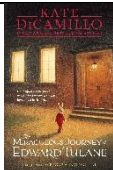
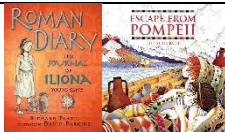
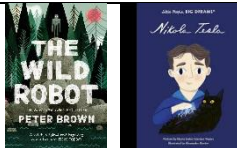


# Unit of Inquiry Planner



| Class: Beetle Class |                                                                                                                                                 | Year Group: 4                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                 | Academic Year: 2026-2027                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                     |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Theme               | Humankind and Ourselves                                                                                                                         | Culture and Diversity                                                                                                                                                  | Community and Citizenship                                                                                                                                                                                                                                                                                                                                       | Exploration and Discovery                                                                                                                                                                                                                                                                                                                       | Expression and Creativity                                                                                                                                                                                                                                  | Humankind and Ourselves                                                                                                                                                                                                                                                                                                             |
|                     | Inquiry into oneself, examining beliefs and values, assessing personal well-being encompassing physical, mental, social, and spiritual aspects. | 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 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 Title       | Who am I?                                                                                                                                       | How have ancient civilisations influenced Britain today? (Ancient Egyptians)                                                                                           | How have the Romans influenced Britain today?                                                                                                                                                                                                                                                                                                                   | How did society change in Britain after the fall of the Roman empire?                                                                                                                                                                                                                                                                           | Who inspired the pop art movement in the USA?                                                                                                                                                                                                              | What is a biome?                                                                                                                                                                                                                                                                                                                    |
| Key Concepts        | Change<br>Responsibility<br>Connection                                                                                                          | Form<br>Causation<br>Reflection                                                                                                                                        | Change<br>Connection<br>Reflection                                                                                                                                                                                                                                                                                                                              | Responsibility<br>Form<br>Connection                                                                                                                                                                                                                                                                                                            | Connection<br>Form<br>Causation                                                                                                                                                                                                                            | Form<br>Change<br>Responsibility                                                                                                                                                                                                                                                                                                    |
| Lines of Inquiry    | What are our roles and responsibilities in the school?                                                                                          | What have we discovered about the Ancient Egyptians?                                                                                                                   | Why did the Romans invade and how did this influence the                                                                                                                                                                                                                                                                                                        | When was electricity invented?                                                                                                                                                                                                                                                                                                                  | What properties lay beneath our feet? What comparisons can be made between                                                                                                                                                                                 | How does the location impact the Biome's environment?                                                                                                                                                                                                                                                                               |

|                       |                                                                                   |                                                                                                                          |                                                                                                                                                                                              |                                                                                                         |                                                                                                   |                                                                                        |
|-----------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
|                       | Where do I belong in the world?<br>How will life change as a I move on?           | Why was Ancient Egypt the 'gift of the Nile'?<br>What was the significance of Ancient Egyptian creations and structures? | transformation of people and society?<br>What discoveries have been made that tell us about Roman Britain and how it had been changed?<br>How has Roman culture impacted on today's society? | How has the discovery of electricity changed our lives?<br>What is our role in sustainable development? | mountains in the UK and the rest of the world?<br>How can we predict why natural disasters occur? | How can we help protect biodiversity?<br>• How have living species adapted to survive? |
| Core Text             | The Miraculous Journey of Edward Tulane                                           | Marcy and the Riddle of the Sphinx, Joe Todd-Stanton                                                                     | Escape from Pompeii, Christina Balit<br><br>Illiona – the diary of a Roman slave.                                                                                                            | The Wild Robot, Peter Brown<br><br>Big People Little Dreams, Nikola Tesla                               | Song of the River by Gill Lewis<br><br>Escape From Pompeii, Christina Balit                       | The Last Bear, Hannah Gold                                                             |
|                       |  |                                         |                                                                                                            |                      |                |     |
| Action                | Children create a school prospectus to share with prospective pupils/ families    | Fashion show exhibiting Roman sandals designed and made by the children                                                  |                                                                                                                                                                                              | How can we be more resourceful? Produce a useful item by reusing available materials.                   | Produce a piece of community art                                                                  | Debate about deforestation & write a letter to our local MP                            |
| Interleaving Subjects | English, PSHE, Science, Art                                                       | English, Science, History, DT, Art, PSHE, Geography, Maths                                                               | English, History, Geography, DT and PSHE                                                                                                                                                     | English, History, Geography, Science, Art, PSHE                                                         | English, Geography, PSHE, Art, DT, Science                                                        | English, Science, Geography, PSHE Computing, Art & DT                                  |
| Discrete Subjects     | RE, Maths                                                                         | RE, Maths                                                                                                                | RE, Maths                                                                                                                                                                                    | RE, Maths                                                                                               | RE, Maths                                                                                         | RE, Maths                                                                              |