

Curriculum Big Ideas and Big Questions

Conservation, growth and change

To understand the intricacies of our plant and animal species and their interdependence in our world.
To understand how and why things change and the effects of change.

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

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

Changing People and Places

To know what it means to be a human being and why significant people, places and events matter.
To understand *place* all cultural, social and environment within our world.

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

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

Materials. Processes and Investigation

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

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

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

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

Big Questions

	Learning Enquiry One Autumn		Learning Enquiry Two Spring		Learning Enquiry Three Summer	
Little Learners Preschool	What is in my home?	What do I celebrate?	What can I make?	What is in my garden?	What do I care about?	What do I want to be?
Reception	What makes me unique and belong?		What makes living things change and grow?		What do other countries look like?	
Year 1	What is around me ?		What are things made from?		What is my village like?	
Year 2	What helps living things grow and thrive?		What difference can a person make ?		What will we see when we explore the world?	
Year 3	How has electricity improved life?		How did people start to settle?		How do civilisations grow?	
Year 4	How did the Roman invasion change life in Britain?		How is the natural world unpredictable?		How do animals survive and thrive?	
Year 5	Why do people invade and settle?		Why is our world unequal?		Why is it important to look after our world?	
Year 6	Why must we remember?		Why is power important?		Why do we need to adapt and change?	

Little Learners Preschool	Term 1	Term 2	Term 3	Term 4	Term 5		Term 6
	What is in my house?	What do I celebrate?	What can I make?	What is in my garden?	What do I care about?		What do I want to be?
Concepts	Belonging and Civilisation		Materials and Investigation	Conservation	Belonging and Place	Sustainability	Change (Over time)
Why here, why now?	<p>Transitioning from home to school.</p> <p>New setting, new beginning, new people, learning about themselves and also other people around them.</p> <p>Sets the foundation for establishing what it means to belong and follow rules.</p> <p>Begin to explore difference homes and families</p>	<p>Encourage children to build relationships, between home, school and community.</p> <p>Children begin learn about themselves, each other and celebrate differences.</p> <p>Children learn celebration brings belonging and people together.</p>	<p>Children begin to explore, investigate and create.</p> <p>Children are encourages to experiment with different materials, resources and ideas.</p> <p>The introduction of problem solving, perseveration and team work.</p>	<p>Opens the doors to the environment and world around us.</p> <p>Children begin to explore, investigate and discover.</p> <p>Children find life, growth and habitats and begin to learn the basic principles of conservation.</p> <p>Sets the foundations for exploring and comparting with practical hands on learning, real life experiences and observations of the natural environment.</p>	<p>Sets the foundation for caring and forming relationships.</p> <p>Provides opportunities to form connections between families.</p> <p>Children begin to explore how to look after our local environment and wider world.</p> <p>Children begin to adhere to rules, boundaries and expectations.</p>		<p>Provides opportunities to inspire and motivate.</p> <p>Sets the foundations for aspirational careers and goals.</p> <p>Children are exposed to diverse role models, discussing stereotypes and opportunities.</p> <p>Brings opportunities to discuss changes throughout life, natural changes and choices.</p>
Enquiry Questions	<p>Who lives with me?</p> <p>What makes me feel safe?</p> <p>What is in my house?</p>	<p>What days are important?</p> <p>What are traditions?</p> <p>What do I celebrate?</p>	<p>What is material?</p> <p>What is a tool?</p> <p>What can I make?</p>	<p>What is a living thing?</p> <p>What grows near me?</p> <p>What is in my garden?</p>	<p>What makes me happy?</p> <p>What can I help with?</p> <p>What do I care about?</p>		<p>What is a dream?</p> <p>What is a job?</p> <p>What do I want to be?</p>
	Christmas What is special about Christmas?		Easter What is special about Easter?		Transition What next?		

Reception Concepts	TERMS 1 & 2 What makes me unique and belong?	TERMS 3 & 4 What makes living things change and grow?	TERMS 5 & 6 What do other countries look like ?
	Belonging	Growth	Cause and Effect
<p>Why here, why now?</p>	<p>New to the school world, learning about themselves and also other people around them.</p> <p>Understanding differences, similarities and meeting new people.</p> <p>Sets the foundation for further exploration in year 1.</p> <p>Encourage children to build relationships, class community.</p>	<p>Enables children to develop a scientific understanding and the ability to form questions to further understand the world.</p> <p>Gain understanding of how we grow and how the living world grows around us to support our growth.</p> <p>Practical hands on learning. Real life experiences and observations of the wider world.</p>	<p>Enables the children to see and understand the wider world through the eyes of an explorer.</p> <p>To allow children to compare and contrast their own lives with other regional environments and the wider world.</p> <p>Opportunities for DT projects using a variety of materials and processes.</p>
<p>Enquiry Questions</p>	<p>Who am I?</p> <p>What makes me unique?</p> <p>What makes us different?</p> <p>Where do I belong?</p> <p>What is a family?</p> <p>Who is in our community?</p> <p>What is special about our school?</p> <p>What makes me unique and belong?</p>	<p>How have we grown and changed?</p> <p>What do animals need to grow and change?</p> <p>What do plants need to grow and change?</p> <p>What do plants and animals do to help us grow and change?</p> <p>How do living things grow and change?</p> <p>What makes living things change and grow?</p>	<p>What is our environment like?</p> <p>What differences and similarities do we see between where we live and the polar region?</p> <p>What differences and similarities do we see between where we live and the ocean?</p> <p>What differences and similarities do we see between where we live and the rainforest ?</p> <p>What differences and similarities are there between where we live and the desert?</p> <p>What have we learnt from our exploration of the world?</p> <p>What do other countries look like ?</p>
	<p>Christmas What is the Nativity?</p>	<p>Easter What is the Easter story?</p>	<p>Transition What next?</p>

YEAR 1	TERMS 1 & 2			TERMS 3 & 4			TERMS 5 & 6		
	What is around me ?			What are things made from?			What are things made from?		
Concepts	Conservation	Trade Innovation	Trade Innovation	Trade Innovation	Exploration Civilisation	Change Over time	Trade Innovation	Investigation	Materials
Why here, why now?	This enquiry will support the children to build on their learning about plants and animals from EYFS. It also links to how the children have grown and changed , alongside the changing of the seasons. This enquiry is also the foundation for learning in Y2 What helps living things grow and thrive? where children discover habitats.			In this enquiry, the children investigate how and why a variety of materials work before applying their knowledge to a design of a product. Innovation is developed through research into the history of toys with the children using their own ideas and combined with their new scientific understanding under the concept of materials .			Finding out about Berrow and Brean and the human and physical features (using a map) How has Berrow and Burnham changed within living memory (100 years – some people live to 100 years old) focussing on the seafront, the church and SS Nornen and Lighthouse. The changes that the Victorians made to Brean and Berrow based on growing populations. Linking their belief that sea bathing was 'good for your health'.		
Enquiry Questions	Where am I? What can I see outside my window? What is the weather? What is a living thing? What am I? Are all animals the same? What grows near me? What is around me ?			What is my toy made of? How have toys changed over time? Is this toy from the past or modern day? What can I do to keep my teddy warm and dry? What is a designer? What do I need to make a toy? What are things made from?			Where is my school? What is a map? What is a village and town? What has changed here? How has the weather changed our local area? What is different now? What is my village like?		
	Christmas What makes Christmas matter to Christians?			Easter What makes Easter matter to Christians?			Transition What's next?		

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

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

YEAR 4	TERMS 1 & 2			TERMS 3 & 4			TERMS 5 & 6		
	How did the Roman invasion change life in Britain?			How is the natural world unpredictable?			How do animals survive and thrive?		
Concepts	Exploration Invasion	Change Civilisation	Power Inequality	Power Power of nature	Change in the natural world	Processes Phenomena	Change Adaptation	Conservation	Justice Conservation
Why here, why now?	<p>This enquiry builds on the Year 3 enquiry into why people settle with an introduction to what life was like in Britain. Children know what life was like before the Romans. It introduces the idea of invasion and why people invade which is then built upon in year 5 - 'Why do people invade?' and year 6 'Why must we remember?'. Introduces the concept of inequality which builds upon the concept of social injustice through exploring the social structure of Roman life. Year 5 build upon this in 'Why do we need to know our place in space' through slavery/inequality and 'Why is it important to look after our world?' through trade.</p>			<p>Power: links back to EYFS, year 1 and year 3 where they have explored the way the natural world is unique, sources of power and how we can use this. In year 4 we build upon this by exploring how nature can be both beneficial and dangerous to human life. Change: builds upon learning in EYFS and year 1 where they have begun to explore ways that the natural world changes and adapts. Year 4 begins to explore how the natural world changes and continues to change over time. This prepares them for looking at phenomena in space in Year 5.</p>			<p>Builds upon KS1 learning around living things. It develops with a focus on furthering learning on living processes and how we affect the environment. There are links to year 5 'Why is it important to look after our world?' Children explore diversity and year 6 'Why do we need to adapt and change?' learning about evolution.</p>		
Enquiry Questions	<p>Who has stood here before us? How has life changed since the Stone Age? What was life like in Britain when Jesus was born? What did the Romans bring to Britain? How did Britain resist? What did they leave behind? What is the legacy of the Romans? How did the Roman invasion change life in Britain?</p>			<p>What is the land like around us? What was it like for the Romans in Italy? Why does the Earth sometimes shake? What is the difference between a volcano and a mountain? (Pompeii) What makes Somerset flood? How can humans be more powerful than nature? Where would I choose to live? How is the natural world unpredictable?</p>			<p>What makes me human? What do I need to survive? How do nature's species adapt to the environment? Why do we need to protect different species? How does our climate impact survival? How have different communities adapted to where they live? How can change impact nature? How can I keep healthy? How do animals survive and thrive?</p>		
	<p>Christmas What is the trinity?</p>			<p>Easter Why do Christians call the day Jesus died 'Good Friday'?</p>			<p>Transition What's next?</p>		

YEAR 5	TERMS 1 & 2			TERMS 3 & 4			TERMS 5 & 6		
	Why do people invade and settle?			Why is the world unequal?			Why is it important to look after our world?		
Concepts	Exploration Invasion	Trade Wealth / economy	Change Civilisation	Power Slavery/ Inequality	Processes Phenomena	Justice Social justice	Growth Sustainability	Change Diversity	Trade Inequality
Why here, why now?	This enquiry builds on the invasion concept in Year 4 where the children learned why the Romans invaded Britain. This concept develops in order that the children have a deeper understanding of the reasons for invasion in preparation for Year 6 when they learn about war. Through a study of Vikings and Anglo- Saxons, the children further develop the concept of trade and how invasion and settlement can change the way civilisations are impacted by change .			This enquiry builds on Year 4 where children learned about the power of the Roman Empire and the resulting inequality which arose i.e. slaves and the hierarchy of their civilisation. The concept of Processes is built on from Year 4 as they learn about water cycle, erosion of rocks, volcanic eruptions and earthquakes. This also links to Year 3 where they learn about light and electricity. In Year 5 they learn about phenomena such as the solar system including gravity and forces. The concept of social justice builds on Year 3 when children learn about settlement and how it can change the social structure sometimes unfairly or unequally. This develops in Year 5 with a study of Martin Luther King, Rosa Parks and the issue of inequality and discrimination.			This enquiry builds on Year 2 when the children learned about habitats and growth and how they are sustained . This develops in Year 5 when they look at the rainforest and the threats to its sustainability . It builds on Year 4 where they learned about how species adapt to their environment. In Year 5, they learn about the impact of human changes on the diversity of the species (animal, plant and insects) within the rainforest habitat. Trade and inequality is a concept which is built on over the year as it began with learning about the Vikings and how they traded across the world. In term 6, it develops when the children learn about unequal trade between the rainforest populations and the rest of the world.		
Enquiry Questions	Who else stood before us? What is invasion? Why do people invade? What did the Vikings travel for? What did the Vikings trade? How did both invasions change Britain? Is it right to invade? Why do people invade and settle?			Where are we? Why is the moon important? Why did we go to the moon? How do others achieve their ambitions? What is your dream? Why is the world unequal?			What's around me that's important? How can we look after our environment? Why do we need to be sustainable? Where are the greenest places on Earth? Who were the Mayans? If we damage the world, what will happen? How can you make a difference? Why is it important to look after our world?		
	Christmas Was Jesus the Messiah?			Easter Why do Christians believe Jesus is God on Earth?			Transition What's next?		

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