



DWIGHT SCHOOL LONDON

Igniting the spark of genius in every child

PERSONALISED LEARNING • COMMUNITY • GLOBAL VISION

Programme of Inquiry 2017-18

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
W h o W e A r e	<p>Central idea: People interact with others and their surroundings through work and play.</p> <p>Key concepts: Form, function, responsibility, perspective</p> <p>Subject focus: UW, PSE, Science, Physical, Language, Literacy</p> <p>Related concepts: choices, feelings, personality, expression communication</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Emotions The 5 senses Similarities and differences between us 	<p>Central idea: Finding out about ourselves and others helps us to discover how people are the same and different.</p> <p>Key concepts: Form Perspective Reflection</p> <p>Subject focus: Geography/ PSE</p> <p>Related concepts: Culture Relationships Respect Identity Similarities Differences</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> What makes me 'me' What I have in common with others Differences between me and others 	<p>Central idea: Our everyday choices affect our wellbeing.</p> <p>Key concepts: Responsibility Causation</p> <p>Subject focus: PSE Science</p> <p>Related concepts: Health Routines Choices Consequences Wellbeing</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Choices we make everyday Physical and mental wellbeing Consequences of choices 	<p>Central idea: Respecting other people's perspectives can help us to live better together.</p> <p>Key concepts: Perspective Reflection</p> <p>Subject focus: PSE Health</p> <p>Related concepts: Conflict/cooperation Communication Feelings & emotions Respect</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> What shapes our perspective towards others Communication between ourselves and others Ways to solve conflict 	<p>Central idea: People are a part of society who have specific needs and rights.</p> <p>Key concepts: Perspective Connection Responsibility</p> <p>Subject focus: PSE</p> <p>Related concepts: Rights Needs Wants</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The basic needs of all people The rights and responsibilities that all people should have How the rights and responsibilities of people differ throughout the world 	<p>Central idea: People form and develop their beliefs and values.</p> <p>Key concepts: Causation Perspective Connection</p> <p>Subject focus: Social studies/ PSE</p> <p>Related concepts: Culture Identity Tradition Ethics/ values and beliefs</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> What we believe and value. How our beliefs and values form and change over time How beliefs and values can influence the way we behave and affect others 	<p>Central idea: Our bodies and the changes we experience affect our evolving sense of self.</p> <p>Key concepts: Function Connection Change</p> <p>Subject focus: Science Physical Education PSE</p> <p>Related concepts: Self-image Wellbeing Identity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The interconnectedness of our body systems The physical, social, emotional and intellectual changes that occur throughout life Mental and emotional health Reproductive processes



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W h e r e W e A r e I n P l a c e A n d T i m e	<p>Central idea: Journeys can be planned or spontaneous and are taken for many different reasons.</p> <p>Key concepts: Causation, Form, Function</p> <p>Subject focus: KW, Language, Maths, PSE</p> <p>Related concepts: Choice, planning, organisation, transformation, creativity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different types of journeys Reasons for journeys How journeys can be real or imagined How and why some journeys are planned 	<p>Central idea: The way people live can change over time.</p> <p>Key concepts: Change Causation Connection</p> <p>Subject focus: History</p> <p>Related concepts: Time, Technology, Family, Fashion, Games</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> What life was like when my great grandparents were young What school and home life was like in the 19th Century How an aspect of life has changed over time 	<p>Central idea: Discoveries can impact the way people live.</p> <p>Key concepts: Causation Reflection Change</p> <p>Subject focus: Social studies</p> <p>Related concepts: Benefits Discovery</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How discoveries are made How discoveries have changed the lives of people People responsible for well-known discoveries 	<p>Central idea: Our homes are influenced by the time and place in which we live.</p> <p>Key concepts: Form Change Causation</p> <p>Subject focus: History Geography</p> <p>Related concepts: Location, Place, Time, Similarities/ Differences Lifestyles Structure</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Types of homes How homes have changed over time How homes are suited to different places 	<p>Central idea: Exploration can lead to discoveries, opportunities and new understandings.</p> <p>Key concepts: Change Reflection Perspective</p> <p>Subject focus: Maths/ Social studies</p> <p>Related concepts: Location, Time Navigation, transportation Conflicts, Cultures</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The motivations for exploration Ways exploration has changed How human exploration has changed perspective 	<p>Central idea: Throughout time humans have migrated in response to different circumstances.</p> <p>Key concepts: Change Causation</p> <p>Subject focus: Maths/ Social studies</p> <p>Related concepts: Freedom, Origin, Location and Place, Time, Transportation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The reasons why people migrate Migration throughout history Effects of migration on communities, cultures and individuals 	<p>Central idea: Evidence of past civilizations can be used to make connections to present-day societies.</p> <p>Key concepts: Form Reflection Connection</p> <p>Subject focus: Science, Arts Language, Maths Social Studies</p> <p>Related concepts: Civilisations Interconnectedness Evidence, Legacy</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The evidence we have that can tell us about the past How past civilisations are connected to each other and to us Characteristics of different ancient civilisations

Programme of Inquiry 2017-18

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
H o w W e E x p r e s s O u r s e l v e s	<p>(Ongoing) Central idea: Stories can be expressions of imagination and feelings.</p> <p>Key concepts: Perspective, causation, function</p> <p>Subject focus: PSE, Language, Literacy, Vocabulary, Creative</p> <p>Related concepts: Structure, creativity, expression, feelings, imagination</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different ways stories can be expressed • Stories help us identify feelings • Ways to show imagination through stories 	<p>Central idea: People express themselves through different forms of visual arts.</p> <p>Key concepts: Form Perspective</p> <p>Subject focus: Visual arts</p> <p>Related concepts: Interpretation, Expression, Pattern, Colour, Design, Feelings</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The different ways artists express themselves • Techniques used in art • Different styles of world art 	<p>Central idea: Cultures express themselves through storytelling.</p> <p>Key concepts: Perspective Form</p> <p>Subject focus: Language Music</p> <p>Related concepts: Identity Culture Structure Morals Conflict/resolution</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different ways of storytelling • Reasons why people tell stories • Storytelling through poetry and music 	<p>Central idea: Images communicate ideas and information.</p> <p>Key concepts: Function, perspective</p> <p>Subject focus: Social Studies The arts</p> <p>Related concepts: Creativity, communication imagery</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Use of static images in different media • How design elements of media support communication • How we interpret and respond to images 	<p>Central idea: Performing can be an avenue for creative expression.</p> <p>Key concepts: Reflection Perspective</p> <p>Subject focus: Drama / language</p> <p>Related concepts: Performances Diversity Entertainment</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Dramatic arts • Performances from different cultures • Performing for different purposes 	<p>Central idea: Advertising can be a powerful tool used to persuade our choices.</p> <p>Key concepts: Function Reflection</p> <p>Subject focus: Language/ Art</p> <p>Related concepts: Expression Culture Needs/ wants Choices Consumerism</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How advertising has changed over time. • How persuasion is used in advertising • The power of persuasive devices and making informed choices 	<p>Central idea: Exhibition (To be developed by the students)</p>



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How The World Works		<p>Central idea: Forces cause things to move in different ways.</p> <p>Key concepts: Function Causation</p> <p>Subject focus Science</p> <p>Related concepts: Movement, Forces</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How objects may be moved How forces act on objects How we use our knowledge about forces in everyday objects 	<p>Central idea: Light plays an important role in our world and can be used in different ways.</p> <p>Key concepts: Form Function</p> <p>Subject focus: Science and Technology</p> <p>Related concepts: Energy Light and Dark</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The impact of light and darkness Sources of light and how these have changed over time How light can be used 	<p>Central idea: Electricity is a valuable resource that impacts our daily lives in many ways.</p> <p>Key concepts: Function Responsibility Change</p> <p>Subject focus: Science</p> <p>Related concepts: Energy Safety</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How electricity flows through a circuit and through different materials How our dependence on electricity has changed over time The impact of our use of electricity and technological advances 	<p>Central idea: Changes can occur in materials that alter their properties.</p> <p>Key concepts: Change Causation</p> <p>Subject focus: Science</p> <p>Related concepts: Matter Properties Prediction</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The properties and function of different materials Changes that occur in different materials The suitability of different materials for a range of purposes 	<p>Central idea: Our understanding of Earth, the Solar System and the Universe impacts upon human lives.</p> <p>Key concepts: Form Connection</p> <p>Subject focus: Science/ Maths</p> <p>Related concepts: Force/ power Motion Matter Cycles</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The Earth's position in the universe The exploration of Space The impact of space technology on our lives 	<p>Central idea: Humans respond to the changing nature of the Earth.</p> <p>Key concepts: Causation Change Connection</p> <p>Subject focus: Science Social Studies</p> <p>Related concepts: Movement Geology Adaptation Erosion</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How the earth has changed and is continuing to change Why the Earth changes How the different components of the Earth are interrelated Human response to the Earth's changes



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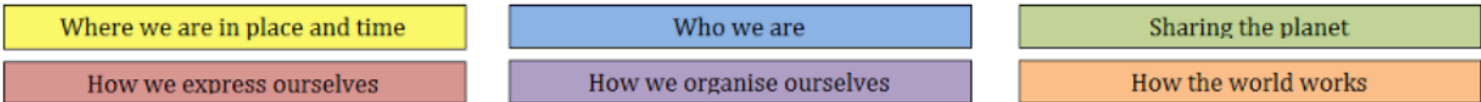
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How We Organise Ourselves		<p>Central idea: Communities work when members follow shared rules and routines.</p> <p>Key concepts: Responsibility Connection Reflection</p> <p>Subject focus: Social Studies/ PSHE</p> <p>Related concepts: Relationships, Respect Community, Organization, Structure</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Working and playing together in school Using and sharing public spaces Making responsible decisions 	<p>Central idea: Communities provide interconnected services designed to meet people's needs.</p> <p>Key concepts: Connection Causation</p> <p>Subject focus: Social studies</p> <p>Related concepts: Community, Services, Responsibilities, Needs</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Reasons people live in the local community Services needed to support a community How services have changed over time to meet the needs of a community 	<p>Central idea: Transportation systems are directly related to the needs of a community.</p> <p>Key concepts: Form Connection</p> <p>Subject focus: Geography</p> <p>Related concepts: Transportation Needs / Wants Community</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Transport systems around the world Factors that affect transport systems How transport systems have developed to meet the needs of a community 	<p>Central idea: Organisations are set up by people who have identified the need for a particular service or activity in an area.</p> <p>Key concepts: Function Causation</p> <p>Subject focus: Social Studies</p> <p>Related concepts: Organisations, hierarchy, Structure, Adaptation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Organisations in the local area Similarities and differences between organisations Services that charitable organisations provide 	<p>Central idea: Humans create systems to help them exchange and trade goods and services.</p> <p>Key concepts: Connection Function</p> <p>Subject focus: Social studies/ Maths</p> <p>Related concepts: Supply/ demand Exchange Markets</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The organisational features of economic systems Relationship between supply and demand How globalisation and technology can affect the availability of goods and services 	<p>Central idea: Governmental systems can influence the lives of their citizens in different ways.</p> <p>Key concepts: Responsibility Perspective Function</p> <p>Subject focus: Social studies Maths</p> <p>Related concepts: Justice, Equality, Diversity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Systems of governance The effect of these systems on societies and individuals Principles of human rights and social justice



Programme of Inquiry 2017-18

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>S</p> <p>h</p> <p>a</p> <p>r</p> <p>i</p> <p>n</p> <p>g</p> <p>T</p> <p>h</p> <p>e</p> <p>P</p> <p>l</p> <p>a</p> <p>n</p> <p>e</p> <p>t</p>	<p>Central idea: The process of change happens all around us.</p> <p>Key concepts: Connection Causation Change</p> <p>Subject focus: Science</p> <p>Related concepts: Similarities/differences Living things- Life cycles</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Characteristics of living things ● How living things change over their lifetime ● How materials can change 	<p>Central idea: Living things have certain requirements in order to grow and stay healthy.</p> <p>Key concepts: Function Responsibility</p> <p>Subject focus: Science</p> <p>Related concepts: Needs Growth Living and non-living</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Characteristics of living things ● Our needs and the needs of other living things ● Our responsibility for the wellbeing of other living things 	<p>Central idea: Individual choices are connected towards sustaining our local environment.</p> <p>Key concepts: Responsibility Connection</p> <p>Subject focus: Social Studies Science</p> <p>Related concepts: Environment Sustainability</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Our local natural environment ● Personal choices that help sustain the environment ● Reducing, reusing and recycling 	<p>Central idea: The balance of living things in an ecosystem can be affected by many factors.</p> <p>Key concepts: Connection Causation</p> <p>Subject focus: Science</p> <p>Related concepts: Habitats Adaptation Ecosystems Balance</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Ecosystems – including a local example ● How plants and animals adapt and respond to their local environment ● The impact humans have on the environment 	<p>Central idea: The use of finite resources can have implications for the future.</p> <p>Key concepts: Responsibility Function Reflection</p> <p>Subject focus: Science / Social studies</p> <p>Related concepts: Energy Environment Conservation Sustainability</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Renewable and nonrenewable energy ● Conservation of energy ● Our responsibility in sharing finite resources 	<p>Central idea: The availability of clean water has an impact on human life.</p> <p>Key concepts: Responsibility Reflection</p> <p>Subject focus: Science/ Maths</p> <p>Related concepts: Conservation Cycles Environment Equality Resources</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Sources and distribution of water ● How water is used ● Availability of useable water 	<p>Central idea: Human actions and reactions can cause conflict and influence how it is resolved.</p> <p>Key concepts: Perspective Causation Responsibility</p> <p>Subject focus: Social studies Language</p> <p>Related concepts: Conflict Resolution Respect Systems Perception</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Causes of conflicts at different levels ● Political, economic, social and religious differences can cause conflict ● The consequences of conflict ● Conflict resolution and management

Yearly Overview of Programme of Inquiry 2017-18



	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	
EYFS	<p>Journeys can be planned or spontaneous and are taken for many different reasons.</p> <p>Causation, Form, Function</p>				<p>The process of change happens all around us.</p> <p>Connection, Causation, Change</p>			<p>People interact with others and their surroundings through work and play.</p> <p>Form, Function, Responsibility,</p>				
	<p>Stories can be expressions of imagination and feelings.</p> <p>Perspective, Causation, Function</p>											
Year 1	<p>Communities work when members follow shared rules and routines.</p> <p>Responsibility, Connection, Reflection</p>		<p>People express themselves through different forms of visual arts.</p> <p>Perspective, Form</p>		<p>The way people live can change over time.</p> <p>Change, Causation, Connection</p>		<p>Forces cause things to move in different ways.</p> <p>Function, Causation</p>		<p>Living things have certain requirements in order to grow and stay healthy.</p> <p>Function, Responsibility</p>		<p>Finding out about ourselves and others helps us to discover how people are the same and different.</p> <p>Form, Perspective, Reflection</p>	
	<p>Our everyday choices affect our wellbeing.</p> <p>Responsibility, Causation</p>		<p>Individual choices are connected towards sustaining our local environment.</p> <p>Responsibility, Connection</p>		<p>Discoveries can impact the way people live.</p> <p>Causation Reflection Change</p>		<p>Cultures express themselves through storytelling.</p> <p>Perspective Form</p>		<p>Light plays an important role in our world and can be used in different ways.</p> <p>Form, Function</p>		<p>Communities provide interconnected services designed to meet people's needs.</p> <p>Connection Causation</p>	

Yearly Overview of Programme of Inquiry 2017-18

Where we are in place and time				Who we are				Sharing the planet			
How we express ourselves				How we organise ourselves				How the world works			
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Year 3	Respecting other people's perspectives can help us to live better together. Perspective, Reflection	Images communicate ideas and information. Function, Perspective	Our homes are influenced by the time and place in which we live. Change, Causation	Electricity is a valuable resource that impacts our daily lives in many ways. Function, Responsibility, Change	The balance of living things in an ecosystem can be affected by many factors. Connection, Causation	Transportation systems are directly related to the needs of a community. Form, Connection					
Year 4	People are a part of society who have specific needs and rights. Perspective, Connection, Responsibility	Changes can occur in materials that alter their properties. Change, Causation	Exploration can lead to discoveries, opportunities and new understandings. Change, Reflection, Perspective	The use of finite resources can have implications for the future. Responsibility, Function, Reflection	Organisations are set up by people who have identified the need for a particular service or activity in an area. Function, Causation	Performing can be an avenue for creative expression. Reflection, Perspective					
Year 5	People form and develop their beliefs and values. Causation, Perspective, Connection	Advertising can be a powerful tool used to persuade our choices. Function, Reflection	Our understanding of Earth, the Solar System and the Universe impacts upon human lives. Form, Connection	Throughout time humans have migrated in response to different circumstances. Change, Causation	The availability of clean water has an impact on human life. Responsibility, Reflection	Humans create systems to help them exchange and trade goods and services. Connection, Function					
Year 6	Humans respond to the changing nature of the Earth. Causation, Change, Connection	Our bodies and the changes we experience affect our evolving sense of self. Function, Connection, Change	Governmental systems can influence the lives of their citizens in different ways. Responsibility, Perspective, Function	Human actions and reactions can cause conflict and influence how it is resolved. Perspective, Causation, Responsibility	Evidence of past civilizations can be used to make connections to present-day societies. Form, Reflection, Connection	Exhibition (To be developed by the students)					