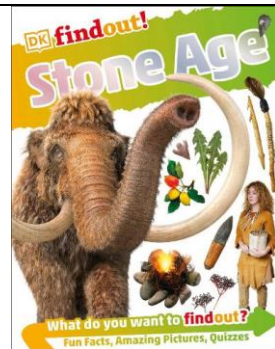
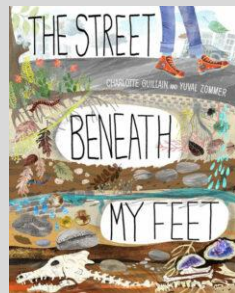
Unit of Inquiry – Year 3 Overview

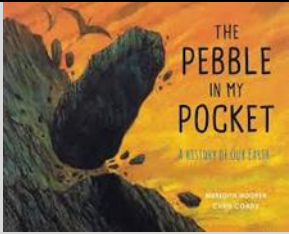
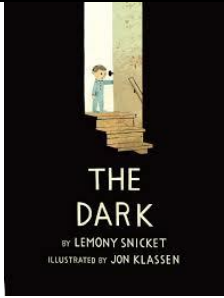
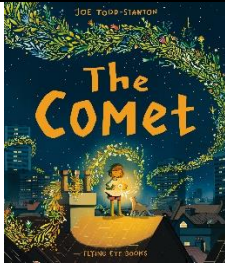
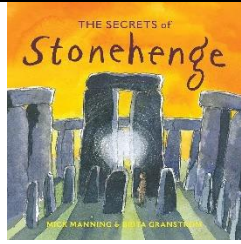
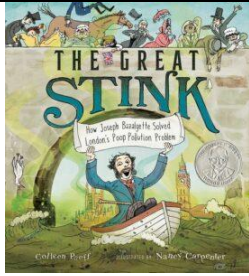
Class: Redwood		Year Group: 3		Academic Year: 2025-26		
Theme	Humankind and Ourselves	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and Creativity	Humankind and Ourselves
	Inquiry into the laws governing the natural world, the dynamic interplay between the natural realm (encompassing physical and biological aspects) and human communities.	Inquiry into understanding human connections spanning cultures	Inquiry into the dynamics of communities.	Inquiry into our sense of location within space and time and the remarkable discoveries.	Inquiry into the methods by which we uncover and convey culture.	Inquiry into one's self, examining beliefs and values, assessing personal well-being encompassing physical and mental aspects.
Inquiry Title	How does the Earth move and change?	How can we understand life in the past?	Why are landscapes different?	How has human curiosity shaped history?	Why is water an important resource?	How different was the ancient world to my life today?
Key Concepts	Causation – why is it like this? Change – how has it changed?	Reflection – How do we know? Causation – why is it like this?	Form - what is it like? Responsibility – what is our responsibility	Causation – why is it like this? Connection – how is it connected to other things?	Causation – why is it like this? Responsibility – what is our responsibility	Reflection Connection – how is it connected to other things? Change – how has it changed?
Lines of Inquiry	<ul style="list-style-type: none"> How does geology change over time? How does geology impact people? 	<ul style="list-style-type: none"> What helps us discover life in the past? How did society develop? 	<ul style="list-style-type: none"> What do landscapes look like? Why do some landscapes need protecting? 	<ul style="list-style-type: none"> Why was metal an important discovery? How did exploration and trade lead to progress? 	<ul style="list-style-type: none"> How does water cause change over time? Are rivers important to humans? 	<ul style="list-style-type: none"> What is my life like? Do beliefs influence behaviour?
Inquiry through	Geography – Understanding plate tectonics and earthquakes. Science – Understanding rocks, fossils and soils. History – discovering the life of Mary Anning and geological times scales.	History – Understanding chronology and prehistory, focussing on the Stone Age and how society developed.	Geography – Understanding different settlements and discovering more about our local area, the Mendip Hills.	History – Exploring changes in British history through the Bronze and Iron Ages focussing on different settlements and religious sites.	Geography – Understanding river processes and the water cycle and exploring environmental issues around water.	History – Exploring the life and beliefs of the Egyptian civilisation. RE – Understanding the beliefs of Islam.

Core Inquiry Text



Core Reading Texts

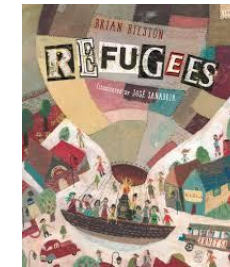
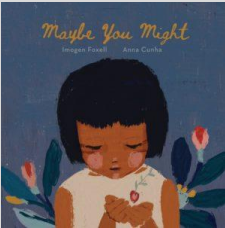
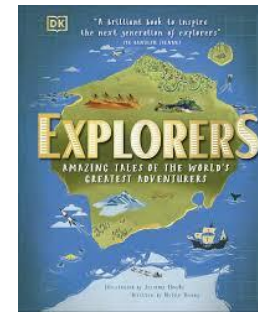
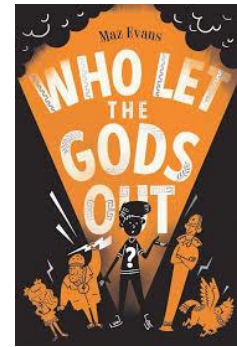
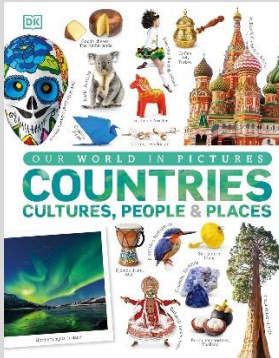
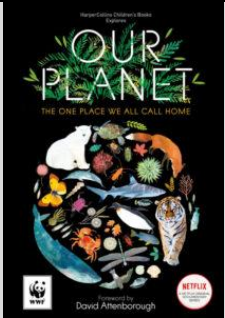
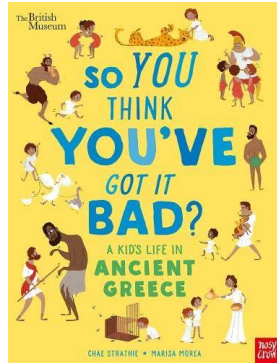
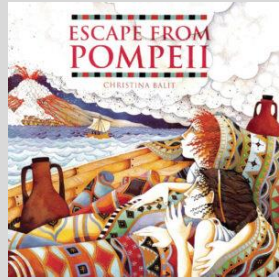


						
Action	Design a restoration plan for a quarry site.		Fundraising for a charity of choice			Writing buddy letters.
Visits and hooks	Batts Combe Quarry visit	Visit to Cheddar Caves and pre-history day	Landscape art workshop.	Visit from member of the Church.	Team building day.	Egyptian Day
Interleaving Subjects	Writing Geography Science History Reading skills Art - shading and drawing skills.	Writing History Geography - understanding the local landscape. Science - Light Reading skills Art - development or early art.	Writing Geography Art - watercolour painting of the local landscape English Maths Reading skills History	Writing History Geography - knowledge of counties in the South West. Reading skills Art - Designing and making clay pots in style of Beaker People	Writing Geography History Geography Reading skills Art - Mixed media collage DT - designing, making and testing bridges.	History Geography Writing Reading skills Art - paper mâché masks Science - Animals including humans RE - Understanding Islam PSHE - Changing Me
Discrete Subjects	RE - What is it like to follow God? PSHE Maths MFL PE	RE - What is it like to follow God? PSHE Maths MFL PE DT - Christmas craft	Science - Forces and magnets RE - Understanding the days of Holy Week PSHE MFL PE	Science - Plants Maths RE - Understanding the days of Holy Week PSHE MFL PE	Science - Animals including humans Maths RE - Understanding Islam MFL PSHE PE	Maths MFL PE

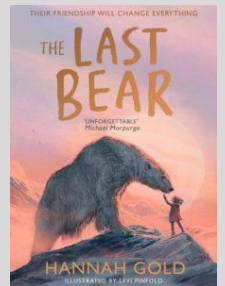
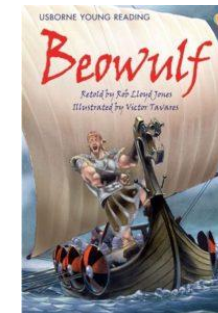
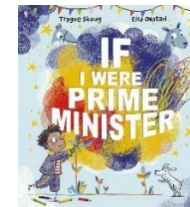
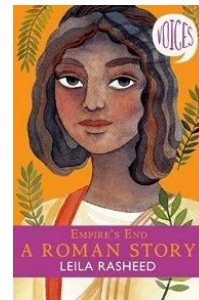
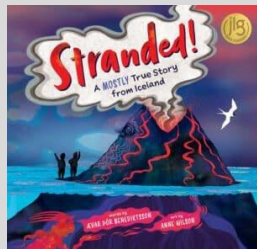
Unit of Inquiry – Year 4 Overview

Class: Oak		Year Group: 4		Academic Year: 2025-26		
Theme	Humankind and Ourselves	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and Creativity	Humankind and Ourselves
	Inquiry into the application of scientific principles by humans.	Inquiry into understanding human connections exploring rights	Inquiry into the dynamics of communities and the connections within and between them.	Inquiry into our sense of location within space and time and expeditions.	Inquiry into the methods by which we uncover and convey convictions, and principles.	Inquiry into one’s self, examining beliefs and values, assessing personal well-being encompassing social aspects,
Inquiry Title	How does nature shape landscapes?	How has human culture changed over time?	What is the impact of The Roman Empire?	What can we learn by comparing places?	Why does migration impact on society?	What change can we make?
Key Concepts	Form - what is it like? Reflection - How do we know?	Perspective - What are the points of view? Reflection - How do we know?	Perspective - What are the points of view? Causation - why is it like this?	Connection - how is it connected to other things? Change - how has it changed? Responsibility - what is our responsibility	Causation - why is it like this? Perspective - What are the points of view? Connection - how is it connected to other things?	Change - how has it changed? Causation - why is it like this? Responsibility - what is our responsibility
Lines of Inquiry	<ul style="list-style-type: none"> Are all mountains and volcanoes the same? How do humans adapt to physical landscapes? 	<ul style="list-style-type: none"> What was life like in Ancient Greece? How do historical sources help me understand the past? 	<ul style="list-style-type: none"> Did the Roman invasion cause conflict? What was the impact then and now on Britain? 	<ul style="list-style-type: none"> How do physical and human features differ around the world? What is the impact of humans on their environment? 	<ul style="list-style-type: none"> What changed after the Romans left? How has migration shaped our history? 	<ul style="list-style-type: none"> What is climate change? What is its impact? Who will care for our planet?
Inquiry through	Geography - Understanding volcanoes and mountains with a focus on location within Europe.	History - Discovering the Ancient Greek Civilisation and the birth of democracy.	History - Exploring the impact of the Roman Empire on Great Britain.	Geography - Comparing the locations of Northern Italy and the Lake District.	History - The arrival of Anglo Saxons and Scots and the rise of Christianity.	Geography - Understanding climate and the impact of climate change.

Core Inquiry
Texts



Core Reading
Texts



Action	Find out about Shelter Box and create a volcano survival pack		Lead the Community Cafe		Unicef- Football match, raising money migration.	Write a letter to your local MP about a local environmental issue
Visits and hooks	Landscape walk in the local area.	Visit from a local MP.	Roman Baths	Science walk in the local area.		Year 4 residential Better Planet Education talk
Interleaving Subjects	English Reading skills Geography History Art PSHE	English Reading skills Geography History Art PSHE	English Reading skills Geography History Art PSHE DT	English Reading skills Geography History Art PSHE Science	English Reading skills Geography History Art PSHE DT	Science English Reading skills Geography History Art PSHE RE
Discrete Subjects	Maths RE MFL PE	Maths RE DT MFL PE	Maths RE MFL PE	Maths RE MFL PE	Maths RE MFL PE	Maths MFL PE