

	A1	A2	S1	S2	Su1	Su2
Enquiry Question	What would it be like to live as a hunter gatherer?	How can we identify native trees in autumn?	Why were the Romans so successful in Britain?	How is Planet Earth changing and what can we do about it?	Why should we protect the biodiversity of the rainforest?	Where does our food come from?
Science NC links	<p>Light recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p>	<p>Plants identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which</p>	<p>Rocks compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p>	<p>Forces and magnets compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p>	<p>Animals, including humans identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>Animals, including humans (continued) identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>

	<p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change</p>	<p>water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Rocks recognise that soils are made from rocks and organic matter</p>		<p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	<p>construct and interpret a variety of food chains, identifying producers, predators and prey (YEAR 4)</p>	<p>Working Scientifically gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p>
History NC links	Changes in Britain from the Stone Age to the Iron Age		The Roman Empire and its impact on Britain			<i>Origins of food e.g. Story of Chocolate and link to Mayan Civilisation</i>

<p>Geography NC links</p>		<p>Locational knowledge name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains)</p> <p>Geographical skills and fieldwork use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p>Human and physical geography <u>physical geography</u>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</p> <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locational knowledge locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <p>identify land-use patterns and understand how some of these aspects have changed over time</p> <p>Human and physical geography <u>physical geography</u>, including: climate zones, biomes and vegetation belts</p>	<p>Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and physical geography <u>human geography</u>, including: types of settlement and land use</p>
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Principle of Harmony	HEALTH	CYCLE	ADAPTATION	ONENESS	DIVERSITY	INTERDEPENDENCE
Afl Principle Questions	<p>Was a hunter gatherer life healthier than ours or not?</p> <p>What did they eat and was it a healthy diet?</p> <p>What would make our lives healthier?</p>	<p>What is the life cycle of a tree?</p> <p>How do trees sustain themselves?</p> <p>What can we do to protect our local forests?</p>	<p>How did the Romans change life in Britain?</p> <p>How did working as a team lead to their success?</p> <p>How can you collaborate with others to make positive changes?</p>	<p>What is changing on Planet Earth?</p> <p>Why is this happening?</p> <p>What does the principle of Oneness mean for us and our planet?</p>	<p>What elements of diversity can be found in the rainforest?</p> <p>Why is it important to have diversity within a rainforest?</p> <p>What can we do to ensure that our rainforests are protected?</p>	<p>What is the difference between locally sourced and seasonal food?</p> <p>How far does our food travel?</p> <p>Why should we eat locally grown food?</p>
Sustainability Theme	Health and Wellbeing	Cycles and Waste	Learning from the past to create a better future	Climate Change and Energy Use	Biodiversity	Food and Farming
SDGs/Good life goals	<p>2 – Zero hunger/eat better</p> <p>15 - Life on land/Love nature</p>	15 - Life on land/Love nature	12 – Responsible consumption and production/Live better	13 – Climate action/Act on climate	<p>13 – Climate action/Act on climate</p> <p>15 - Life on land/Love nature</p>	12 – Responsible consumption and production/Live better