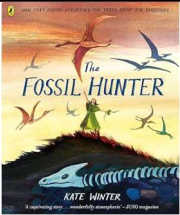
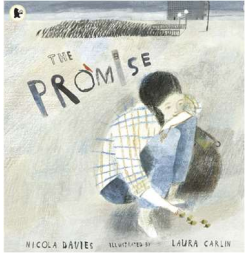
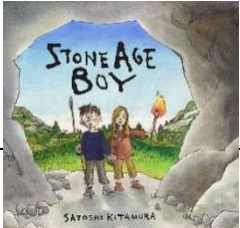
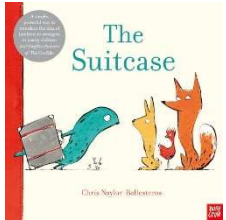
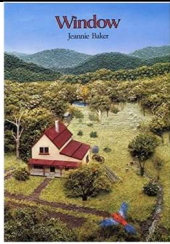
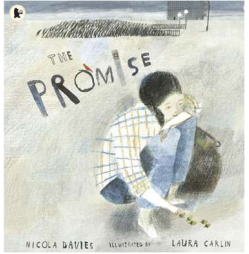
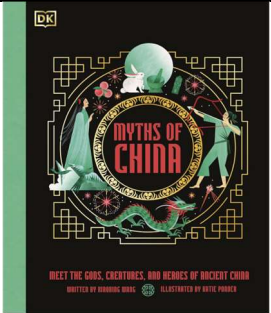
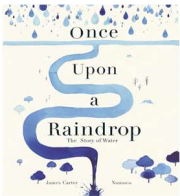
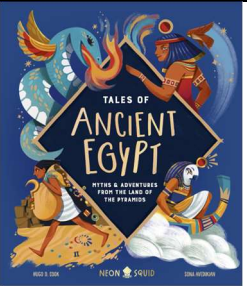
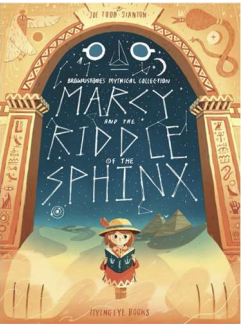
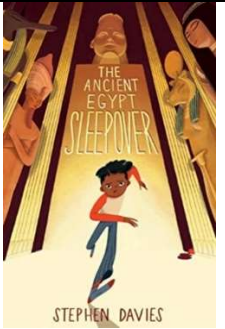


Unit of Inquiry – Yearly Overview

Class: Kestrels		Year Group: 3				Academic Year: 2026-2027
Theme	Ourselfs and Humankind	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and creativity	Ourselfs and Humankind
	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	Digging Deeper	Somewhere to Settle	Forces of Change	Where Civilisations Began	Along the River Nile	What Matters Most?
Key Concepts	Form Reflection Function	Connection Causation Change	Change Responsibility Perspective	Perspective Connection Reflection	Form Function Change	Responsibility Causation Change
Lines of Inquiry	* What can the ground beneath our feet reveal about our world and its past? * How did Stone Age people use the landscape and natural resources to survive? * How have people's relationships with the natural world changed over time?	* Why do people choose particular places to settle? * How did new materials, skills and ideas change people's lives? * What can evidence reveal about different communities and cultures?	* What forces can cause movement and change? * How can conflict and power shape people, places and communities? * How can evidence and different perspectives help us understand change?	* Where and when did the earliest civilisations develop? * Why were water and rivers vital to growing communities? * How can evidence, invention and discovery illuminate life in the past?	* How does a river shape landscapes, livelihoods and communities? * What can beliefs, writing and artefacts reveal about Ancient Egyptian life? * How do living things depend upon light, water and their environment?	* Are we too young to make a difference? * What do people and societies value, and how can we tell? * How are climate and environmental change affecting living things and places? * What responsibilities and choices do we have when shaping the future?
Knowledge Harvest	Mindmap	Class Quiz	Classroom Poll	Diamond Nine Task	KWL Grid	Concept Map
Inquiry Through	Geography: Diversity of landscapes locally and within the UK and their influence upon shaping communities	Geography: Understanding different settlements and how people, ideas, and goods moved across	Geography: Discovering more about our local area and how it is changing.	Geography: Understand the water cycle and investigate the movement, use and importance of water before the detailed rivers unit.	Geography: River processes and the Nile/Thames comparison.	Geography: Climate and climate zones - understanding the climate zones of the world. Understand the

	History: Understanding chronology and prehistory, focussing on the Stone Age. Science: Understanding rocks and soils: how the discovery of fossils have fostered understanding of early life. Art: Cave Painting – experiment with different effects.	communities, even in ancient times. History: Exploring changes through the Bronze and Iron Ages. Science: Animals including humans	History: Local history study – The Battle of Sedgemoor. Science: Forces and Magnets Art: Pottery and patterns.	History: Locate the earliest civilisations in time and place and compare selected features using sources and artefacts. Science: Light	History: Understanding the achievements and legacy of the Ancient Egyptians. Science: Identifying plant-part functions and investigate the requirements of plants for life and growth. Art: Rivers – Printing.	basic process of global warming, its causes, implications and changes required. History: Egyptians – exploring values as a way of comparing what we value today. Science: Plants - applying skills and investigations into water transport, flowers and reproduction. Art: Plastic Pollution – Mixed Media Collages.
Key Texts	    	 	 	 	 	

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