



# The Harmony Project

***Putting Sustainability at the Heart of the Curriculum***

**Chartered College of Teaching - Tuesday, 25th February 2025**





When is a system  
sustainable?



A scenic view of a snowy mountain range reflected in a calm body of water, with a group of people on the deck of a boat in the foreground. The sky is a mix of blue and white, suggesting a bright but slightly overcast day. The water is very still, acting as a perfect mirror for the mountains and sky. The boat's deck is visible in the lower-left corner, with several people standing and looking out at the landscape. The overall mood is serene and majestic.

From eco clubs and one-off eco events to putting sustainability at the heart of the curriculum.

6 sustainability themes integrated into 6 half-termly enquiries of learning each year.





# 1 Energy & Climate Change

A sustainable system works together.



# Half-termly planning overview Year 2 – Spring Term 1

**Enquiry question:** Where are the polar regions and how are they changing?

**Harmony principle:** The principle of Oneness

**Sustainability action:** Identifying three personal energy-saving actions

**Great Work:** Launching an Every Action Counts campaign

**Partners in learning:** British Antarctic Survey, 2041 Foundation, ecoDriver



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>Where are the polar regions and how are they different?</b>	<b>How do animals survive in the polar regions?</b>	<b>Where do people live in the polar regions?</b>	<b>How is the Arctic changing and why?</b>	<b>How is Antarctica changing and why?</b>	<b>What action can we take to stop the ice melting?</b>
<b>GEOMETRY</b>	How can I create a snowflake design using rotational symmetry?	How can I create a picture of an Arctic tern using reflective symmetry?	What shapes would support a shelter for people in the polar regions?	How is a polar bear paw like my hand?	What can we learn from the webbed feet of an emperor penguin?	What are concentric circles and where would we see them in the polar regions?
<b>SCIENCE</b>	What do we find in the polar regions? (living, dead, never alive)	Which animals live in the polar regions and how do they protect their offspring?	How are polar animals suited to their habitat and what are their basic needs?	How is the Arctic food chain threatened?	How is the Antarctic food chain threatened?	Why is ice such an important part of polar habitats?



Actions and consequences - Every Action Counts.





# Half-termly planning overview Year 3 - Spring Term 2

**Enquiry question:** How is Planet Earth changing and what can we do about it?

**Harmony principle:** The principle of Oneness

**Sustainability action:** Celebrating Earth Hour with the school community

**Great Work:** Celebrating Earth Hour at the end of March with the school community

**Partners in learning:** Adrianos Golemis (astronaut)



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>What is the story of our Planet Earth?</b>	<b>What would it be like to be an astronaut?</b>	<b>What lives beneath our feet?</b>	<b>Where and why do tornadoes occur?</b>	<b>Why is our rainfall becoming more extreme?</b>	<b>Why are we getting more forest fires and how can we reduce the heat on our planet?</b>
<b>GEOMETRY</b>	How can I create a sphere using bubbles?	How can I use shape to design a symmetrical rocket (ship)?	How will I use shapes to create geometric rock images?	How will I represent the shape of a tornado using a Fibonacci spiral?	What is the geometry of a water droplet?	What is the shape of a flame?
<b>SCIENCE</b>	What do fossils teach us about our planet's past?	How will I explore how gravity works?	How do magnets work?	How will I use my knowledge of magnets to create my own magnet game?	How effective are magnets at taking materials out of water?	How can I create an investigation to show how the Earth's climate is changing?



Earth Hour 2025  
is on 22nd March.





# Half-termly planning overview Year 6 – Spring Term 1



**Enquiry question:** How are we connected to Antarctica?

**Harmony principle:** The principle of Interdependence

**Sustainability action:** Monitoring energy use to save money and reduce CO2

**Great Work:** Creating 'We are Antarctica' poetry and posters; ice sculptures

**Partners in learning:** Reboot the Future; British Antarctic Survey; 2041 Foundation



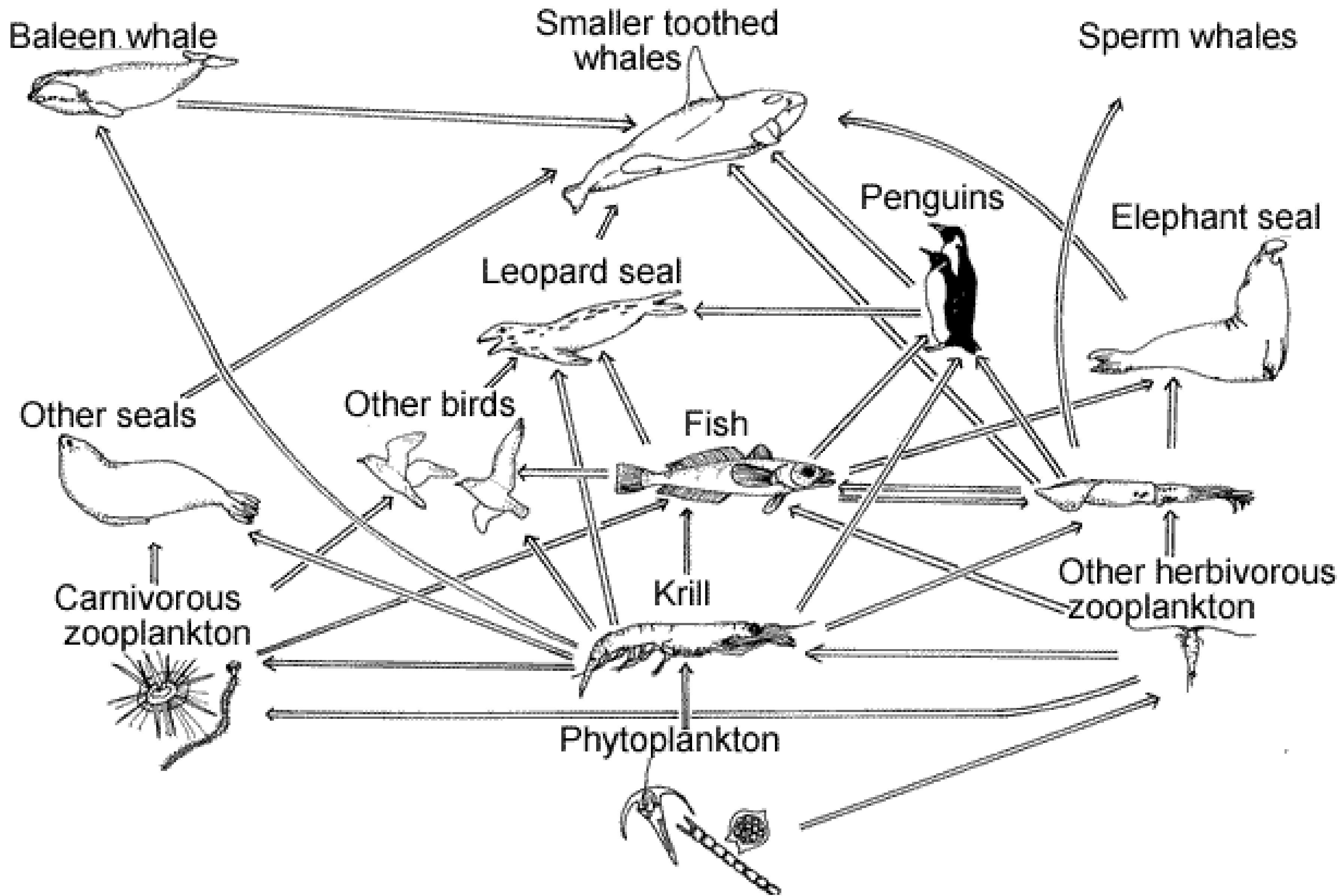
## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>Where is Antarctica and what is it like?</b>	<b>How does the Antarctic ecosystem work together?</b>	<b>How are penguins adapted to survive in Antarctica?</b>	<b>How will we celebrate the beauty of Antarctica?</b>	<b>How are we changing the environment in Antarctica?</b>	<b>Why does Antarctica need protecting?</b>
<b>GEOMETRY</b>	What are the proportions of an iceberg above and below water? (1)	What are the proportions of an iceberg above and below water? (2)	How can the Fibonacci spiral help me draw krill? (1)	How can the Fibonacci spiral help me draw krill? (2)	How can I create a six-pointed snowflake design? (1)	How can I create a six-pointed snowflake design? (2)
<b>SCIENCE</b>	What happens when an iceberg melts? (observing ice cubes in salt water)	How are living things in Antarctica interdependent? (food webs)	How do penguins work together to survive?	How does electricity flow through a circuit? (scientific circuit diagrams)	How does the voltage of a circuit affect the brightness in a lamp?	What question about electricity do I want to investigate?



<b>MATHS</b>	How has the surface temperature in Antarctica changed over time?	What does data tell us about melting ice and rising sea levels?	How can I solve and create number problems involving penguins?	What does our energy use cost? How can data help us to reduce energy use?	What can I find out about our use of energy in school and what we can do to reduce it?	How will we measure our progress towards meeting our energy reduction targets?
<b>ART &amp; DESIGN</b>	How will I use Matisse's technique of paper 'cut outs' to create an Antarctic composition?	What different media will I use to create an artwork depicting <i>The Endurance</i> ?	How can I represent an emperor penguin pair in an artwork? (1)	How can I represent an emperor penguin pair in an artwork? (2)	What features of famous posters are effective in engaging an audience?	What features will I include in a poster promoting the protection of Antarctica?
<b>COMPUTING</b>	What can I find out about the Antarctic continent online?	How can I present data on rising sea levels?	How will I research a penguin documentary voiceover online?	How can I use technology to record my voiceover?	What images will work most effectively with my voiceover?	What criteria will we use to evaluate each other's projects?
<b>PE (DANCE)</b>	How can we move as if underwater?	What shapes and movements can we create in groups to represent icebergs?	How can we recreate the movement of a penguin and penguin huddles?	What symmetrical shapes can we recreate in pairs?	How can we combine movements to tell the story of Antarctica?	How can we work in groups to perform an Antarctic dance?
<b>GEOGRAPHY</b>	Why is Antarctica called a desert? What are the features of its climate?	What are the time zones in Antarctica? How many hours of daylight are there at different times of year?	What are scientists from the British Antarctic Survey exploring in Antarctica today? Why?	How can I use a map to show how the Antarctic landscape has changed over time?	What human and physical features will I include in a scale map of Antarctica?	What is the Antarctic Treaty and why should we support it?
<b>MUSIC</b>	What instruments can I use to represent elements of Antarctica?	How will we work together to create a group composition inspired by Antarctica?	How can we use musical notation to record our composition?	What do we need to adapt to improve our composition?	What will help us perform our composition with precision and confidence?	How can we evaluate the effectiveness of our composition and the compositions of others?
<b>PSHE</b>	What would make me a great team member on an Antarctic expedition?	What do I rely on others for?	What do I do for others?	How do members of a team rely on each other?	How can I communicate my needs to others?	How can I show compassion to others?

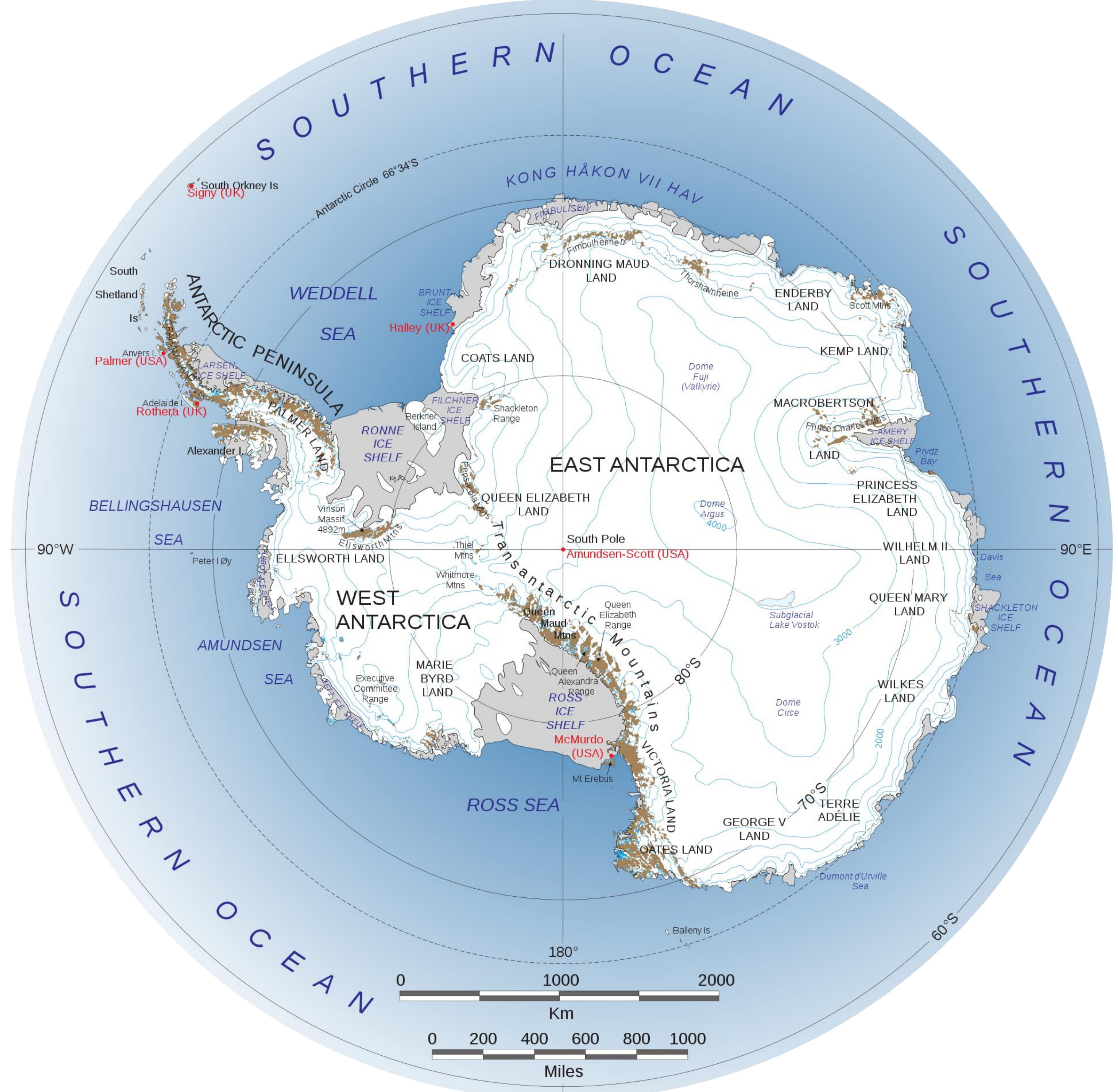




Understanding the science of ecosystems... but something is missing?



Learning the geography of Antarctica, the coldest, driest, windiest place on Earth.







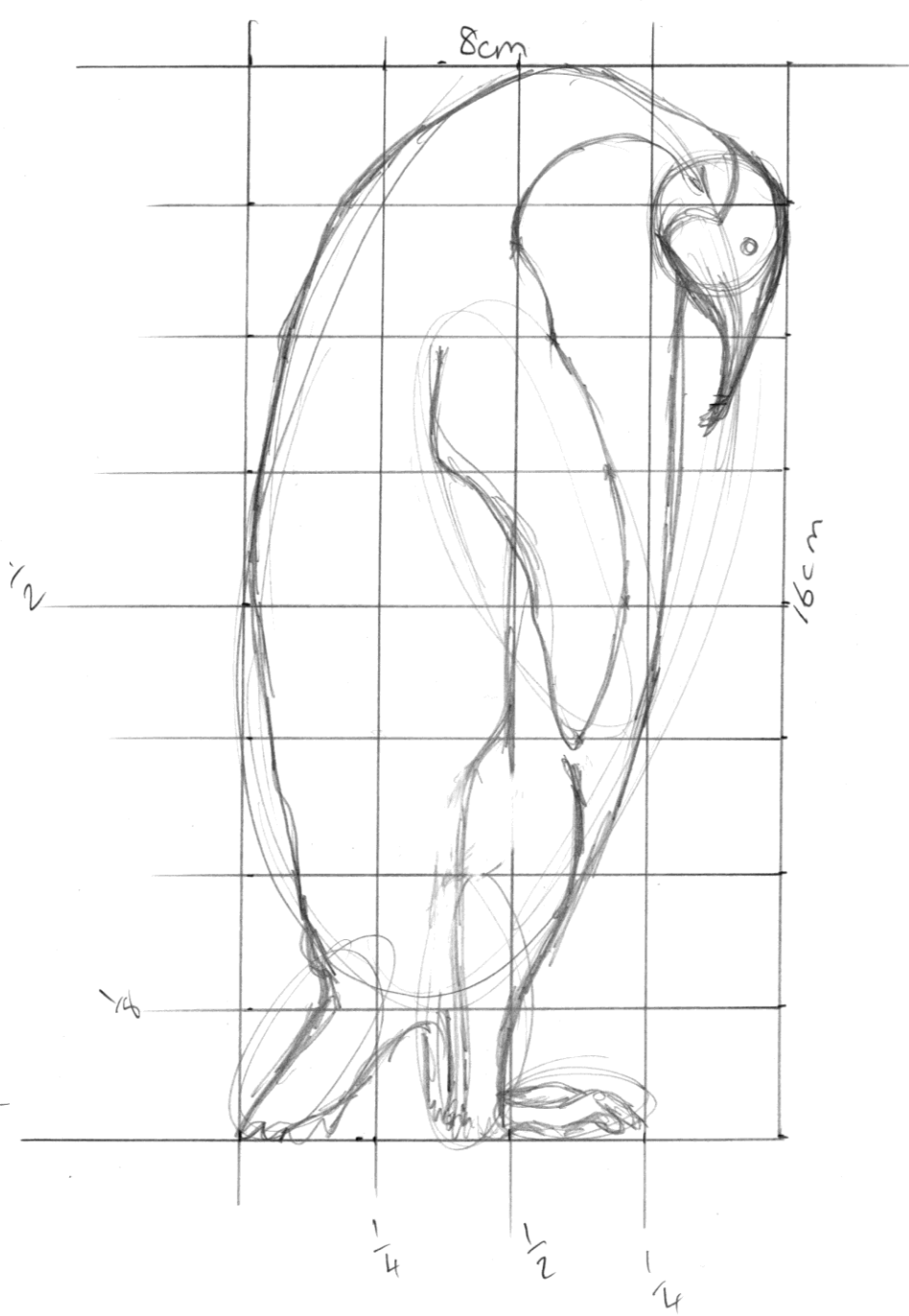
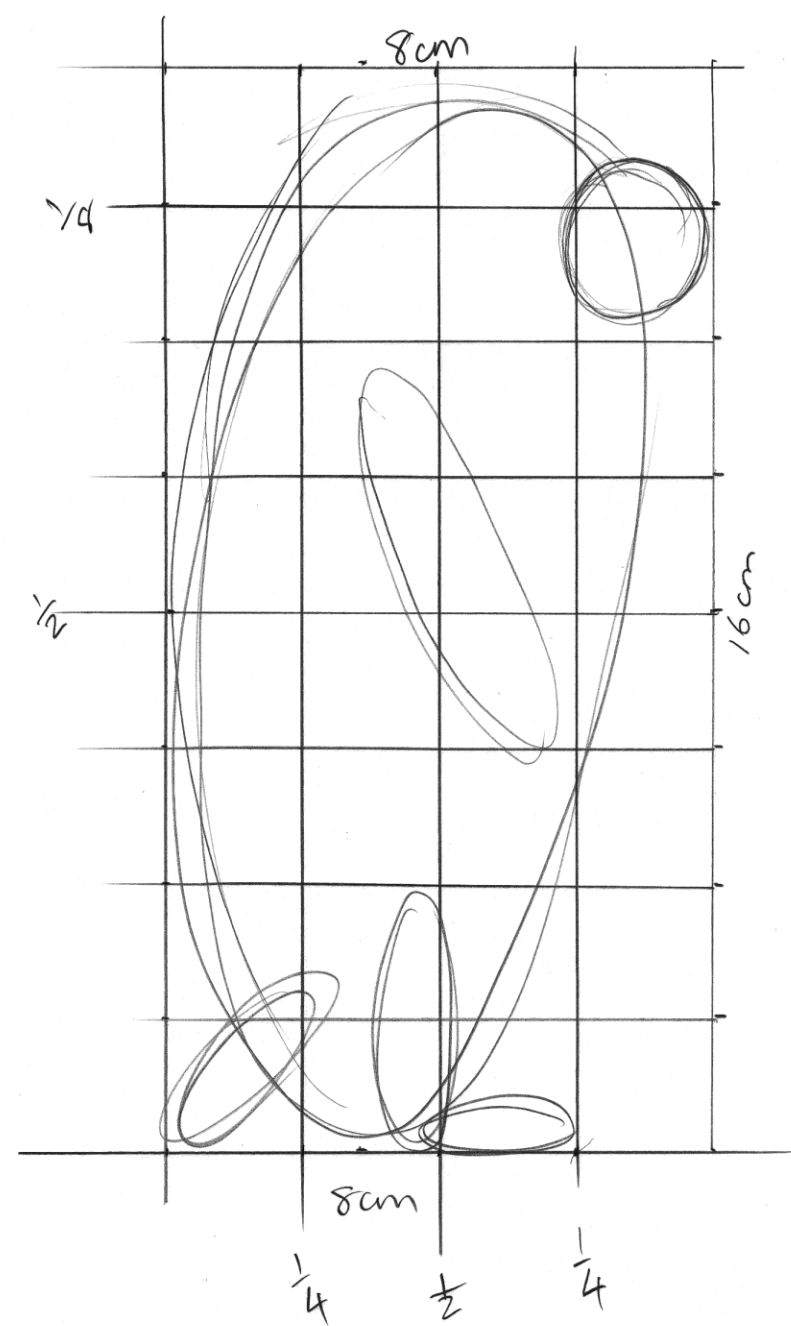
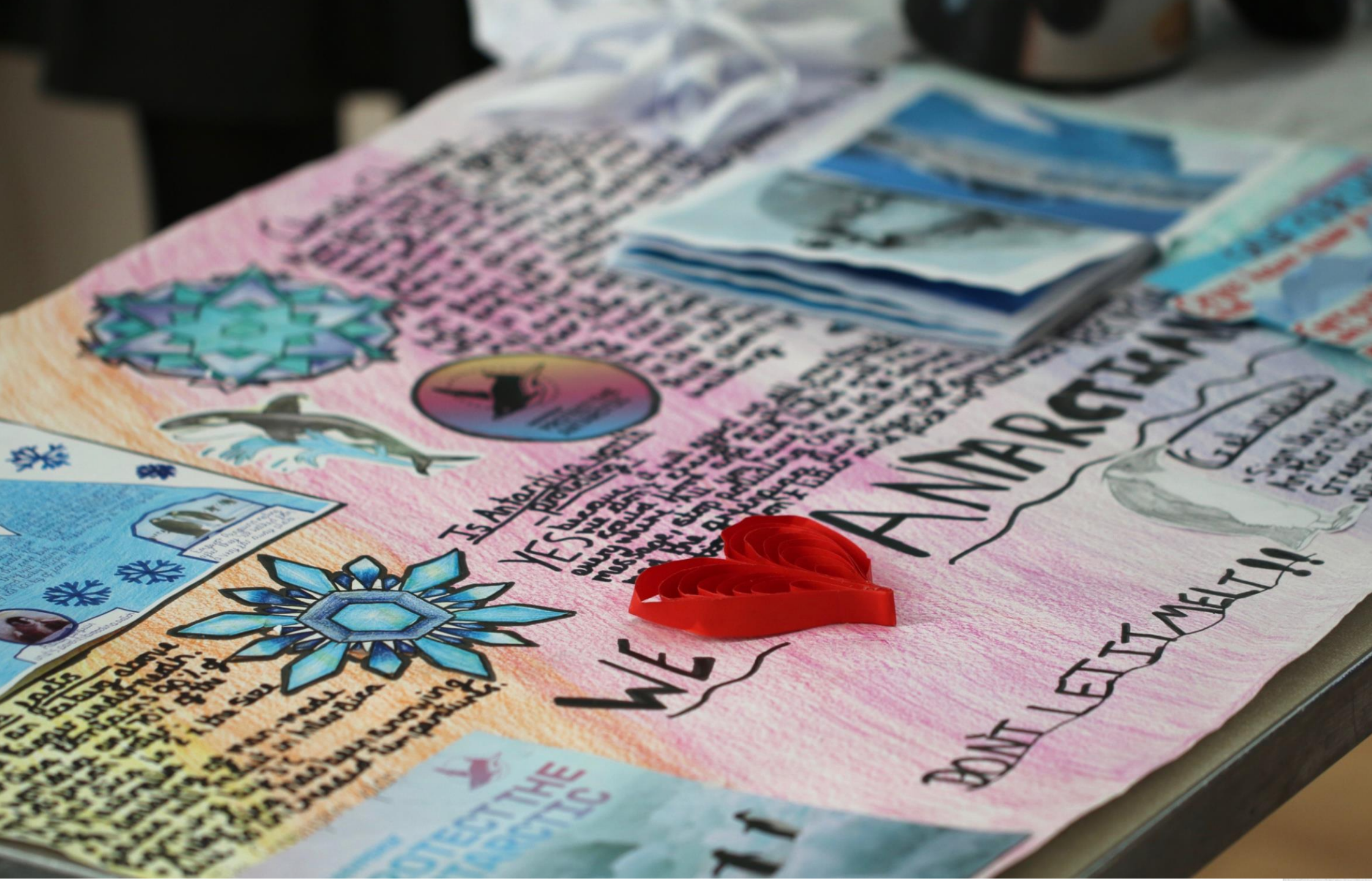
Studying  
penguin  
evolutionary  
adaptations  
in science...  
and the  
threats to  
their future.





Maths learning looking at climate change data and how much energy we use.





Celebrating the awe and wonder of Antarctica with posters, poems and ice sculptures.



Sustainability Action

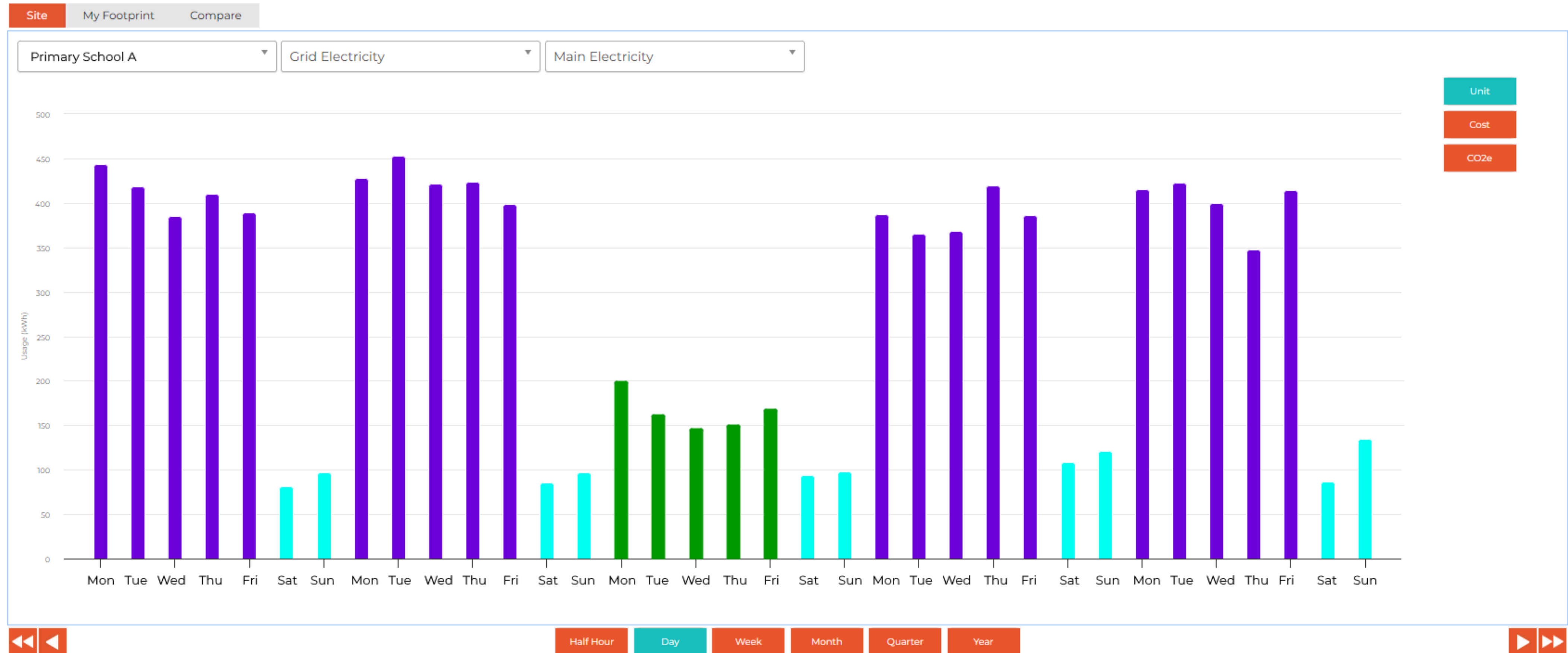
## Energy Monitoring

Leading on energy reduction to save money and cut CO2





# Relating climate change data to school energy use.



How much electricity does your school use each day?  
What are you using it on? How can you reduce it?



# Energy & Climate Change



Monitoring and conserving energy, linked to the DfE's Climate Action Award

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YEAR GROUP	ENQUIRY	SUGGESTED TERM	SUSTAINABILITY ACTION	EXPERTISE OR SKILLS TO BE DEVELOPED	SDG
R	What can we learn from each other?	Autumn 2	Learning from each other.	I am beginning to learn how to work with others.	13 CLIMATE ACTION 
1	What would it be like to live on an island elsewhere in the world?	Spring 2	Taking actions that help our world.	I am beginning to understand that my actions have consequences.	8 DECENT WORK AND ECONOMIC GROWTH 
2	Where are the polar regions and how are they changing?	Spring 1	Identifying three personal energy-saving actions.	I am learning to find ways to save energy and money.	13 CLIMATE ACTION 
3	How is planet Earth changing and what can we do about it?	Spring 2	Celebrating Earth Hour with the school community.	I am learning how to engage with others on climate action.	13 CLIMATE ACTION 
4	Where does our energy come from and how much do we use?	Spring 1	Running school energy-saving challenges.	I am learning how to measure energy and how to take action to reduce energy consumption.	7 AFFORDABLE AND CLEAN ENERGY 
5	How can I be a sustainability champion?	Spring 2	Finding ways to consume less and reuse more.	I am able to take a lead on sustainability issues to help reduce how much we consume.	12 RESPONSIBLE CONSUMPTION AND PRODUCTION 
6	How are we connected to Antarctica?	Spring 1	Monitoring school energy use to save money and reduce carbon emissions.	I am able to lead on school energy monitoring and to promote the importance of reducing energy use to mitigate climate change.	13 CLIMATE ACTION 





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## Cycles & Waste

A sustainable system is cyclical and regenerative.



# Half-termly planning overview Year 1 - Summer Term 2

**Enquiry question:** What will we find at the seaside?

**Harmony principle:** The principle of Interdependence

**Sustainability action:** Carrying out a beach or local area clean up

**Great Work:** Organising a seaside day

**Partners in learning:** RNLI, aquariums, beach conservationists, local museum



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>What is so fascinating about shells?</b>	<b>What might you discover in a rockpool?</b>	<b>How do sea creatures depend on the seaside?</b>	<b>How many different birds live at the seaside?</b>	<b>What is harming our beaches?</b>	<b>How can we protect our beaches?</b>
<b>GEOMETRY</b>	What geometric patterns can we see in a shell?	Which patterns can we see in seaweed?	What is the symmetry of a crab?	Are seagull wings always symmetrical?	What patterns can we see in fish scales?	How can I join points to make a sea star?
<b>SCIENCE</b>	How many different animals live inside shells?	Is a rockpool an ecosystem?	What fish live in the seas around us?	What do sea birds eat?	Which materials do we find on our beaches?	How do seaside animals' structure help them to survive?



How can our ways of working create no waste just like Nature?





# Half-termly planning overview Year 3 – Autumn Term 1

**Enquiry question:** How can we identify native trees in autumn?

**Harmony principle:** The principle of the Cycle

**Sustainability action:** Growing trees from seed or planting native trees

**Great Work:** Celebrating National Apple Day (October 21st)

**Partners in learning:** Children’s Forest; The Woodland Trust; The Tree Council



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>What is a tree and why are trees so important?</b>	<b>How do roots and soil support a tree?</b>	<b>How do trees breathe and what is the effect on the atmosphere?</b>	<b>How do trees absorb sunlight? Why do leaves fall in Autumn?</b>	<b>Why do trees produce seeds?</b>	<b>How can we grow, protect and celebrate trees?</b>
<b>GEOMETRY</b>	Which tree shapes will I recreate using geometry?	How will I explore patterns in tree roots and shoots to create a pattern?	How will I use my knowledge of 2D shapes to create leaf shapes?	How will I use symmetry to draw the leaves of a native tree?	How can I recreate the five-pointed star in the cross-section of an apple?	How will I create a 3D fractal tree to create a class forest?
<b>SCIENCE</b>	Is a tree a plant? How do we know?	What makes healthy soil? What makes a plant grow?	How is water absorbed and transported through a plant?	Why are a tree’s leaves so important?	How do flowers become fruits?	What can we learn from an apple tree? How do trees work together?



Planting heritage fruit trees  
to create community orchards.





# Half-termly planning overview Year 5 – Autumn Term 1

**Enquiry question:** What journey does a river take from source to sea?

**Harmony principle:** The principle of the Cycle

**Sustainability action:** Finding ways to save water at school and at home

**Great Work:** Creating a leaflet on saving water OR An art exhibition on the river

**Partners in learning:** The Environment Agency; Canal & River Trust; The Rivers Trust



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>Where does a river begin?</b>	<b>How does a river grow?</b>	<b>How does a river flow?</b>	<b>What role do beavers play in managing river flooding?</b>	<b>How clean is our river water?</b>	<b>What happens when a river reaches the sea?</b>
<b>GEOMETRY</b>	Can you create a bubble that isn't spherical?	How will I use geometric shapes to represent a stickleback fish?	How does the length of a river compare to the distance from source to sea 'as the crow flies'?	How will I use shape and symmetry to recreate a beaver's face?	How can I use my knowledge of geometry to recreate symmetrical diatoms?	How can I recreate the fractals in river deltas and estuaries?
<b>SCIENCE</b>	What are the stages of the water cycle?	What are the different states of water and what makes them different?	What is a mixture and what happens when you add different substances to water?	What role do beavers play as a keystone species in maintaining the health of river ecosystems?	How clean is our river water and how do we use filtration to make polluted water clean?	How can we produce 'clean water' by separating a solid from a solution using evaporation?

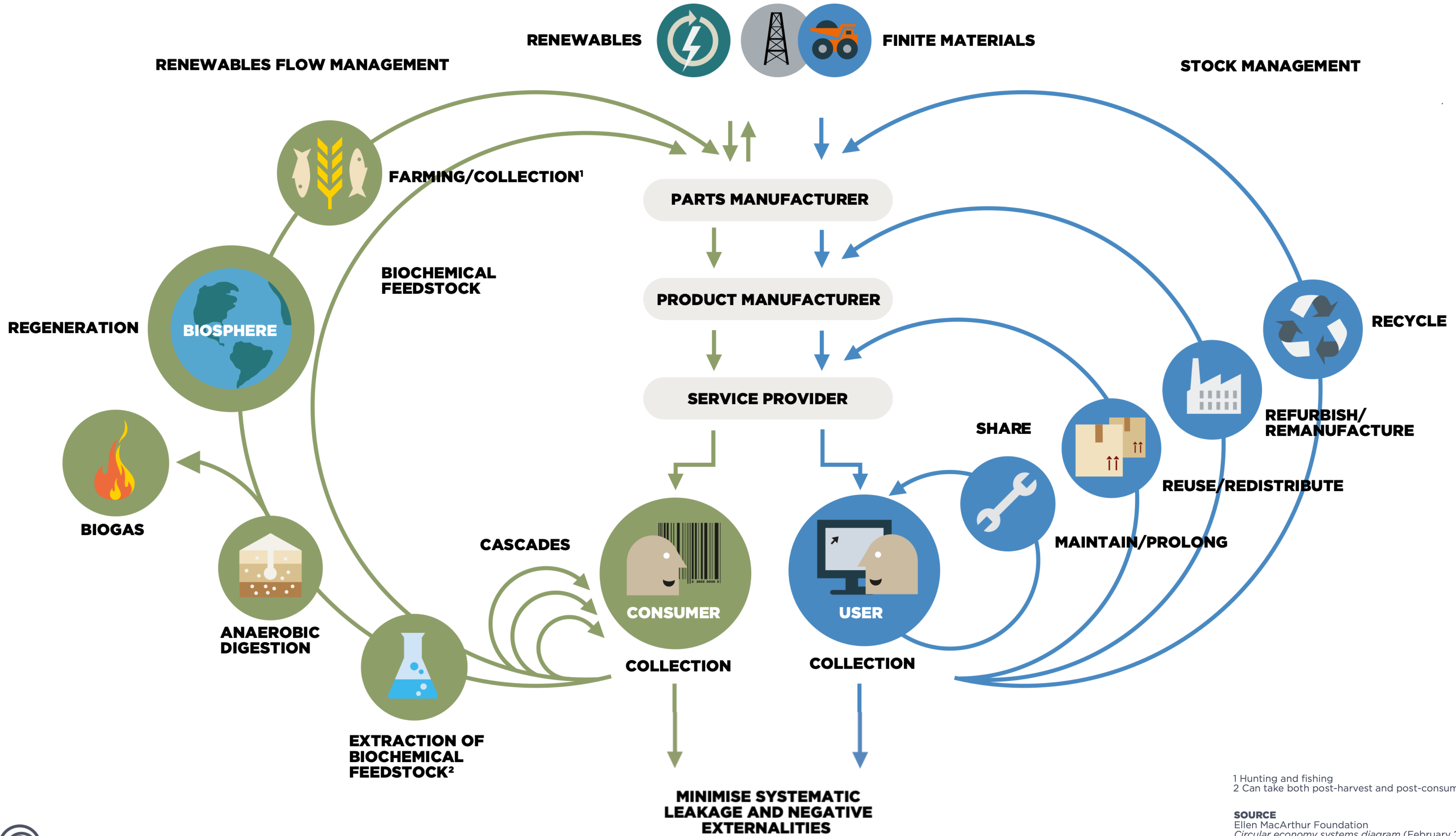


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1 Hunting and fishing  
 2 Can take both post-harvest and post-consumer waste as an input

**SOURCE**  
 Ellen MacArthur Foundation  
*Circular economy systems diagram* (February 2019)  
[www.ellenmacarthurfoundation.org](http://www.ellenmacarthurfoundation.org)  
 Drawing based on Braungart & McDonough,  
 Cradle to Cradle (C2C)



# Cycles & Waste



Working out how to recycle everything

YEAR GROUP	ENQUIRY	SUGGESTED TERM	SUSTAINABILITY ACTION	EXPERTISE OR SKILLS TO BE DEVELOPED	SDG
R	What can we grow?	Summer 1	Watering and weeding plants.	I am beginning to understand that plants have a life cycle.	15 LIFE ON LAND
1	What will we find at the seaside?	Summer 2	Carrying out a beach or local area clean-up.	I am beginning to learn that the natural world recycles everything but we don't.	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
2	Why should we reduce, reuse and recycle?	Spring 2	Learning skills to repair or repurpose something.	I am beginning to learn that we can reduce the amount we waste by using less, reusing what we have and recycling as much as we can.	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
3	How can we identify native trees in autumn?	Autumn 1	Gathering seeds to grow native trees or planting native trees.	I am learning how leaves, fruits and seeds fall to the ground in autumn to continue the life cycles of trees.	15 LIFE ON LAND
4	How did the Ancient Egyptians live within the cycles of Nature?	Summer 1	Finding ways to use things more responsibly.	I am learning how buying fewer things and making the most of the things I have produces less waste.	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
5	What journey does a river take from source to sea?	Autumn 1	Saving water at school and at home.	I am able to explain how the water cycle works and what we can do to conserve water.	6 CLEAN WATER AND SANITATION
6	Where do migratory animals travel to and from, and why?	Spring 2	Teaching others about cycles of migration, how they are threatened and possible solutions.	I am able to describe the migratory cycles of different species, what is threatening them and how they can be protected.	15 LIFE ON LAND

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Bio/diversity



3



A sustainable system is diverse and resilient.



## DIVERSITY

### (Action and phrase - 'It's good to be different')

When we observe the natural world, we can see that its richness lies in its diversity. Life teems with diversity and diversity is a good thing – be it in human form, in the different varieties of a particular species of plant or animal or in the food that we grow and eat. Diversity enriches our lives. It is something not just to value, but to encourage, promote, embrace and celebrate.

Enquiries of learning linked to diversity help us to appreciate that difference and diversity are essential to the health of any system or community.

Throughout the EYFS, children will be introduced to opportunities to explore and develop their initial knowledge and understanding of diversity and the language that enables them to engage in the awe and wonder of our diverse world (for example, when noticing different species of flowers, trees, birds, fish, animals, dinosaurs, strengths, languages etc).

	<b>Making connections in the EYFS ...</b>	<b>Making connections with Y1 and beyond ...</b>
<b>Possible learning enquiries and themes</b>	<p><b><i>What makes me special?</i></b></p> <p><i>Links could also be made with themes such as ...</i></p> <p><i>How can we learn from each other?</i></p> <p><i>All about me   Marvellous Me   Our Wonderful World</i></p>	<p><b><i>What kind of superhero do I want to be?</i></b></p> <p><b><i>Which is my favourite wildflower and why?</i></b></p>
<b>Key content</b>	<p>UTW: The natural world / senses / different environments / seasonal change</p> <p>PSED: Relationships</p>	<p>NC Science: Animals, including humans / Plants</p> <p>PSHE: Relationships</p>

We have included a possible planning format and a few examples below, that illustrate where connections between nature-rich provision, a child's developing awareness and understanding of Diversity, and the themes and continuous and enhanced provision that they experience, can be made.



# Half-termly planning overview Year 1 – Summer Term 1

**Enquiry question:** Which is my favourite wildflower and why?

**Harmony principle:** The principle of the Cycle

**Sustainability action:** Sowing seeds to create native wildflower meadows

**Great Work:** Sowing and celebrating wildflower meadows

**Partners in learning:** Local gardeners, gardens and garden centres; the RHS



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>What is a wildflower and what are the names of local wildflowers?</b>	<b>What are the parts of a wildflower and what does each part do?</b>	<b>What do wildflowers need to grow and survive?</b>	<b>Why are wildflowers important to a meadow ecosystem?</b>	<b>How can we care for wildflowers?</b>	<b>How can we celebrate our local wildflowers?</b>
<b>GEOMETRY</b>	What shapes are seeds and why? (drawing seeds using two overlapping circles)	How can circles help me to draw a three-petalled flower?	How can circles help me to draw a four-petalled flower?	How can circles help me to draw a five-petalled flower?	What will help me create a symmetrical butterfly drawing?	How can circles help me to draw a six-petalled flower?
<b>SCIENCE</b>	What are wildflowers and where do we find them?	What do different plants have in common? How do they differ?	How do plants get water?	Why do plants have flowers? Why are their flowers important to other creatures?	How do butterflies, bees and other insects help plants?	How do flowering plants and trees change through the seasons?



A lush, sunlit meadow filled with a variety of wildflowers. In the foreground, several tall, thin stems of cornflowers (Centaurea cyanus) are prominent, some with vibrant blue, multi-petaled flowers in full bloom, while others are still green buds. Interspersed among them are numerous white daisies with bright yellow centers. The background is a dense field of these flowers, creating a soft, out-of-focus bokeh effect. The overall scene is bright and cheerful, capturing the essence of a healthy, diverse wildflower meadow.

Year 1 planting seeds to create a wildflower meadow.



# Half-termly planning overview Year 2 – Summer Term 2

**Enquiry question:** Why are bees so brilliant?

**Harmony principle:** The principle of Interdependence

**Sustainability action:** Creating bee-friendly habitats

**Great Work:** Making and sharing hexagonal books about bees

**Partners in learning:** Beekeepers Association; The Bumblebee Conservation Trust



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>How many different species of bee are there in the UK?</b>	<b>How do the different species of bees work together?</b>	<b>How do flowers help bees?</b>	<b>How do bees help flowers?</b>	<b>Why are bees and other bugs disappearing?</b>	<b>What can we do to make sure bees and other bugs thrive?</b>
<b>GEOMETRY</b>	What are the different life cycles of the different bee species? (diagram)	What are the parts of a bee's body? (exploring symmetry and proportion)	How can I draw a flower using a circle template? (simple three and four-petalled flowers)	What different shapes are pollen grains when I look at them through a microscope?	How can we make hexagonal pages for a book about bees?	What will make my hexagonal bee book look amazing?
<b>SCIENCE</b>	What habitats do different bees live in?	What do different bees need to survive and stay healthy?	What food do bees get from flowers and how do they get it?	Why do flowering plants need bees? (pollination)	What things threaten bees? Why are there fewer bees?	What can we do to help bees?





Observing a bee colony at work.



Rocket hives



# Half-termly planning overview Year 3 – Summer Term 1

**Enquiry question:** Why should we protect the biodiversity of the rainforest?

**Harmony principle:** The principle of Diversity

**Sustainability action:** Creating leaflets showing how we can protect the rainforest

**Great Work:** Performing a rainforest soundscape and exhibiting rainforest artwork

**Partners in learning:** Royal Botanical Gardens, Kew; The Eden Project



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>Where are the world's rainforests and what are they like?</b>	<b>How many plant species live in the Amazon rainforest?</b>	<b>How many animal species live in the Amazon rainforest?</b>	<b>Why is there such biodiversity in the Amazon rainforest? Why is it important?</b>	<b>Why are rainforests being chopped down and what can we do about it?</b>	<b>What can we learn from indigenous people about living in harmony with the rainforest?</b>
<b>GEOMETRY</b>	How can I use symmetry to recreate a giant rainforest leaf for a class display?	How can circles help me draw an orchid flower?	What symmetrical snakeskin pattern can I design using squared paper?	What will help me to draw a symmetrical rainforest butterfly?	What does a cacao pod look like in cross-section? How can I recreate its geometry?	How can I use rotational symmetry to create a giant waterlily flower design?
<b>SCIENCE</b>	What are the different layers of the rainforest? How do they differ?	Which plants provide food for the animals that live in the rainforest?	Which animals live in the rainforest and how might we group them? (skeletons and shape)	How do living things in the rainforest depend on each other?	How is the rainforest habitat changing? Why is this?	How are we affected by changes to the rainforest? What can we do to protect it?





Regeneration of rainforest biodiversity in Costa Rica.



And in Wales!

**eden project**



# Biodiversity



Restoring biodiversity locally, nationally and globally, linked to the DfE's Nature Park

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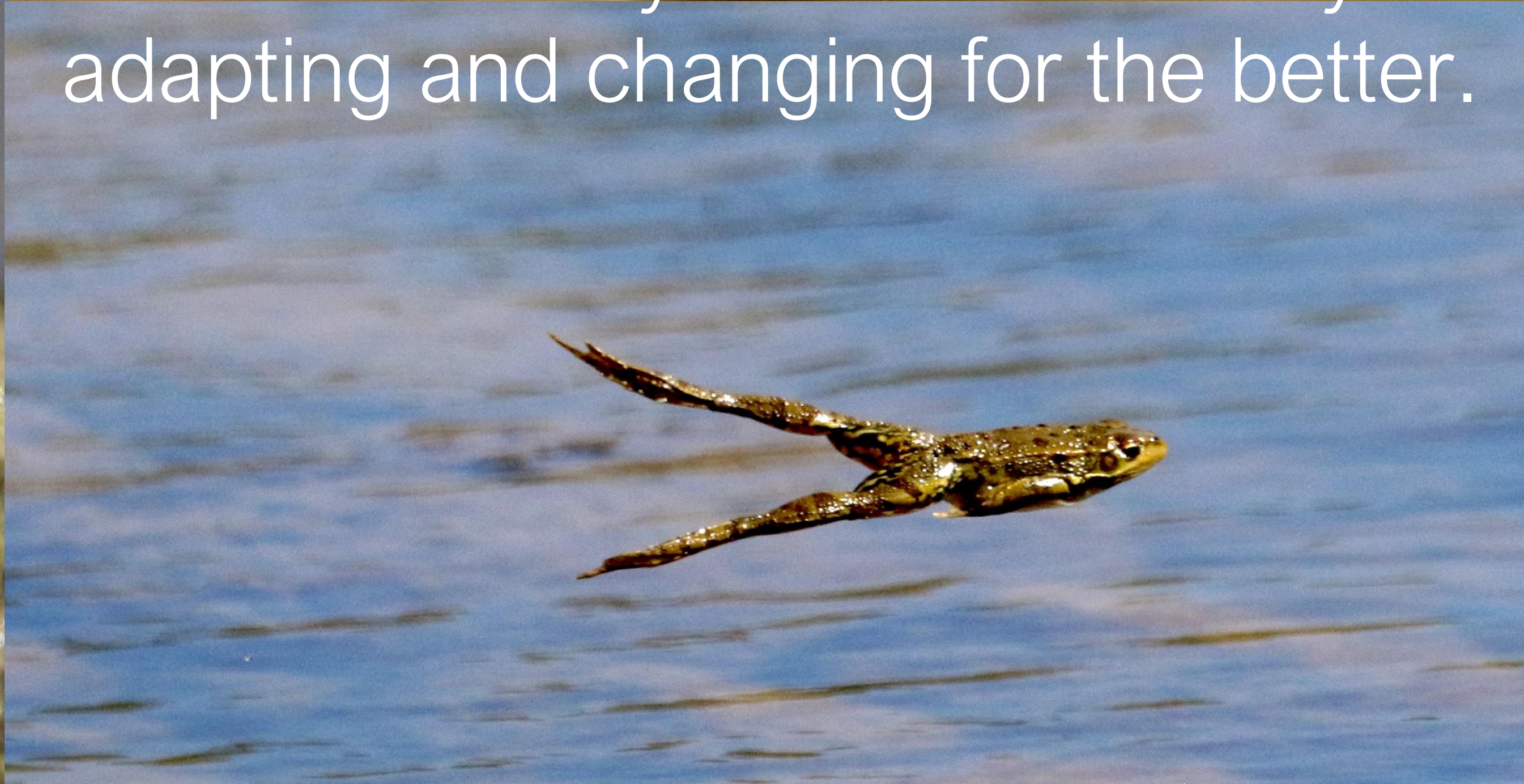
YEAR GROUP	ENQUIRY	SUGGESTED TERM	SUSTAINABILITY ACTION	EXPERTISE OR SKILLS TO BE DEVELOPED	SDG
R	What lives outside our classroom?	Summer 2	Making habitats for bugs and other animals.	I am beginning to understand that different animals need to live in different places in order to survive.	15 LIFE ON LAND
1	Which is my favourite wildflower and why?	Summer 1	Sowing seeds to create native wildflower meadows.	I am beginning to learn the names of native wildflowers and to appreciate the importance of restoring wildflower meadows.	15 LIFE ON LAND
2	Why are bees so brilliant?	Summer 2	Creating bee-friendly habitats.	I am learning to identify different species of bee and to understand why bees and other insects are so important to the health of our ecosystems.	15 LIFE ON LAND
3	Why should we protect the biodiversity of the rainforest?	Summer 1	Producing leaflets explaining why and how we should protect the rainforest.	I am learning to appreciate the extraordinary biodiversity of our rainforests and why we should protect them.	15 LIFE ON LAND
4	What do different indigenous cultures teach us?	Summer 2	Sharing stories about Nature from indigenous cultures.	I am learning to appreciate indigenous cultures and what they teach us about Nature.	15 LIFE ON LAND
5	How can we restore UK habitats back to health?	Summer 1	Educating others about the importance of our UK habitats.	I am able to explain the importance of biodiversity within different UK habitats and why we need to restore these habitats.	15 LIFE ON LAND
6	Where do we find beauty in Nature?	Summer 1	Finding time to connect with Nature.	I am able to articulate my appreciation for the beauty, awe and wonder of Nature's biodiversity and why it is important to preserve it.	3 GOOD HEALTH AND WELL-BEING





# 4 Adaptation for the future

A sustainable system is constantly adapting and changing for the better.





# Half-termly planning overview Year 1 – Spring Term 1

**Enquiry question:** Where do we live and what makes it special?

**Harmony principle:** The principle of Adaptation

**Sustainability action:** Building bird feeders & learning to recognise native birds

**Great Work:** Putting up bird feeders in the local community

**Partners in learning:** RSPB, WWT, places of worship, businesses, councils, care homes



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>What makes a house a home?</b>	<b>Where is my home and what can I see here? (city/town/village)</b>	<b>What are my favourite places where I live? (buildings, parks)</b>	<b>Who else is part of our community? (birds, animals, people)</b>	<b>What would a child-friendly street look like?</b>	<b>What would our community want in a perfect town?</b>
<b>GEOMETRY</b>	What shapes and patterns can I find in my home?	What shapes and patterns can I see in the buildings where I live?	How can I represent my favourite place using 2D shapes and patterns?	How can I recognise birds by their shapes and patterns?	How do I draw a bird's body using circles?	How will I make my bird drawing beautiful?
<b>SCIENCE</b>	Who or what lives near me? (identify and name common animals)	How can we describe different species of native wildlife? (structure of animals)	How can we compare different species of native wildlife? (structure of animals)	What does our native wildlife eat? (omnivores, carnivores, herbivores)	Which animals do we keep as pets in the UK? (structure of animals)	How many native birds can I identify and name?





Putting up bird feeders in winter and learning about native birds.



# Half-termly planning overview Year 2 – Autumn Term 2

**Enquiry question:** Why should we change the way we travel?

**Harmony principle:** The principle of Adaptation

**Sustainability action:** Organising a pollution-free travel event

**Great Work:** 'Sound of travel' event (soundscape & glockenspiel performance)

**Partners in learning:** Transport museums; active travel initiatives; Sustrans



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>Why is it good to walk?</b>	<b>What's so special about pedal power?</b>	<b>How can we make cars run on clean energy?</b>	<b>What are the pros and cons of train travel?</b>	<b>Why do aeroplanes create so much pollution?</b>	<b>How will I change the way I travel to be more eco-friendly?</b>
<b>GEOMETRY</b>	How have the shape of our feet changed through evolution?	How many spokes are there on a wheel?	What patterns can we make with tyres?	What are parallel lines and how can I draw them effectively?	How do aeroplanes remind us of birds?	What will my pollution-free travel event logo look like?
<b>SCIENCE</b>	Why are our feet good for walking?	Why are different parts of a bicycle made from different materials?	How are tyres made? How did John Boyd Dunlop change how they were made?	Why is a train's rigid structure important to help it move?	What was the first aeroplane made from and how has aeroplane design changed? (make simple planes)	Which are the most eco-friendly materials for a vehicle?



Adaptation from the past to the present to the future.





# Half-termly planning overview Year 3 – Spring Term 1

**Enquiry question:** How did the Romans adapt to life in Britain?

**Harmony principle:** The principle of Adaptation

**Sustainability action:** Carrying out a Design for Change project

**Great Work:** Creating a year group mosaic

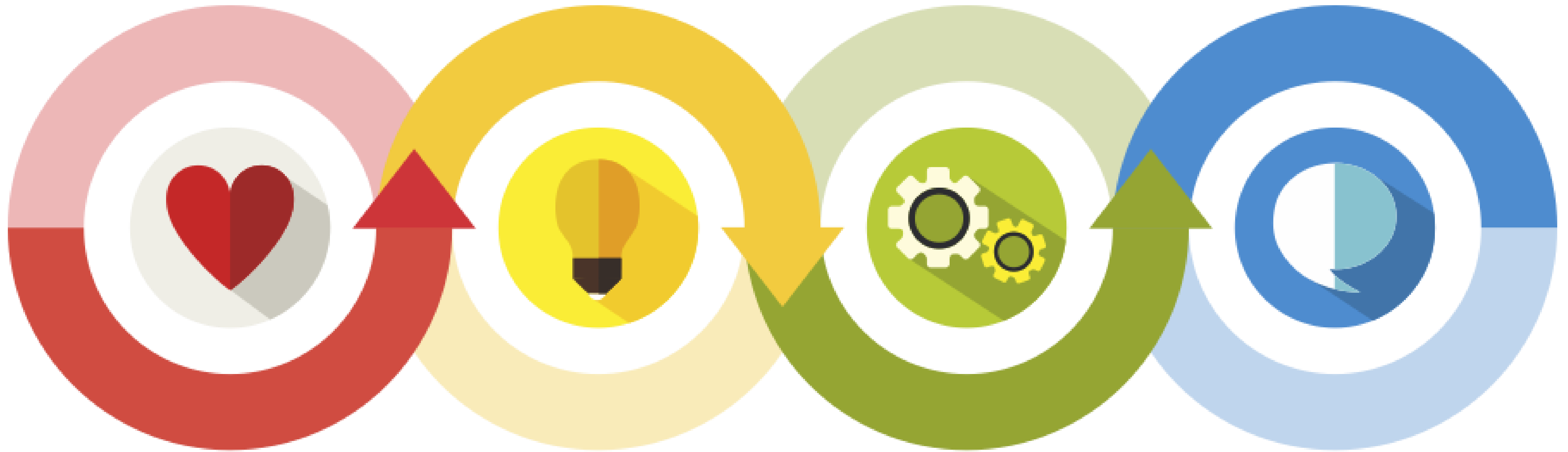
**Partners in learning:** Mosaicists; Fishbourne Roman Palace



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>What was life like in Britain before the Romans invaded?</b>	<b>Why was the Roman army so successful?</b>	<b>How did life change after the Romans arrived?</b>	<b>Where did the Romans settle in Britain?</b>	<b>How do we know what Roman life was like?</b>	<b>Was it a good thing that the Romans invaded Britain?</b>
<b>GEOMETRY</b>	How will I use circles and semi circles to recreate a Pelta?	How will I use geometry to complete a design for a Roman shield?	How will I use geometry to draw a Solomon knot?	How will I use geometry to create a simple guilloche of two interweaving strands?	How will I use symmetry to create a floral vault pattern?	Which geometric shapes and patterns will I incorporate in a Roman floor mosaic?
<b>HISTORY</b>	How did the Roman Empire grow and how far did it reach?	What strategies did the Roman army use?	Where did the Romans go when they arrived in Britain?	What can archaeological sites tell us about the Romans?	What questions can we ask about Roman artefacts?	How did the Romans benefit life in Britain?





**FEEL**

**IMAGINE**

**DO**

**SHARE**

**Design** for **Change**



# **TEACH THE FUTURE**

Our young people want a better balance between learning about the past and how they will need to adapt the way they live into the future.



# Adaptation for the future



Learning from Nature and the past how to create a better future

Adapting learning to a local context

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YEAR GROUP	ENQUIRY	SUGGESTED TERM	SUSTAINABILITY ACTION	EXPERTISE OR SKILLS TO BE DEVELOPED	SDG
R	What makes an amazing invention?	Spring 1	Designing a simple invention to make a difference.	I am beginning to learn how inventions from the past have helped us and what kind of inventions could help us in the future.	12 RESPONSIBLE CONSUMPTION AND PRODUCTION 
1	Where do we live and what makes it special?	Spring 1	Building bird feeders and learning to recognise native birds.	I am beginning to learn about what lives in my local area.	11 SUSTAINABLE CITIES AND COMMUNITIES 
2	Why should we change the way we travel?	Autumn 2	Organising a pollution-free travel event.	I am learning the pros and cons of different types of transport and how they might change in the future.	13 CLIMATE ACTION 
3	How did the Romans adapt to life in Britain?	Spring 1	Making a positive change in our community.	I am learning to collaborate with others to achieve a goal.	12 RESPONSIBLE CONSUMPTION AND PRODUCTION 
4	How can we prepare for a Tudor banquet?	Autumn 2	Working with local craft makers and food producers.	I am learning to appreciate local skills and crafts.	12 RESPONSIBLE CONSUMPTION AND PRODUCTION 
5	Who were the Vikings and where did they go?	Spring 1	Designing a clean energy form of transport.	I am able to plan a project that promotes clean energy forms of travel and transport in our community.	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE 
6	How would I like to make history?	Summer 2	Leading a project to bring about positive change.	I am becoming a leader who can create positive change.	5 GENDER EQUALITY 



A group of school children and a teacher are gathered in a garden. The teacher, wearing a blue polo shirt and a wide-brimmed hat, stands on the left. Several children in white school uniforms are leaning on a wooden trellis structure covered with wire mesh. One child is crouching in the foreground, looking towards the camera. The garden is filled with various plants and vegetables, and the background shows a lush, green environment with trees and a wooden bench.

5

# Food & Farming

A sustainable system works  
in harmony with Nature.



# Half-termly planning overview Year 3 – Summer Term 2



**Enquiry question:** Where does our food come from?

**Harmony principle:** The principle of Interdependence

**Sustainability action:** Working with the school kitchen to prepare local, seasonal food

**Great Work:** Creating a seasonal food guide

**Partners in learning:** Local allotment growers, food producers and farmers, RGS



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>What foods do we eat each day?</b>	<b>Where do our eggs come from?</b>	<b>Where does our milk come from?</b>	<b>Which fruits and vegetables are in season when?</b>	<b>What do food labels tell us?</b>	<b>What should I eat to be healthy and sustainable?</b>
<b>GEOMETRY</b>	How will I use geometry to represent different types of grains and seeds?	How will I use geometry to draw the shape of an egg?	How will I use geometry to recreate the leaves of a three- and four-leaf clover?	How can I recreate the cross-section symmetry of a strawberry?	How can I recreate the cross-section symmetry of a banana?	How can I recreate the pattern of seeds in a tomato cross-section?
<b>SCIENCE</b>	What do herb plants need to grow healthily? What do I need to be healthy?	What nutrients do eggs provide to support our muscle growth?	How does milk keep our bones healthy?	Why are fruit and vegetables important for our bodies?	What high energy foods are good for when we exercise?	What should I eat to be healthy?



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Hill Top Farm.



Linking regenerative farms with local schools.



# Half-termly planning overview Year 4 – Autumn Term 1



**Enquiry question:** How did the Anglo-Saxons farm and how was it different from today?

**Harmony principle:** The principle of Interdependence

**Sustainability action:** Creating a guide about farming in the past, today and in the future

**Great Work:** Organising a harvest festival of food and thanksgiving

**Partners in learning:** Beacon Farms, Sustainable Food Trust, local farmers and food growers



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>How did the Anglo-Saxons successfully invade Britain?</b>	<b>How did the Anglo-Saxons create a strong sense of community?</b>	<b>What was a day in the life of a child like in an Anglo-Saxon community?</b>	<b>How did an Anglo-Saxon mixed farm work?</b>	<b>What was the impact of the Anglo-Saxons on the environment?</b>	<b>How did the Anglo-Saxon era end?</b>
<b>GEOMETRY</b>	How will I use geometry to represent a 3-fold Celtic knot?	How will I use rotational symmetry to create a Dara knot?	What patterns will inspire my Anglo-Saxon brooch?	How can I use symmetry to create a helmet design?	How can I draw an Anglo-Saxon pattern using a grid?	What shapes will I include in a Celtic cross?
<b>HISTORY</b>	Why did the Anglo-Saxons come to Britain? Why did they settle in village communities?	What was it like to work during the Anglo-Saxon era? How does this compare to today?	What can we learn from different sources about life in an Anglo-Saxon village?	What was life like on an Anglo-Saxon farm and how does it compare to farming today?	What materials did the Anglo-Saxons use for building, farming and jewellery making?	What were the key events of the Battle of Hastings?



Anglo-Saxon  
food recipes  
with organic  
ingredients.



# ANGLO-SAXON CAKE RECIPE

WITH THE HELP OF A GROWN-UP, MAKE THESE DELICIOUS  
ANGLO-SAXON HONEY, OAT AND SPICE CAKES!

**DID YOU  
KNOW?**

The Anglo-Saxons  
were a mix of tribes  
from Germany,  
Denmark and the  
Netherlands



# Half-termly planning overview Year 6 – Autumn Term 1

**Enquiry question:** What would it be like to live during wartime?

**Harmony principle:** The principle of Adaptation

**Sustainability action:** Harvesting locally grown vegetables to make seasonal soup

**Great Work:** Making seasonal soups for elders at Harvest Festival

**Partners in learning:** Local allotment growers, school kitchen, WW2 veterans



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>Who was involved in World War 2?</b>	<b>What was it like to live in Germany during WW2?</b>	<b>What would it have been like to be evacuated?</b>	<b>What was the Home Guard? What did ARP wardens do?</b>	<b>What happened in the Blitz?</b>	<b>Why was home-grown food so important in WW2?</b>
<b>GEOMETRY</b>	How can I recreate the Union Jack flag?	How can I draw the Jewish six-pointed Star of David?	What do I notice about my fingerprint patterns for my ID card?	How can I use circles to create the vesica shape of an eye?	How will I use geometry to draw the window of Coventry Cathedral?	What patterns do I notice in the cross sections of a red cabbage?
<b>HISTORY</b>	How and why did WW2 break out? Who was involved?	What happened to Jewish people during WW2 and why?	Why did children have to evacuate to the country?	What was the role of an ARP warden during WW2?	What was the Blitz and how much damage did it cause?	What impact did the 'Dig for Victory' campaign have on the war effort?





Making 'Dig for Victory' seasonal soups with locally grown vegetables.



# Food & Farming



Learning the story of our food

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YEAR GROUP	ENQUIRY	SUGGESTED TERM	SUSTAINABILITY ACTION	EXPERTISE OR SKILLS TO BE DEVELOPED	SDG
R	What are the cycles of life on a farm?	Spring 2	Planting seeds to grow food.	I am beginning to understand the different cycles of life on a farm.	15 LIFE ON LAND
1	What kind of superhero do I want to be?	Autumn 1	Exploring diversity in local, seasonal fruits.	I am beginning to appreciate the tastes, smells and textures of different foods.	5 GENDER EQUALITY
2	What can I discover about different plants?	Summer 1	Growing food at school and at home.	I am learning how to grow food.	15 LIFE ON LAND
3	Where does our food come from?	Summer 2	Preparing a meal using local, seasonal ingredients.	I am learning where my food comes from and which foods are grown in the UK.	3 GOOD HEALTH AND WELL-BEING
4	How did the Anglo-Saxons farm and how was it different from today?	Autumn 1	Creating a guide about farming in the past, today and in the future.	I am learning the pros and cons of different farming systems and how these systems have changed over time.	15 LIFE ON LAND
5	What can we learn from the Ancient Greeks about the order of Nature?	Summer 2	Preparing a seasonal, locally grown Greek salad.	I am able to grow good food in harmony with Nature and know which foods grow when.	3 GOOD HEALTH AND WELL-BEING
6	What would it be like to live in wartime?	Autumn 1	Harvesting locally grown vegetables to make seasonal soup.	I am able to explain the benefits of growing food in season and how we can reduce the amount of food we throw away.	12 RESPONSIBLE CONSUMPTION AND PRODUCTION





6

# Health & Wellbeing

A sustainable system is healthy and whole.



## HEALTH

### Action and phrase – ‘Looking after ourselves and our world’

Nature is, for the most part, healthy and when we are in Nature, we feel well. Nature rejuvenates and heals us. It restores our spirit. It captures our imagination. It is a constant source of inspiration. When we tune in to Nature in all its elements, we come alive.

We know that our human health is inextricably linked to that of the natural world. Much meaning in learning comes from a deep understanding of how Nature works. The more we can provide experiences that take children beyond the classroom and help them to connect with Nature, the more their wellbeing is likely to improve. Enquiries of learning linked to health teach us how to live healthy lives. They remind us of the need for balance and the link between our individual health and the health of our world.

Throughout the EYFS, children are introduced to opportunities to explore and develop their initial knowledge and understanding about health and the language that enables them to engage in the awe and wonder of a healthy world (for example, exploring when we feel well, when we successfully grow a plant from a seed, when we eat good food and feel well because of it).

	Making connections in the EYFS ...	Making connections with Y1 and beyond ...
<b>Possible enquiries and themes</b>	<p><b><i>What can we grow?</i></b>  <i>Links could also be made with themes such as ...</i>  <b><i>Why should we look after ourselves and each other?</i></b>  <i>My world      People who help us      Healthy Me</i></p>	<p><b><i>What stories could our toys and games tell?</i></b>   <b><i>What do I need to be healthy?</i></b></p>
<b>Key content</b>	<p>UTW: The natural world / senses / seasonal change                      PSED: Health and wellbeing                      PD: Play and physical health</p>	<p>Science: Plants / Animals including humans /                      Everyday materials                      PSHE: Health and wellbeing / Relationships</p>

We have included a possible planning format and a few examples below, which illustrate where connections between nature-rich provision, a child’s developing awareness and understanding of Health, and the themes and continuous and enhanced provision that they experience, can be made.



# Half-termly planning overview Year 2 - Autumn Term 1



**Enquiry question:** What do we need to be healthy?

**Harmony principle:** The principle of Health

**Sustainability action:** Sourcing and harvesting seasonal food to make a healthy meal

**Great Work:** Preparing and sharing a healthy, seasonal meal

**Partners in learning:** Local farmers or allotment growers, Florence Nightingale Museum



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>What can my body do?</b>	<b>What helps me to feel well?</b>	<b>Why is it good to eat seasonal fruit and vegetables?</b>	<b>Which foods help me to stay healthy?</b>	<b>Why should I keep myself clean?</b>	<b>What responsibilities do I have to keep myself feeling healthy?</b>
<b>GEOMETRY</b>	Where can I find symmetry on my body?	What are the proportions of my body? (Vitruvian man)	What shapes do we find in the cross-section of an apple?	What patterns can I see when I slice fruit and vegetables?	Where do we see patterns in Nature?	What patterns can I find in the proportions of my hands?
<b>SCIENCE</b>	What do humans and other animals need to stay alive?	What is the difference between being alive and being healthy?	What different types of food are there?	What do our bodies need from the food we eat and why?	What is hygiene and why is it important?	What changes can I make to be healthier?





Enjoying seasonal fruit in autumn.



# Half-termly planning overview Year 5 – Autumn Term 2



**Enquiry question:** How can we ensure our oceans stay amazing?

**Harmony principle:** The principle of Interdependence

**Sustainability action:** Reducing plastic pollution to keep our oceans healthy

**Great Work:** Sharing 'TED Talks' on reducing plastic pollution in the oceans

**Partners in learning:** BBC Wild Isles Oceans, Surfers Against Sewage, MSC, fishmongers



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>What living things do we find in the seas around the UK?</b>	<b>How is all marine life interdependent?</b>	<b>Why are starfish so important to ocean ecosystems?</b>	<b>What does 'sustainable fishing' mean?</b>	<b>How does plastic pollution threaten the health of our oceans?</b>	<b>What can we do to protect our oceans?</b>
<b>GEOMETRY</b>	How can I draw a wave?	How can geometry help me recreate the form of different sea shells?	What sort of symmetry can I find in different species of starfish?	How can I construct a vesica and use it to help me sketch fish?	How do you draw the face of a seal?	How can I construct a Fibonacci spiral to draw a nautilus shell?
<b>SCIENCE</b>	How can we classify living things in the seas around the UK?	How can we classify living things in an ocean food chain? How are they interdependent?	How do starfish help to maintain healthy ecosystems?	What are the properties of plastic? Why do we use plastic so much?	What is the solubility of different materials in our oceans?	What is the best material to use to build a surfboard?



Identifying UK fish and learning about sustainable fishing.

Trout

Mackerel





# Half-termly planning overview Year 6 – Autumn Term 2

**Enquiry question:** How can we learn to live in peace?

**Harmony principle:** The principle of Oneness

**Sustainability action:** Making time for quiet and reflection each day

**Great Work:** Organising a poetry recital about war and peace

**Partners in learning:** UNICEF



## Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>How did WW2 end?</b>	<b>Why do we wear poppies to remember people who fought and died in war?</b>	<b>Why did the WW1 poets conscientiously object to war?</b>	<b>What will I include in my own 'peace poem'?</b>	<b>Why do people still fight today?</b>	<b>How can we learn to live in peace?</b>
<b>GEOMETRY</b>	How will I use shape to recreate the image of an olive branch?	What does the poppy represent and how can I create one?	How will I use geometry to recreate the CND Symbol?	How will I use rotational symmetry to recreate the triskele symbol?	How will I use geometry to create a universal symbol of love?	Which shapes and patterns will I incorporate in my own symbol of peace?
<b>SCIENCE</b>	How does blood flow around our body? When do we feel in a state of flow?	How are nutrients and water transported around the body? Why is water so important to our body's wellbeing?	How does exercise affect our heart rate? How can we calm down our heart rate?	Which foods make us feel well?	What is the impact of drugs and alcohol on our body?	Why is sleep and rest an essential part of our wellbeing?



Taking time to be.

Original

Garden

BE STILL

AND KNOW



# Health & Wellbeing



Valuing the importance of health to us and to the natural world

YEAR GROUP	ENQUIRY	SUGGESTED TERM	SUSTAINABILITY ACTION	EXPERTISE OR SKILLS TO BE DEVELOPED	SDG
R	Why should we look after ourselves and each other?	Autumn 1	Creating an environment in which everyone is happy and well.	I am beginning to learn how to look after myself and others.	11 SUSTAINABLE CITIES AND COMMUNITIES
1	What stories could our toys and games tell?	Autumn 2	Making time to be in Nature.	I am beginning to understand the importance of spending time in Nature to my health.	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
2	What do I need to be healthy?	Autumn 1	Sourcing and harvesting seasonal food to make a healthy meal.	I am learning what I need to be healthy.	3 GOOD HEALTH AND WELL-BEING
3	How did life change from the Stone Age to the Iron Age?	Autumn 2	Taking part in regular physical activity.	I am developing my understanding of the importance of a healthy lifestyle.	15 LIFE ON LAND
4	What are the cycles of our solar system?	Spring 2	Leading an Earth Hour event for the school community.	I am learning how solar energy can help create a healthy, clean energy future.	13 CLIMATE ACTION
5	How can we ensure our oceans stay amazing?	Autumn 2	Reducing plastic pollution to keep our oceans healthy.	I am able to explain the role we can play in ensuring our oceans stay healthy.	14 LIFE BELOW WATER
6	How can we learn to live in peace?	Autumn 2	Making time for quiet and reflection each day.	I am able to appreciate the importance of quiet time and reflection for my wellbeing.	16 PEACE, JUSTICE AND STRONG INSTITUTIONS

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## Half-termly planning overview Year 1 – Spring Term 1

**Enquiry question:** Where do we live and what makes it special?

**Harmony principle:** The principle of Adaptation

**Sustainability action:** Building bird feeders & learning to recognise native birds

**Great Work:** Putting up bird feeders in the local community

**Partners in learning:** RSPB, WWT, places of worship, businesses, councils, care homes



### Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<b>What makes a house a home?</b>	<b>Where is my home and what can I see here? (city/town/village)</b>	<b>What are my favourite places where I live? (buildings, parks)</b>	<b>Who else is part of our community? (birds, animals, people)</b>	<b>What would a child-friendly street look like?</b>	<b>What would our community want in a perfect town?</b>
<b>GEOMETRY</b>	What shapes and patterns can I find in my home?	What shapes and patterns can I see in the buildings where I live?	How can I represent my favourite place using 2D shapes and patterns?	How can I recognise birds by their shapes and patterns?	How do I draw a bird's body using circles?	How will I make my bird drawing beautiful?
<b>SCIENCE</b>	Who or what lives near me? (identify and name common animals)	How can we describe different species of native wildlife? (structure of animals)	How can we compare different species of native wildlife? (structure of animals)	What does our native wildlife eat? (omnivores, carnivores, herbivores)	Which animals do we keep as pets in the UK? (structure of animals)	How many native birds can I identify and name?
<b>ENGLISH</b>	How do directions help us? (features of instructions)	What do I see on my way to school? (using 'landmarks' to write instructions)	What will I include in a report about where I live? (non-fiction texts)	What information about our community will I add to my report? (non-fiction texts)	What would I like to change in my community? (letter writing)	How would I describe my perfect town? (poetry)
<b>GPS FOCUS</b>	When do I need to use capital letters? (place names)	How can time adverbials make my writing clearer?	How do I know where to use question marks?	How can I use the suffixes -ed and -es to change a root word?	Where do I need to use finger spaces and why?	How can I extend a sentence using 'and'?
<b>MATHS</b>	What numbers do we live at? (numbers to 100)	When are places open where we live? (time and dates)	What 2D shapes can I recognise in my favourite places?	How can I describe how a bird feeds its young? (sequencing events)	How can we order and compare our pets? (length and height)	Which was the most popular bird feeder? (calculate amounts eaten)
<b>GEOGRAPHY</b>	Where do I live and what is near to it? (street, town, county, country)	What makes our town special? (human and physical features)	What famous landmarks can be found in our capital cities?	What important buildings are in our town and why are they so special?	What can I find out about the most important building in our town?	How will I create a map of our perfect town?
<b>DT</b>	How do birds get their food in winter? (explore bird feeder designs)	Which birds live in our local area and how should this affect a bird feeder design?	Which natural materials will I use in my design?	What techniques will I use to make my bird feeder?	How do birds' beaks affect how they eat? (evaluate feeder in use)	How would I improve my design? (link to data in maths)

# Year 1

## Enquiry overviews

What kind of superhero do I want to be?

What stories could our toys and games tell?

Where do we live and what makes it special?

What would it be like to live on an island elsewhere in the world?

Which is my favourite wildflower and why?

What will we find at the seaside?



Year 1 enquiry overviews







# Year 1

National Curriculum coverage





# National Curriculum coverage – Year 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	What kind of superhero do I want to be?	What stories could our toys and games tell?	Where do we live and what makes it special?	What would it be like to live on an island elsewhere in the world?	Which is my favourite wildflower and why?	What will we find at the seaside?
HARMONY PRINCIPLE	The principle of Diversity	The principle of Health	The principle of Adaptation	The principle of Oneness	The principle of the Cycle	The principle of Interdependence
PRINCIPLE QUESTIONS	How are we all different and how are we the same? Why is it important that we are different? What can you do to be a superhero?	Which toys and games do we most enjoy and why? Are our toys and games better than those from long ago? Why is playing in Nature good for our health?	What do you think is special about where you live? Why is it important to look after your local area? What changes can we make to improve where we live?	What is an island? How is life on other islands different from our lives? What does it mean to be part of one world?	What is the life cycle of a wildflower? Which wildflowers grow where I live? Why should we let wildflowers grow?	What might we find at the seaside? What human actions affect life at the seaside? What can we do to look after seaside ecosystems?
SUSTAINABILITY THEME	Food & Farming	Health & Wellbeing	Adaptation for the Future	Energy & Climate Change	Biodiversity	Cycles & Waste
LINK TO SDGs	5 – Gender equality and equal opportunity	12 – Responsible consumption and production	11 – Sustainable cities and communities	8 – Decent work and economic growth	15 – Life on land	12 – Responsible consumption and production
ENGLISH GENRES	Sentence writing; Descriptive writing; Lists	Descriptive sentences; Story writing and performing; Instruction writing	Instructions; Reports; Letter writing; Poetry	Developing questions; Fact finding; Writing stories; Poetry	Sentence writing; Shape poetry; Narratives; Booklets	Information pages; Riddles; Recounts; Story telling



# Half-termly planning overview Year 4 – Autumn Term 2

**Enquiry question:** How can we prepare for a Tudor banquet?

**Harmony principle:** The principle of Adaptation

**Sustainability action:** Appreciating local skills and crafts

**Great Work:** Organising a Tudor banquet

**Partners in learning:** Weald & Downland Museum; Local history partners



## Year 4

### Enquiry overviews

How did the Anglo-Saxons farm and how was this different

How can we prepare for a Tudor banquet?

Where does our energy come from and how much do we use?

What are the cycles of our Solar System?

How did the Ancient Egyptians live in harmony with Nature?

What do different indigenous cultures teach us?



Year 4 enquiry overviews



#### Weekly Questions

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	How did the Tudor period begin?	What were Tudor homes like and how were they different from today?	What kind of king and husband was Henry VIII?	How did people entertain themselves during Tudor times? How do we entertain ourselves today?	What food did the Tudors eat at a banquet? How is this different from our food?	What will we prepare for our Tudor banquet?
GEOMETRY	How will we use geometry to make a Tudor Rose?	How will we create patterns using bricks?	How will we use proportion for our Tudor portraits?	How will we use symmetry to complete the shape of a stag's antlers?	How will we use geometry to design a Tudor knot garden?	What patterns will we include in a stained glass window for a Tudor banquet hall?
SCIENCE	How well would sounds have travelled across the battlefield?	How did traditional Tudor instruments produce sound?	How will we change the pitch of a wind instrument?	How will I make a tuned lyre?	How can I change the volume of a percussion instrument?	How well can we hear our songs from different distances?
ENGLISH	How will I retell the gory details of the Battle of Bosworth Field?	Which Tudor characters will I interview?	What will I include in my poem about Henry VIII to read at the banquet?	How will I record the fun I had with a Tudor family on my time travels?	How will I bring a banquet to life through my setting description?	How will I improve my setting description of a banquet?
GPS FOCUS	How will I group my ideas into paragraphs?	Which questions will I ask to learn the most about living in Tudor England?	How will I use rich vocabulary to describe Henry VIII?	Which language will we use to describe characters and settings within a Tudor time?	How will I use a choose nouns or pronouns to aid cohesion and avoid repetition?	Which adverbs and prepositions will I use to express time and cause?
MATHS	How will I solve time related worded problems to order Tudor events chronologically?	How will I use perimeter to calculate how many bricks I need to build a Tudor house?	How much material is required to dress Henry VIII and his wives?	How will I measure the distance I roll a hoop?	What quantities of vegetables will we need to make soup?	Which 2D shapes can we use to make a stained-glass window?
HISTORY	What happened at the Battle of Bosworth Field?	How will I use secondary sources to learn about homes in Tudor England?	What kind of king and husband was Henry VIII?	How did people entertain themselves during Tudor times? How is it different from today?	What food did the Tudors eat at a banquet? How is this different from our food?	What will we prepare for our Tudor banquet??
ART AND DESIGN	What tools will I use to carve a Tudor Rose in clay tile?	How will I follow instructions to draw a 3D Tudor House?	Who will I choose to create a Tudor portrait?	What colours will I choose to sew my Tudor coin purse?	How will we use clay to make a Tudor pot for soup?	What patterns will I use to decorate my Tudor Pomander for the banquet?





# Year 4

National Curriculum coverage





# National Curriculum coverage – Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ENQUIRY QUESTION	How did the Anglo-Saxons farm and how was this different from today?	How can we prepare for a Tudor banquet?	Where does our energy come from and how much do we use?	What are the cycles of our Solar System?	How did the Ancient Egyptians live in harmony with Nature?	What do different indigenous cultures teach us?
HARMONY PRINCIPLE	The principle of Interdependence	The principle of Adaptation	The principle of Health	The principle of the Cycle	The principle of Oneness	The principle of Diversity
PRINCIPLE QUESTIONS	<p>How did the Anglo-Saxons build community and work together?</p> <p>How did the Anglo-Saxons farm and how was this different from today?</p> <p>What can we learn from how the Anglo-Saxons produced food?</p>	<p>Why did the Tudors use local materials?</p> <p>How has life changed since Tudor times?</p> <p>How might we need to adapt in the future?</p>	<p>What is clean energy?</p> <p>Why should we measure our energy use?</p> <p>What are the advantages and disadvantages of different energy sources?</p>	<p>Why does our Solar System work in cycles?</p> <p>What cycles do we experience throughout our lives?</p> <p>What are the benefits of solar energy?</p>	<p>Why was the River Nile so important to the Ancient Egyptians?</p> <p>Why did Ancient Egyptians eat locally grown food and use locally sourced materials?</p> <p>What can we learn from the Ancient Egyptians about living in a way that is at one with the local environment?</p>	<p>What are some of the ways that cultures differ?</p> <p>What can we learn from the stories of different indigenous cultures?</p> <p>What can we learn from the way different indigenous cultures view Nature?</p>
SUSTAINABILITY THEME	Food & Farming	Adaptation for the Future	Energy & Climate Change	Cycles & Waste	Healthy & Wellbeing	Biodiversity
LINK TO SDGs	15 – Life on land	12 – Responsible consumption and production	7 – Affordable and clean energy 13 – Climate action	13 - Climate action	12 – Responsible consumption and production	15 - Life on land



# Sustainability in Science - pilot project running now!

## 03 - Learning from Nature

The third key element of a Harmony approach to learning is learning from Nature, which is linked to progression in understanding of Harmony principles. This aspect of learning supports the development of children's understanding of what it means to live sustainably.

The six lessons in this pack and the wider enquiry they are part of are underpinned by the principle of the Cycle; they build on children's prior learning in the EYFS, and prepare them for their learning in Years 2 to 6.

The children's progression in their understanding of the principle of the Cycle and how this helps us to think and live more sustainably, through their exploration of six enquiries of learning, is shown below.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
ENQUIRY	Children are introduced to opportunities to explore and develop their initial knowledge and understanding about cycles (when leaves fall from trees, when day turns to night, what we notice around us in each season, and life cycles)	<b>Which is my favourite wildflower and why?</b>	<b>Why should we reduce, reuse and recycle?</b>	<b>How can we identify native trees in autumn?</b>	<b>What are the cycles of our solar system?</b>	<b>What journey does a river take from source to sea?</b>	<b>Where do migratory animals travel to and from and why?</b>
PROGRESSION: CONCEPT OF THE CYCLE		What is the life cycle of a wild flowering plant?	What do I throw away and where does it go?	What is the life cycle of a tree?	How does our solar system work in cycles?	How does water work in cycles?	How is migration cyclical?
THINKING SUSTAINABLY		Why should we let wildflowers grow?	How can thinking in cycles help us to live more sustainably?	How do trees sustain themselves?	What are the benefits of solar energy?	How do our actions impact the water cycle?	Why is migration a cycle in Nature but not for humans?
THINKING SUSTAINABLY VOCABULARY		life cycle season pattern rhythm routine	growth rest cycle seeds habitat	waste recycle reuse reduce consume	abundance decline restore regenerate self-sustain decay	cyclical sustainable pollution fuel	responsibility finite resources solution replicate



**Enquiry question:**  
How did the Anglo-Saxons farm  
and how was it different from today?

**Harmony principle:**  
The principle of Interdependence

Identify the different types of teeth in humans and their simple functions

**Working Scientifically:**  
Asking relevant questions and using different types of scientific enquiries to answer them

Setting up simple practical enquiries, comparative and fair tests

Using results to draw simple conclusions,

**Scientific enquiry type:**  
Observing over time

Vocabulary relating to animals including humans, working scientifically and thinking sustainably is highlighted within the unit introduction.

Gather images of different food types (see main lesson plan)

Print copies of Resource 1A

Prints copies of the Woodland Trust's foraging lists for [September](#) and [October](#) (enough for one between two)

Support children by providing labels for each liquid.

Challenge the children to write their own method.

**DESIGN AND TECHNOLOGY:**  
Make oat and honey cakes with dried fruit or a fruit salad with local berries.

**PSHE:**  
Explore the video '[How to care for the teeth of children aged 7+](#)' by Dr Ranj and the British Society of Paediatric Dentists.

## Did the Anglo-Saxons eat sugar? How will I investigate the effect of sugar on tooth decay?

### What do we already know?

Begin the lesson by recapping the children's prior learning about Nature by asking them: *What do humans need to stay healthy?* which they will have explored in the Y2 enquiry *What do I need to be healthy?* and Y3 enquiry *Where does our food come from?* As a class, watch the BBC [Bitesize video](#) *What do humans need to*

*stay healthy?* to facilitate this discussion.

Show the children a copy of the [Eat Well Plate](#) and focus on the foods containing sugars and fats. Ask them: *Why should we only eat small amounts of these foods? What are the problems if we eat too much of them?*

### What are we learning today?

Develop the children's learning about Nature by exploring the presence of sugar within our diets today compared to the diets of those living during the Anglo-Saxon period.

Ask the children: *What is sugar and where does it come from? What is the difference between foods that we call natural, processed and ultra processed?* These definitions may support this discussion:

**Natural:** a food from a plant or animal that we eat with very little being changed or added to it e.g. whole piece of fruit, vegetables, seeds, nuts, fish or meat

**Processed:** a food that has been altered from its natural state. Examples include pre-packed slices of mango, pasta or any other foods that are made using a small number of easily recognisable ingredients.

**Ultra processed:** Examples include many types of sliced bread and other foods that are made using ingredients you wouldn't have in your kitchen cupboards, such as colouring, flavourings, emulsifiers and preservatives. These may also contain higher-than-usual levels of salt or sugar.

Ask the children to think of foods that would fit into each category or display images of different foods on the interactive whiteboard to guide the discussion. Ask them: *Which foods contain natural sugars and which foods contain processed sugars? What do we know about the Anglo-Saxon diet so far? Where did the Anglo-Saxons get their food from? What do we eat and where do we get our food from?*

On the interactive whiteboard, show the children images of foods that would have formed part of an Anglo-Saxon meal, such as bread, oats, carrots, parsnips, onions, apples and plums, milk and pork.

Explain that almost all Anglo-Saxons were farmers. They ate fresh food that they grew themselves and were mostly vegetarian. They were beekeepers and reared some livestock – other meat came from hunting and fishing. Ask the children: *Did any of the foods they ate contain sugar? Was the sugar in their food natural, processed or ultra processed?* Draw out the fact that the Anglo-Saxon diet was very low in sugar; the sugar they did eat occurred naturally in fruits, vegetables and honey.

### How are we learning today?

Having discussed the presence of sugar in both our diet and in the Anglo-Saxon diet, the children will now investigate the impact of different sugars on our teeth. They could use sugars that were present during the Anglo-Saxon period to compare the impact of natural sugars and processed sugars that are often found in our food and drinks today.

The element of learning in Nature in this lesson can take place in the school grounds, in a woodland or in a local green space. In pairs, the children forage for foods which contain natural sugars as the Anglo-Saxons would have done. This can be supported using the Woodland Trust's foraging lists for [September](#) and [October](#).

**TEACHER TIP:** Before going on a foraging walk in the school grounds or local area, instruct the children not to put anything in their mouths unless instructed to do so, not to touch any fungi that they find etc.

Provide the children with a copy of Resource 1A. Explain that they will work in groups to set up an investigation to observe the effects of sugar on teeth. They will observe over time the changes that occur to an eggshell (this is similar in composition to tooth enamel) placed in different liquids: one liquid will contain processed sugars (e.g. shop-bought fruit juice), one will contain ultra processed sugars (e.g. cola) and two will natural sugars (juice from berries). The fourth liquid will be water, as a control.

**TIME TO EXPLAIN:** Children write up their observations. Ask them: *What happened? Why? What does this experiment show us about the effect of sugar on our teeth over time?*

**STEM SENTENCES:**  
When I compare the eggshell that was in \_\_\_\_\_ to the eggshell that was in \_\_\_\_\_ I notice \_\_\_\_\_.

**Enquiry question:**  
How did the Anglo-Saxons farm  
and how was it different from today?

**Harmony principle:**  
The principle of Interdependence

Describe the simple functions of the basic parts of the digestive system in humans

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Y3)

**Working Scientifically:**  
Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

**Scientific enquiry type:**  
Research

Vocabulary relating to Animals including humans, working scientifically and thinking sustainably is highlighted within the unit introduction.

**Resources:**  
Paper plates  
A3 sheets of paper

Resource 6B: Information sheet on typical Anglo-Saxon meals

Resource 6C: Typical foods available today

Resource 6A: Children use word bank to support their thinking and annotate paper plates.

Children to work in small groups to plan and compare their Anglo Saxon and modern meal

Watch videoclip '[Anglo Saxon Food and Farming](#)'

**DESIGN AND TECHNOLOGY:**  
What techniques will I use to make Anglo-Saxon meal?

## How would an Anglo-Saxon diet affect our health compared to a modern diet?

### What do we already know?

Begin the lesson by recapping the children's prior learning about Nature by asking the children: *What is a balanced diet? Which foods do we need to eat to stay healthy? What do they give our bodies?* They will have learned about this during the Year 2 learning enquiry *What do I need to stay healthy?* and the Year 3 learning enquiry *What would it be like to live as a hunter-gatherer?*

Review the main food groups (fruits and vegetables, starchy carbohydrates, protein, dairy and fats) and discuss how each group helps the body. Create a table on the interactive whiteboard like the one below and populate this with foods and what they give us:

FOOD GROUP	EXAMPLES	BENEFITS
Fruits and vegetables	apples, bananas, oranges, strawberries, carrots, broccoli, courgette, leeks	Contain vitamins and fibre which help digestion and keep us healthy
Starchy carbohydrates	pasta, rice, oats, potatoes and sweet potatoes or noodles, bread	Give us energy, contain fibre
Protein	meat, fish and eggs, nuts, beans, lentils, peas	Helps us grow and build muscle
Dairy	milk, yoghurt, cheese	Contain calcium for strong bones and teeth
Fats	butter, olive oil, avocados, nuts, seeds, oily fish	Gives us energy, helps us to absorb some vitamins, helps brain development and cell function

### What are we learning today?

Remind the children that through the process of digestion, all animals absorb vitamins and minerals into their body, as well as things like sugars and fatty acids. Our food also provides our bodies with fibre, which we need to keep our digestive systems healthy and which also helps prevent us becoming ill. To assess the children's understanding, ask them: *Do you think the Anglo-Saxons had more fibre in their diet than we do today? How could we increase the amount of fibre in our diet?* e.g. by choosing brown or granary bread instead of white; eating more vegetables; snacking on nuts instead of crisps.

**TEACHER TIP:** On average, in the UK we eat only two thirds of the recommended daily intake of fibre and some studies show that only around a tenth of the population has enough fibre in their diet. The [NHS website](#) has advice on eating a more fibre-rich diet.

Recap the results of the eggshell investigation

### How are we learning today?

Working in pairs, the children draw on one paper plate their favourite meal, and on the other plate a typical Anglo-Saxon meal. They stick each plate on a sheet of A3 paper, then explain how healthy they think each meal is, giving reasons for their thinking. How could they make each meal healthier or more balanced? Give the children resource 6A to support writing their explanations.

**TIME TO EXPLAIN:**  
Give the children time to present their meals to the class and explain their thinking.

As a class, discuss that some foods taste very good even if they aren't very good for our health and while it's still OK to eat them, we just need to be careful that we don't eat too much of them or eat them too often.

### What have we learned today?

Discuss with the children what they think was healthy about the Anglo-Saxon diet. Draw out the fact that they ate lots of seasonal vegetables, fruit and other plants, which meant their diet was high in fibre and vitamins. Their diet was also low in sugar and fat – and ultra-processed food didn't exist! They would also have grown their food organically, so they didn't use any chemicals on their crops or on the soil

they grew their crops in.

Move on to ask the children: *What is healthy about our diets today?* Discuss with the children that most of us have access to a much greater diversity of fresh food today and a better understanding of the benefits of a balanced diet than the Anglo-Saxons would have done. This means we can make healthy





## Developing Leadership for Sustainability in School

YR - Looking after our classroom and outdoor areas

Y1 - Composting fruit cores and peel after break times

Y2 - Beekeeping


Y3 - Reducing and recycling waste

Y4 - Food waste monitoring

Y5 - Water monitoring

Y6 - Energy monitoring - [ecodriver.co.uk](https://ecodriver.co.uk)



A hummingbird is shown in flight, hovering in the center of the frame. Its wings are spread wide, revealing the intricate structure of the feathers. The bird's body is primarily green with iridescent highlights, and its tail is dark. The background is a soft-focus mix of green foliage and bright red flowers, creating a natural and vibrant setting.

When a system is in  
harmony, it is healthy.  
When a system is healthy,  
it is sustainable.

So the key to a  
sustainable future  
is to understand Nature's  
principles of Harmony.





# The Harmony Project

Putting Sustainability at the Heart of  
the Curriculum

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Find out more at [theharmonyproject.org.uk](http://theharmonyproject.org.uk)