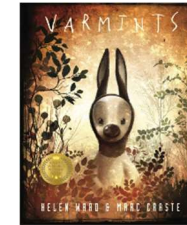
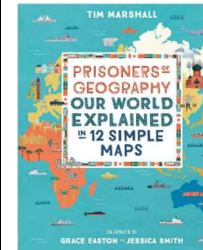
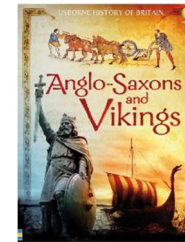
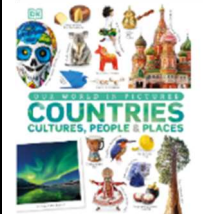
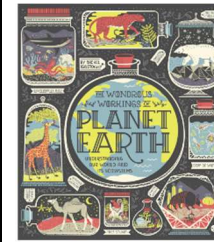
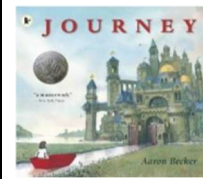
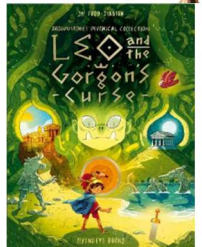
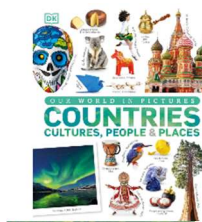
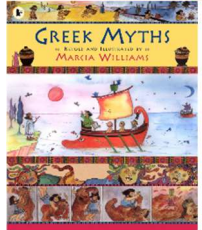
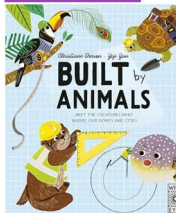
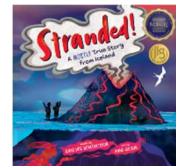
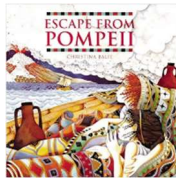
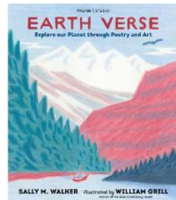


Unit of Inquiry – Yearly Overview

Class: Woodpeckers		Year Group: 4	Academic Year: 2026-2027			
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	How Does the Earth Shape the Way We Live and Build?	Migration	What is the legacy of Ancient Greece, and how can we see it in our world today?	Exploration of the World	How did the end of Roman Britain shape the beginnings of Anglo-Saxon England?	Who We Are and Where We Live: Understanding Ourselves, Others and Our Community
Key Concepts	Form Change Connection	Responsibility Causation Connection	Responsibility Perspective Causation	Perspective Responsibility Change	Perspective Connection Change	Perspective Reflection Form
Lines of Inquiry	* How do scientific principles help people design and build strong structures? * How did the Romans use engineering and scientific knowledge to build roads, towns, and forts in Britain?	* Do rights, beliefs and culture change over time? * How are communities organised and how does migration have an impact? * Are beliefs and culture linked?	* How have Greek thinkers changed the way we learn, ask questions and resolve conflicts today? * How have the Ancient Greek Olympics influenced the modern Olympics?	* How do landscapes shape the way people live? * What choices do we have linked to our climate? * How can we protect land for future generations?	* What happened to Britain when the Romans left? * Who were the Anglo-Saxons and how did Christianity change life in Britain? * How is Britain connected to the continent of Europe through	* What makes us who we are, and how do our beliefs, values and well-being shape our lives? * How do different people experience and view our community and the environment in different ways?

	* How do volcanoes, earthquakes, and mountain formation change the Earth's surface, and how do people respond to these natural processes?		* How have Greek ideas taught people to be responsible citizens within their communities?		geography, culture and religion?	* What changes are needed in our local area to improve the well-being of people and the environment?
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 impact did the Roman empire have on Britain? Geography: How do volcanoes, earthquakes, tsunamis and mountains change the earth's surface? Science: States of Matter	Geography: The UK: Who are we? History: What impact did the Romans have on Britain?	History: Ancient Greek Civilisation: What is its most significant legacy?	Geography: Europe: How diverse are its landscape and places? Geography: UK Region: Why is the Lake District a National Park? <i>Comparing to Athens.</i>	Geography: Europe: What is it like to live in northern Italy? History: Britain's settlement by Anglo-Saxons: what changed after the Romans left?	Geography: Local area: What needs changing? History: How do we know about life in Anglo-Saxon England? Science: Animals including humans – teeth and digestion

Key Texts



						
Visit and Hooks	Matt Coggins: Roman Soldier visit Roman Baths visit	Roman Baths & Workshop	Ancient Greek artefact to discover that has been buried for 2,500 years.	Residential Trip to Charterhouse		Village Trip Wells Cathedral

Links to Careers/Community	Archaeologist interview – Phoebe Smyth	Choir visit to sing to local group in community/ community performance.	School community museum. Children act as museum guides.	Interview a staff member from Charterhouse.		Guest speaker from the church community /Carrymoor
Interleaving Subjects	Art, English, Reading, Science, History, Geography	D&T, English, Reading, Maths – Roman Numerals, History, Geography	Art, English, Reading, History, Geography	D&T, 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	<u>Advice Leaflet</u> Action: Imagine you're a Roman governor settling in Britain. Outcome: Write a leaflet advising settlers where to build and where to avoid because of mountains, volcanoes, earthquakes or tsunamis, using geographical vocabulary.	Museum of Gods	Community museum of artefacts.	Greek Café/ Tourist information leaflet on Athens.	Museum of artefacts	Write a letter to local MP/Governors on local issue
Oracy	* Listen attentively to an adult during a visit * Justify their answers, arguments and opinions providing	* Speak confidently and clearly in front of an audience – Museum of Gods * Listen attentively to an adult during a workshop	*Adjust their speech for different audiences and situations, considering factors like age, knowledge, and	* Retelling myths paying attention to intonation, volume, and expression – Greek myths	* Adjust their speech for different audiences and situations, considering factors like age,	* Use clear articulation and appropriate vocabulary – Leavers speech Justify their answers, arguments

	reasons and evidence to support their claim – debate on leaving Pompeii		purpose of the communication – museum of artefacts *Debate: Life in Ancient Greece was better than life today.		knowledge, and purpose of the communication – planning a museum workshop for a younger child	and opinions providing reasons and evidence to support their claim – debate
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