

Unit of Inquiry – Yearly Overview

Class: Woodpeckers		Year Group: 4	Academic Year: 2025-2026			
Theme	Ourselves and Humankind	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and creativity	Ourselves and Humankind
	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	Our Changing World	Migration	Inspiring Legacies	Exploration of the World	Shaping our Environment	Challenging Changes
Key Concepts	Change Connection Form	Responsibility Causation Connection	Perspective Responsibility Change	Causation Perspective Responsibility	Causation Connection Change	Perspective Reflection Form
Lines of Inquiry	<ul style="list-style-type: none"> * How do natural phenomena and human impact transform our world over time? * How are our lives today connected to the past? * How can reflecting on our choices impact our lives? 	<ul style="list-style-type: none"> * Do rights, beliefs and culture change over time? * How are communities organised and how does migration have an impact? * Are beliefs and culture linked? 	<ul style="list-style-type: none"> * How are we connected to the past and the future? * How do empires impact communities? * How do places like the Lake District leave a legacy? 	<ul style="list-style-type: none"> * How can I shape the world? * What choices do we have linked to our climate? * How can we express our perspectives? 	<ul style="list-style-type: none"> * How did our country change after the Romans? * How does our country compare to Northern Italy? * 	<ul style="list-style-type: none"> * What changes can we make? * What footprints do we leave? * What are my beliefs and values?
Knowledge Harvest	Mind Map and questions to research	Peer Interviews	A3 paper with key terms, children add post in notes.	Quiz	Concept Mapping	Knowledge Cafe
Inquiry Through	History: The Romans: What did it mean to be a	Geography: The UK: Who are we? History: What impact	History: Ancient Greek Civilisation: What is its most	Geography: Europe: How diverse are its	Geography: Europe: What is it like to live in	Geography: Local area: What needs changing?

	<p>Roman?</p> <p>Geography: Mountain and Volcanoes: What, Where and Why?</p> <p>Science: States of Matter</p>	<p>did the Romans have on Britain?</p>	<p>significant legacy?</p> <p>Geography: UK Region: Why is the Lake District a National Park? <i>Comparing to Northern Italy.</i></p>	<p>landscape and places?</p> <p>History: Ancient Greek Civilisation: Why is Alexander called 'The Great'?</p>	<p>northern Italy?</p> <p>History: Britain's settlement by Anglo-Saxons: what changed after the Romans left?</p>	<p>History: How do we know about life in Anglo-Saxon England?</p> <p>Science: Animals including humans – teeth and digestion</p>
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<p>Key Texts</p>						
<p>Visit and Hooks</p>	<p>Matt Coggins: Roman Soldier visit</p>	<p>Roman Baths & Workshop</p>		<p>Residential Trip to Charterhouse</p>		<p>Village Trip</p>
<p>Links to Careers/Community</p>	<p>Archaeologist visit – Phoebe Smyth</p>	<p>Choir visit to sing to local group in community/ community</p>	<p>Food bank donations for the community.</p>	<p>Interview a staff member from Charterhouse.</p>		<p>Guest speaker from the church community /Carrymoor</p>

		performance.				
Interleaving Subjects	Art, English, Reading, Science, History, Geography	D&T, English, Reading, Maths – Roman Numerals, History, Geography	D&T, English, Reading, History, Geography	Art, English, Reading, History, Geography	D&T, English, Reading, History, Geography	Art, English, Reading, Science, History, Geography
Discrete Subjects	Maths, Music, French, P.E, PSHE, R.E, Computing	Maths, Music, French, P.E, PSHE, R.E, Computing, Science	Maths, Music, French, P.E, PSHE, R.E, Computing, Science	Maths, Music, French, P.E, PSHE, R.E, Computing, Science	Maths, Music, French, P.E, PSHE, R.E, Computing, Science	Maths, Music, French, P.E, PSHE, R.E, Computing, Science
Action	Create a natural disaster survival pack	Museum of Gods	Greek Café	Tourist information leaflet on Northern Italy.	Museum of artefacts	Write a letter to local MP/Governors on local issue
Oracy	<ul style="list-style-type: none"> * Listen attentively to an adult during a visit * Justify their answers, arguments and opinions providing reasons and evidence to support their claim – debate on leaving Pompeii 	<ul style="list-style-type: none"> * Speak confidently and clearly in front of an audience – Museum of Gods * Listen attentively to an adult during a workshop 	<ul style="list-style-type: none"> * Adjust their speech for different audiences and situations, considering factors like age, knowledge, and purpose of the communication – serving at the café. 	<ul style="list-style-type: none"> * Retelling myths paying attention to intonation, volume, and expression – Greek myths 	<ul style="list-style-type: none"> * Adjust their speech for different audiences and situations, considering factors like age, knowledge, and purpose of the communication – planning a museum workshop for a younger child 	<ul style="list-style-type: none"> * Use clear articulation and appropriate vocabulary – Leavers speech Justify their answers, arguments and opinions providing reasons and evidence to support their claim – debate