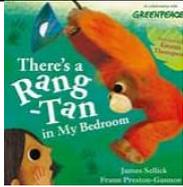
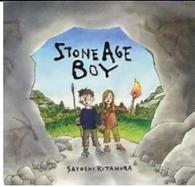
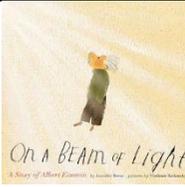
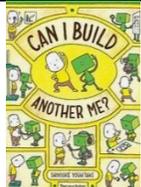


# Unit of Inquiry Planner



Class: Dragonfly Class		Year Group: 3		Academic Year: 2024-2025		
Theme	Humankind and Ourselves	Culture and Diversity	Community and Citizenship	Exploration and Discovery	Expression and Creativity	Humankind and Ourselves
	Inquiry into the laws governing the natural world, the dynamic interplay between the natural realm (encompassing physical and biological aspects) and human communities, the application of scientific principles by humans and the repercussions of scientific and technological progress on both the society and the environment.	Inquiry into understanding human connections spanning families, friends, communities, and cultures, exploring rights and duties and pondering the essence of humanity.	Inquiry into the ethical considerations surrounding rights and obligations in the endeavours to equitably distribute limited resources among humans and other living entities, the dynamics of communities and the connections within and between them, the attainment of fair access to opportunities, and the promotion of peace and resolution of conflicts.	Inquiry into our sense of location within space and time, individual life narratives, the concept of home and the journeys we embark upon, the remarkable discoveries, expeditions, and movements of humanity, and the intricate ties and interdependences between individuals and societies, viewed from both local and global vantage points.	Inquiry into the methods by which we uncover and convey thoughts, emotions, the natural world, culture, convictions, and principles; the strategies through which we ponder, expand and take pleasure in our creativity; our recognition of the aesthetic.	Inquiry into oneself, examining beliefs and values, assessing personal well-being encompassing physical, mental, social, and spiritual aspects.
Inquiry Title	Our Green Planet - Why are trees and plants important?	Celebrating Difference - How has Britain changed between the stone age and the iron age?	Community Connections – What is it like to live in Greece compared to the UK?	Exciting Exploration – How have scientist’s discovery of forces and magnets made an impact today?	Express Yourself – How have homes changing over time influenced our lives?	All About Me – What makes me who I am?

Key Concepts	Responsibility Form Causation	Perspective Change Reflection	Perspective Change Connection	Responsibility Form Causation	Form Change Causation	Function Responsibility Connection
Lines of Inquiry	<p><b>Transformation</b> How does our environment transform?</p> <p><b>Consequences</b> What are the consequences of deforestation?</p> <p><b>Conservation</b> How can we conserve our environment?</p>	<p><b>History</b> What does prehistory mean?</p> <p><b>Discovery</b> How have different discoveries and inventions given us evidence of what happened between the Stone Age and the Iron Age?</p> <p><b>Settlement</b> How have Stone Age, Iron Age and Bronze Age settlements helped us build a picture of how Britain changed during this time period?</p>	<p><b>History</b> What did Ancient Greeks bring to the world?</p> <p><b>Geography</b> What are the main physical and human characteristics of Greece and the UK?</p> <p><b>Connection</b> What are the main similarities and differences between a region of the UK and Greece?</p>	<p><b>Force</b> What do we mean by a 'force'?</p> <p><b>Discovery</b> What have scientists discovered about forces and magnets?</p> <p><b>Prediction</b> How would we predict whether magnets would attract certain materials?</p>	<p><b>Influence</b> How have homes from the Victorians changed and influenced our homes today?</p> <p><b>Technology</b> How has technology changed the way we live?</p> <p><b>Creation</b> How can we represent homes changing over time through Art and Sculptures?</p>	<p><b>Processes</b> How do our bodies change as we grow and how do we learn to respect, understand and look forward to these changes?</p> <p><b>Connection</b> What's special about where I live?</p> <p><b>Growth</b> Why is it important to have a balanced diet and why is exercise important?</p>
Core Text	There's a Rang-Tan in my Bedroom (James Sellick) - Dilemma	Stone Age Boy (Satoshi Kitamura) - Instructions	Leo and the Gorgon's Curse (Joe Todd Stanton) - Legends	On a Beam of Light: A Story of Albert Einstein (Jennifer Berne) -Biography  Girl and Robot (Literacy Shed clip) - Science Fiction	Our Tower (Joseph Coelho) – Modern Day Fable	Can I Build Another Me? (Shinsuke Yoshitake) – Adventure

						
Action	<p>Make energy saving changes in the school – what can we do?</p> <p>Make campaigns against deforestation through posters, letters and fundraising ideas.</p>	<p>Iron Age Settlements designed and made by children.</p> <p>DT baking project – identify differences between Neolithic bread and bread today.</p>	<p>General Election – understand democracy process.</p> <p>Case Study comparing Bristol and Athens.</p>	<p>Set up own experiments testing different forces and magnets.</p>	<p>Produce a piece of community art.</p>	<p>Children campaign for improving mental health – what can we do?</p>
Interleaving Subjects	Science, Geography, PSHE, Art, English	Science, DT, Art, History, Geography, English, PSHE	History, Geography, Art, DT, English	History, Science, DT, English	History, DT, Art, English, PSHE, Computing	PSHE, Science, English, Art, PE
Discrete Subjects	RE, Computing, Music, Maths, History, PE	Music, Maths, Computing, RE, PE	Science, PSHE, Music, Maths, Computing, RE, PE	Geography, Computing, PSHE, Music, Maths, RE, PE, Art	Geography, Music, Maths, RE, PE	Geography, History, Maths, RE, DT, Music