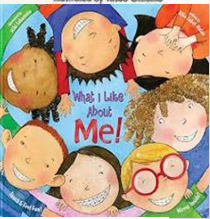
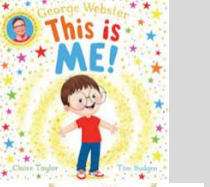
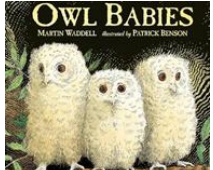
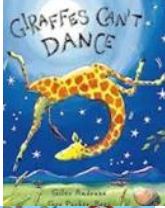
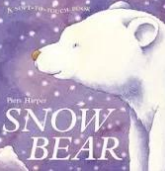
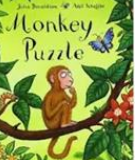
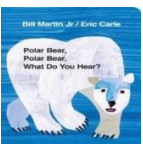
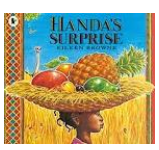
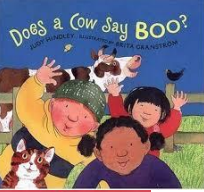
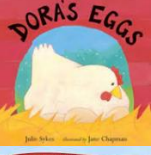
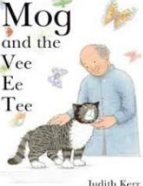
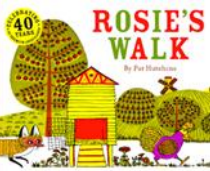
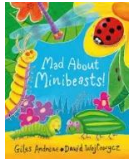
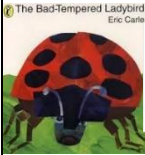
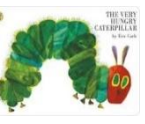
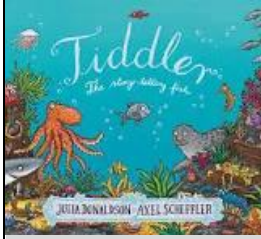
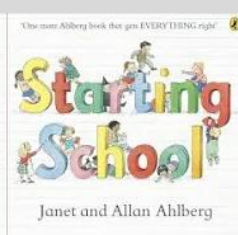
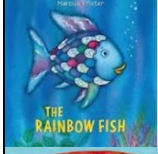




Theme		Humankind and Ourselves Term 1	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and Creativity	Humankind and Ourselves Term 6
		Inquiry into the laws governing the natural world, the dynamic interplay between the natural realm (encompassing physical and biological 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 we imagine?	How are we changing?
	Year 1	What matters to me?	Where do we live?	How do citizens work together?	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 the nature around us affect animals and humans?	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?	How do communities use landscapes?	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: 2026-27		
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 - Who am I? - How do we celebrate?	Year A - What is in the deep dark wood? - Who goes to sleep in the winter?	Year A - What wild animal can I find? - Where does it live?	Year A - Who lives on a farm? - Who lays eggs?	Year A - What is a fairy tale? - Who are the characters in Fairy Tales?	Year A - What can I find under the sea? - Can I get ready for my next step?
	Year B - Who am I? - Who helps us?	Year B - What colours can I see? - What sounds can I hear?	Year B - Where shall we go? - Arctic or not?	Year B - Who's in the pond? - Who lays eggs?	Year B - What characters are in my book? - Where do they live?	Year B - 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.
	Year B Finding out about ourselves, settling into a new term and discovering people in our community who help us.	Year B Exploring colours and sounds in the world around us at autumn, Christmas and in space.	Year B Finding out about different places around the world and exploring the animals that live in the Arctic and Antarctic.	Year B Understanding animals that live in ponds and stream and their lifecycles.	Year B Discovering minibeasts and their habitats through different stories.	Year B Exploring the seashore and what lives there. Thinking about holidays. School readiness.
Core Text	    	   	         	     	        	    

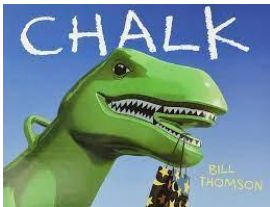
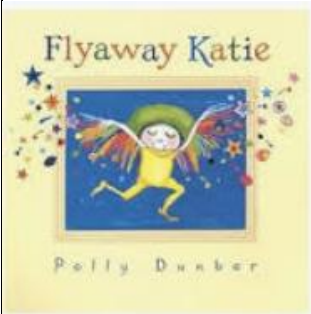
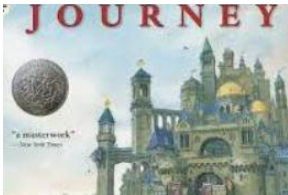
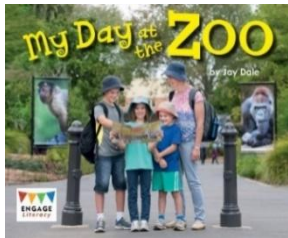
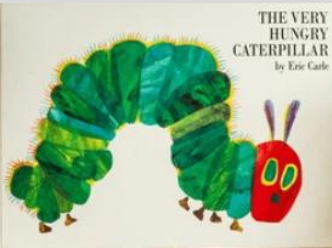
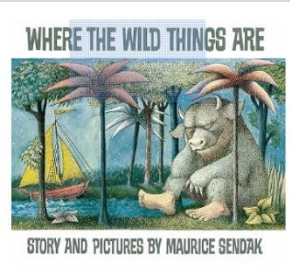
Visits and hooks	Visit from a member of our community. (Policeman, Nurse, Dentist)	Visit from Prickles (Hedgehog rescue centre in cheddar)	Seasonal Walk Boogie Beats action songs related to line of inquiry.	Visit from farm animals. Incubator in Nursery. EYFS Holi workshop	Visit to local allotment to see vegetables growing.	School visits Buddy visits
Interleaving Subjects	Understanding the World Expressive Art and Design Religious Education PSED, CAL,	Understanding the World Expressive Art and Design Religious Education PSED, CAL,	Understanding the World Expressive Art and Design Religious Education PSED, CAL,	Understanding the World Expressive Art and Design Religious Education PSED, CAL,	Understanding the World Expressive Art and Design Religious Education PSED, CAL,	Understanding the World Expressive Art and Design Religious Education PSED, CAL,
Discrete Subjects	Maths LReading, songs, rhymes	Maths Reading, songs, rhymes	Maths Reading, songs, rhymes	Maths Reading, songs, rhymes	Maths Reading, songs, rhymes	Maths Reading, songs, rhymes

Unit of Inquiry – Reception

Class: Pine		Year Group: EYFS- Reception		Academic Year: 2026-27		
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	- Who am I? - Who is in my family?	- What do I know about other cultures? - What can I learn about the world from stories and books?	- How do the seasons change? - What can we do to look after the environment?	- What can I see in the world around me? - How are places around the world different to where we live?	- Where would you like to go on an adventure in a story? - What is it like?	- 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	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

Unit of Inquiry – Year 1

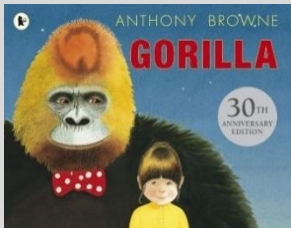
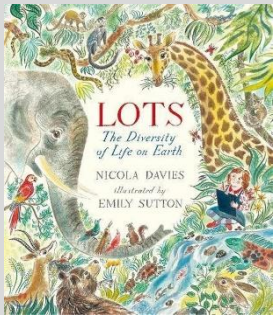
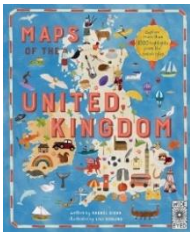
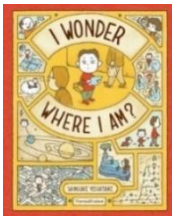
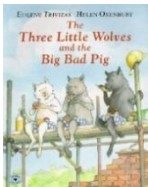
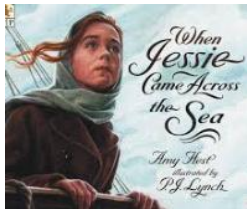
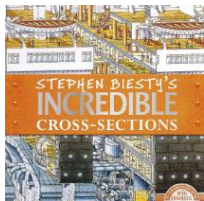
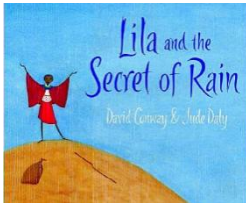
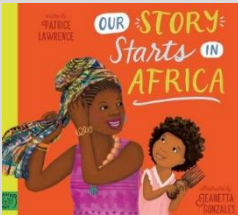
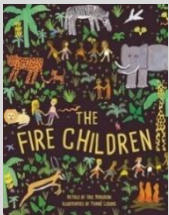
Class: Hazel		Year Group: 1		Academic Year: 2026-27		
Theme	Humankind and Ourselves	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and Creativity	Humankind and Ourselves
	Inquiry into the laws governing the natural world, the natural realm (encompassing physical 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?	How do citizens work together?	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?	Connection – How do people connect in a community Perspective - What are the different point of view	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	What makes you, you? Which places are special to you?	How is my community built? How has my local community changed?	How do citizens show kindness to one another? Do citizens always have the same point of view?	How do plants and seeds change as they grow? How are places different around the world?	What makes animals the same or different? How does the natural world inspire people?	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.	Science: materials (house materials) History: changes in living memory and understanding how	History: understanding The Great Fire of London and points of view.	Geography: understanding the physical geography of the UK and hot & cold regions of the World.	Science: finding out about animals including humans. History: significant work of David Attenborough.	History: exploring how everyday objects have changed over time. Science: understanding seasons.

	Art: self portraits	Axbridge has changed through time. Art: local community picture in style of Lowry.	Science: understanding seasons. Art: Starry night & London skyline. Geography: London	Science: plants. Art: observational drawing.	Art: land art.	DT: moving pictures.
	  	  Acrostic poem - Christmas	 	 	 	 
Action What change can we make?		Making a product for the Christmas fair. Making a family present - Lowry inspired calendar.	Community points of view book - a topical question at the time.			Class assembly to show what's changed.
Visits and hooks	Axbridge town walk Strawberry Line -season walk	Axbridge Museum visit	Re-enactment - Samuel Pepys and his maid. Fire brigade	Local area plant walk	Noah's Ark Zoo A trip to find out how to classify things.	Seasons walk/picnic Rabbi visit to Y1

Interleaving Subjects	PSHEC Music	Geography PSHEC Music DT- Cookery	History Science Geography Music	History PSHEC Music DT	Science Geography PSHEC Music	PSHEC Art Music
Discrete Subjects	RE Maths	RE Maths	RE Maths	RE Maths	RE Maths	RE Maths

Unit of Inquiry – Year 2 Overview

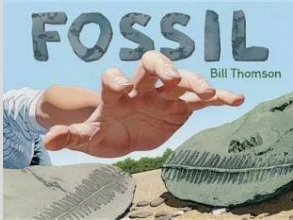
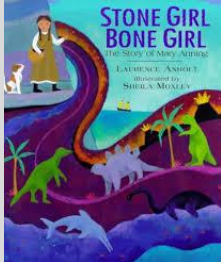
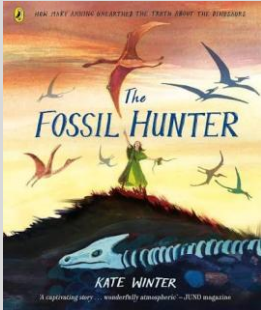
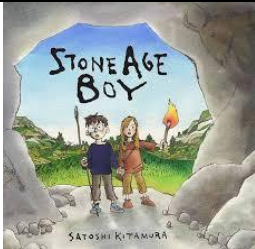
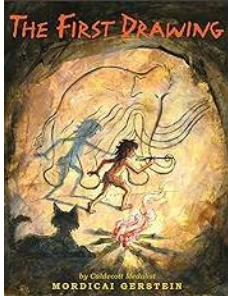
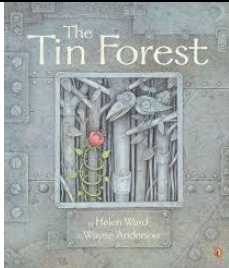
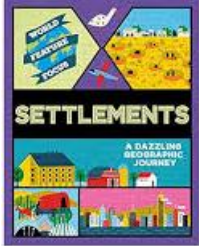
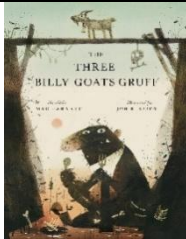
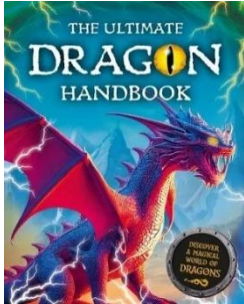
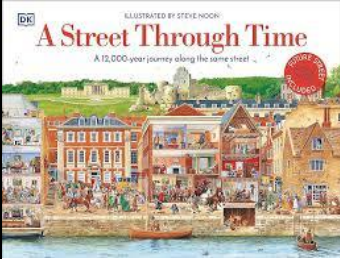
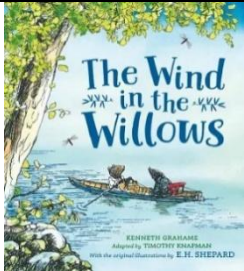
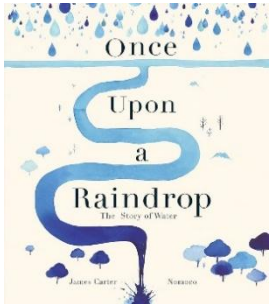
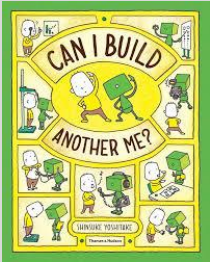
Class: Chestnut		Year Group: 2		Academic Year: 2026-27		
Theme	Humankind and Ourselves	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and Creativity	Humankind and Ourselves
	Inquiry into the laws governing the natural world, the dynamic interplay between the natural 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 the nature around us affect animals and humans?	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	- How do living things survive? - How can we look after living things?	- What is human and physical geography? - How do geographical features differ across the UK?	- How has travel helped us? - How do inventions change the way people live?	- Why do people explore? - What makes an explorer?	- How do different environments in Africa support life and growth? - Are physical features different in Africa?	- 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,	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.

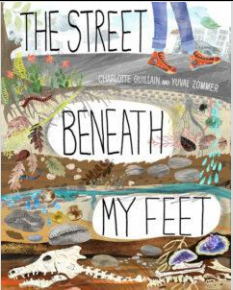
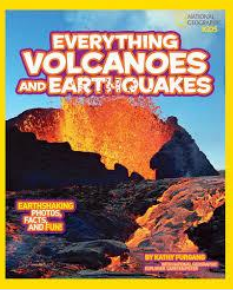
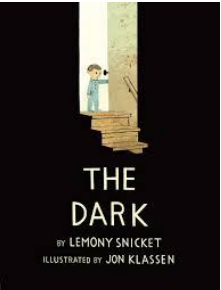
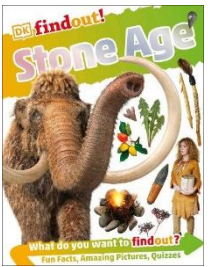
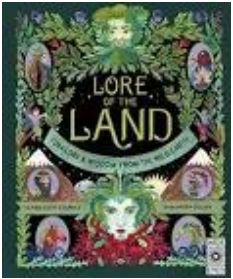
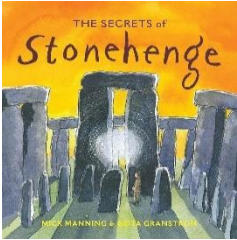
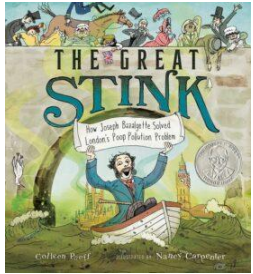
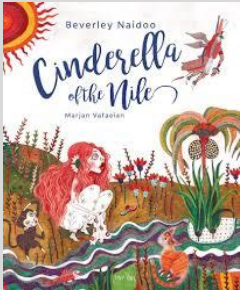
	undertaking fieldwork and fieldwork skills.					
Core Inquiry Text	 	  	  	 		  
Action	Visit from Strawberry Line volunteer. History of area and management for future generations.		'Pack like a passenger' Eco Challenge		Make a link with a school in Africa	
Visits and hooks	Kingswood / nature reserve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

			Art	DT		
Discrete Subjects	RE Maths PSHE Music	DT RE PSHE Music	RE Maths PSHE	RE Maths PSHE	RE Maths PSHE	Maths PSHE

Unit of Inquiry – Year 3 Overview

Class: Redwood		Year Group: 3		Academic Year: 2026-27		
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?	How do communities use landscapes?	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	- How does geology change over time? - How does geology impact people?	- What helps us discover life in the past? - How did society develop?	- What do landscapes look like? - Why do some landscapes need protecting?	- Why was metal an important discovery? - How did exploration and trade lead to progress?	- How does water cause change over time? - Are rivers important to humans?	- What is my life like? - Do beliefs influence behaviour?
Inquiry through	Geography – Understanding plate tectonics and earthquakes. Science – Understanding rocks, fossils and soils.	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 environmental issues around water.	History – Exploring the life and beliefs of the ancient Egyptian civilisation.

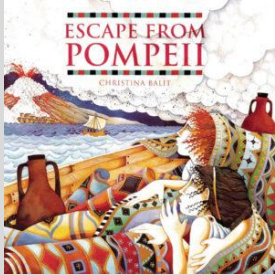
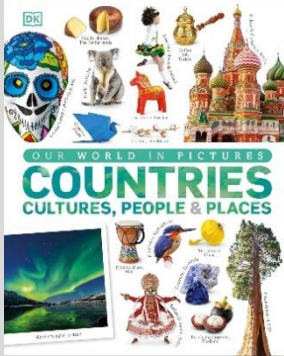
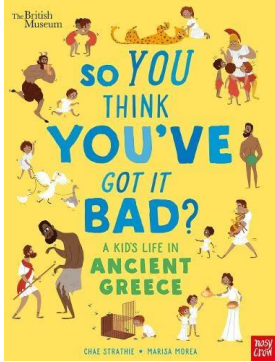
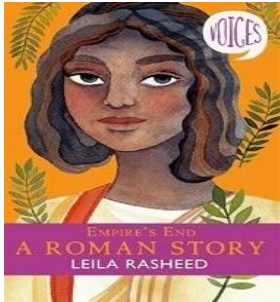
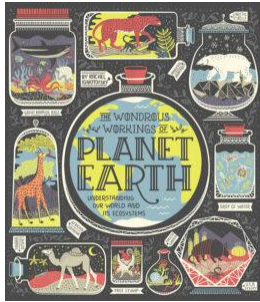
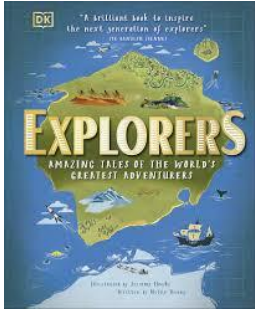
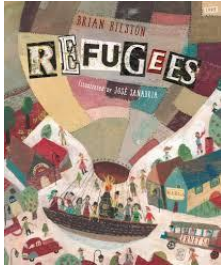
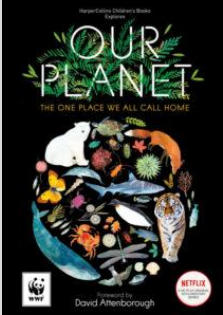
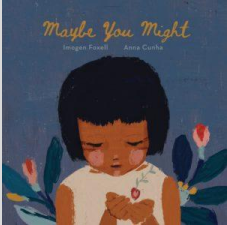
	History – discovering the life of Mary Anning and geological times scales.		Art – landscape painting.		DT – designing and building bridges.	English – writing buddy letters about ourselves.
Core Inquiry Text	  	 	 	  	 	 

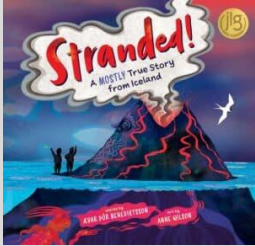
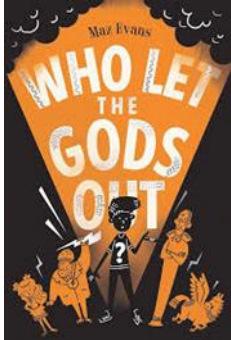
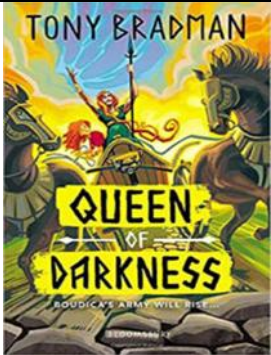
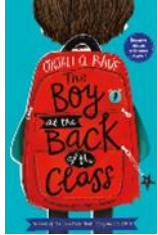
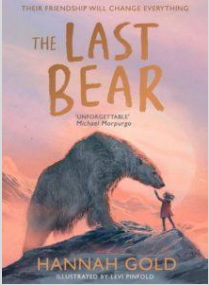
Core reading texts	 	 	 	 		
Action	Design a restoration plan for a quarry site.		Understand protected landscapes.		Write a letter to the local MP.	Write a letter to new Reception children.
Visits and hooks	Batts Combe Quarry visit Axbridge rocks walk	Visit to Cheddar Caves and pre-history day	Landscape art workshop. Visit from Kelly Davies.	Drama workshop.	Local river walk. Team building day.	Egyptian Day
Interleaving Subjects	English Writing Geography Science History Reading skills Art – shading and drawing skills.	English Writing History Geography – understanding the local landscape. Science – Light Reading skills Art – development or early art. RE – Festivals; how do ancient stories influence modern celebrations?	English Writing Geography Art – watercolour painting of the local landscape English Maths Reading skills History	English Writing History Geography – knowledge of counties in the South West. Reading skills Art – Designing and making clay pots in style of Beaker People	English Writing Geography History Geography Reading skills DT – designing, making and testing bridges.	English Writing History Geography Reading skills Art – paper mâché masks Science – Animals including humans RE – How communities mark rites of passage. PSHE – Changing Me

Discrete Subjects	RE - What is it like to follow God?	PSHE	Science - Forces and magnets	Science - Plants	Science - Animals including humans	Maths
	PSHE	Maths	RE - Understanding the days of Holy Week	Maths	Maths	MFL
	Maths	PE	PSHE	RE - Understanding the days of Holy Week	RE - Understanding Islam in Somerset	PE
	MFL	DT - Christmas craft	MFL	PSHE	MFL	
	PE		PE	MFL	PSHE	
				PE	PE	

Unit of Inquiry – Year 4 Overview

Class: Oak		Year Group: 4		Academic Year: 2026-27		
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	- Are all mountains and volcanoes the same? - How do humans adapt to physical landscapes?	- What was life like in Ancient Greece? - How do historical sources help me understand the past?	- Did the Roman invasion cause conflict? - What was the impact then and now on Britain?	- How do physical and human features differ around the world? - What is the impact of humans on their environment?	- What changed after the Romans left? - How has migration shaped our history?	- What is climate change? - What is its impact? - Who will care for our planet? - What has changed in Axbridge, and what is the impact? (local landscape, environmental issues)

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 an area of Europe 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 Visit to Houses of parliament.	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