



King's
1502

The



ENQUIRY

Curriculum

at The King's School in Macclesfield

Celebrating the journey of Enquiry Learning across our Infant and Junior Division

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"The Enquiry Curriculum allows children to explore their curiosity and develop resilience."

KING'S TEACHER



Why Enquiry? Our Rationale

At King's, we believe education should go beyond the delivery of knowledge. Our **Enquiry Curriculum** provides children with the tools, confidence, and purpose to connect their learning to the real world and to their own lives.

• Real-World Learning

Children tackle big questions that matter, exploring sustainability, community, and global challenges.

• A Unique Educational Approach

Rooted in the Harmony Principles of nature, our curriculum is distinctive, values-driven, innovative and future-focused.

• Character and Responsibility

Pupils take on leadership roles, environmental responsibilities, and the chance to shape their own learning journey.

• Confidence to Think and Express

Through debate, presentations, and 'Great Works', children learn to articulate ideas with clarity and conviction.

• Leaders and Enablers of Tomorrow

By developing curiosity, creativity, and resilience, we are preparing our pupils not only for academic success, but to be thoughtful, responsible contributors to society.



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Our **Enquiry Curriculum** deepens children's understanding of the natural world and their place within it. Rooted in principles of inter-connectedness, sustainability and wellbeing, it encourages pupils to see patterns in nature and to live and learn in harmony with one another and the planet. We are deeply grateful to **Richard Dunne** and **all at The Harmony Project**, whose vision and guidance have inspired our journey so far. His work has helped shape a curriculum that nurtures curiosity, care for the environment and a strong sense of purpose in our learning community.



Learning Through Enquiry

At King's, children learn through 'big questions' that connect their studies to the real world. Each half term, an Enquiry question guides learning across subjects, encouraging pupils to think critically, make connections, and understand not just what they are learning, but why it matters.



Real-World Connections

From exploring food waste, water, and energy use in school (as a year group responsibility area) to producing 'Great Works' such as poetry, exhibitions, and performances, our pupils bring learning to life in meaningful ways. These experiences develop curiosity, creativity, and a sense of responsibility for the wider world.



Inspired by Harmony

We are following **The Harmony Project's Principles**, and our curriculum is underpinned by the harmony principles of nature: **Adaptation, Diversity, Health, Interdependence, Oneness** and **Cycles**. These values provide coherence and purpose, helping pupils to see patterns in life and learning, and to play their part in building a sustainable future.

Harmony Principles in nature shape learning across the school:

- **Adaptation** – learning to embrace change, respond positively to challenges, and develop resilience in new situations.
- **Diversity** – recognising that different perspectives, ideas, and strengths enrich our community, just as biodiversity strengthens ecosystems.
- **Health** – nurturing physical, mental, and emotional wellbeing, and understanding the importance of balance in life.
- **Interdependence** – appreciating how all people, communities, and natural systems are connected, and how our choices impact others.
- **Oneness** – developing a sense of belonging to something bigger, and valuing the unity of our school and the wider world.
- **Cycles** – recognising natural and human cycles of growth, change, and renewal, and applying these patterns to our own learning journeys.



"Staff have valued the changes made and can see the difference in pupils' learning."

STAFF MEMBER

The ENQUIRY Curriculum



Engagement & Reflection

- **Enquiry Ambassadors:** We have introduced a system to track and share progress and share back in Junior Assemblies (e.g. 'scores on the doors' for food waste for the week, energy usage for the week and whether this has increased or decreased from the week before).
- **Staff record pupil reflections** at the end of each half term – capturing how pupils are thinking and applying Harmony Principles.
- **Staff share their reflections at the end of each half term** – what has worked well, their year group's 'Great Work' and other successes.
- **Engagement with local community and local business** – We have a relationship with ANSA, a local Recycling Company; supporting with competitions, delivering workshops to year groups, and donating resources to support learning.
We visit local farms to support learning and to give first-hand experience, such as caring for, feeding and brushing animals, uses of animal hair/fur, and growing crops to eat.



Enquiry Ambassadors

- Each year, a group of pupils are chosen to serve as **Enquiry Ambassadors**. These children take on leadership roles within the Enquiry Curriculum, sharing pupil voice, supporting environmental responsibilities, and helping to showcase learning across the school.
- They represent curiosity, responsibility and creativity in action – acting as role models for their peers and helping to bring our Enquiry area of responsibility to life.
- They set competitions for the Division to join in with – see examples of an entry and poster.



"I loved being an Enquiry Ambassador last year. The trip to Delifresh was brilliant! It was so interesting to see the warehouse where a lot of our food comes from."

Year 3 Enquiry Ambassador



"When we were shown the solar panels on the school roof – it brought it all to life. What I'd researched and wrote about on a poster, was on top of the roof! Meeting with the sixth formers who worked on this was exciting"

Year 6 Enquiry Ambassador





Exploring Outdoors

Children enjoy discovering the natural world together, learning through play.



Creative Activities

Imaginative play and creative enquiry inspire curiosity.

Theme
Diversity and Unity



Area of Responsibility

Planting Sustainability Garden



'Big questions' **Pre-School** pupils tackle as part of the Enquiry Curriculum are:

- *All about Me* – how are we the same and different?
- How and what do we celebrate?
- Why were dinosaurs so incredible?
- What is the story of our food?
- What is the life cycle of a butterfly?
- When do we work well together?



← Pupil's Work

"Staff value the changes and see pupils making deeper, more rewarding connections in learning."

STAFF MEMBER

“It feels current what we are teaching our pupils”
- ‘current’ was a word used by many staff in their feedback
KING’S TEACHER

Theme **Diversity and Unity**



Area of Responsibility
Planting Sustainability Garden



◀ **Apple Tree Planting**

Each year, Reception pupils plant an apple tree, learning about growth, care and responsibility.



Exploring Enquiry Projects

Reception pupils engage with hands-on investigations, sparking questions and teamwork.



‘Big questions’ **Reception** pupils tackle as part of the Enquiry Curriculum are:

- *Celebration of Me* – what makes me unique?
- What happens in Autumn?
- How can we bring traditional tales to life?
- Who looks after us? What do the adults we know do?
- What do animals need to be healthy and to grow?
- What would we experience on a journey to Africa?



▲ Pupil's Work

Guide Dogs Visit ▶

A visit from a guide dog inspires children to ask questions about care, service, and resilience.



Visitors and Experts ▶

Police officers and community visitors inspire enquiry into real-world roles and responsibilities.





Nature Detectives ^

Through exploration, Year 1 children become investigators, asking questions about the world around them, their families and their friends v



^ **Pupil's Work**



Creative Enquiry

Curiosity and imagination guide their learning journey.



Theme **Diversity**



Area of Responsibility **Fruit Composting**



'Big questions' Year 1 pupils tackle as part of the Enquiry Curriculum are:

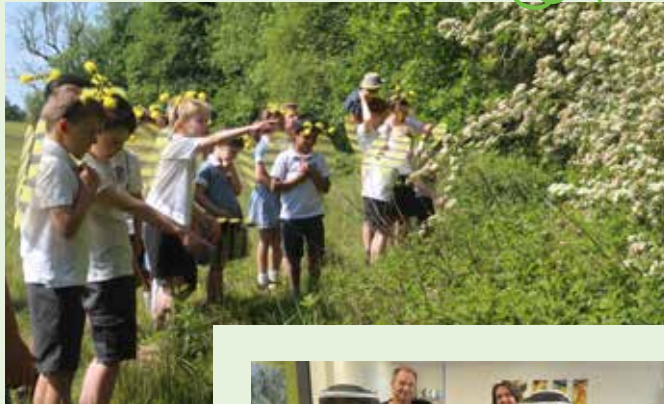
- *Special Me* – What kind of superhero do I want to be?
- *Toys past/present* – What stories could our toys and games tell?
- *Our local area* – Where do we live and what makes it special?
- What would it be like to live on an island elsewhere in the world?
- *Wildflowers* – which is my favourite wildflower and why?
- What will we find at the seaside?

"Seeing the children collaborate and achieve together, understand more about what is going on in the world around them, how they can help, has been inspiring."

STAFF MEMBER



YEAR 2



World Bee Day

We celebrate World Bee Day each year and learn more about the hives on our site. Year 2 like to add wings!



Investigating Ideas

Children develop resilience as they test and refine their thinking.

Pupil's Work



Problem Solving Together

Working collaboratively, Year 2 explore new challenges and share discoveries.

Theme Community



Area of Responsibility Beekeeping



'Big questions' Year 2 pupils tackle as part of the Enquiry Curriculum are:

- *Healthy Me* – What do I need to be healthy?
- *Victorians* - How did the Victorians live, work and celebrate together?
- *Polar Regions* – What can we learn from the polar regions about living well with nature?
- *Travel* – How has travel changed and what does future travel look like?
- *Can I eat sunshine?* – Including growing/ trees
- *Bugs* – Why are bugs so brilliant?



"Children have shown great resilience and joy in Enquiry learning."

YEAR 2 TEACHER

“When we laid out all our Roman artefacts like an exhibition and walked around the classrooms to see everyone’s projects – it was amazing!”

YEAR 3 PUPIL



History Detectives

Enquiry into the past helps children understand people and events that shaped our world.



Stone Age Workshop >



King's Compass Links

King's Compass (forest school days) often link to our Enquiry topic. Pupils love these memorable days. It really brings learning to life.



Theme Earth



Area of Responsibility Recycling



'Big questions' Year 3 pupils tackle as part of the Enquiry Curriculum are:

- **Stone Age** – What would it be like to live as a hunter gatherer?
- **Food** – Where does our food come from?
- **Romans** – Why were the Romans so successful?
- **Rainforest** – Why should we protect the biodiversity of the rainforest?
- **Planet Earth** – What is the story of Planet Earth and how is it changing?
- **Plants** – What different plants can we grow?





← **Bread Making**
Holroyd Howe, our catering team, link with our Enquiry topics to run fun food workshops, like Anglo-Saxon honey bread making.



"I love our Enquiry lessons. Dress up days or King's Compass Days are my favourite. I also love it when we do artwork for our topic too."

YEAR 4 PUPIL



Amazing Space
Pupils' homework projects take many forms – the Year 4 Space Projects were spectacular!



← **Pupil's Work**

Theme
Fire



Area of Responsibility
Food Waste



'Big questions' Year 4 pupils tackle as part of the Enquiry Curriculum are:

- **Anglo-Saxons** – How did the Anglo Saxons live and farm?
- **How has our community changed** – both in its history and geography? (includes map symbols, compass directions)
- **India** – What will we experience on a journey to India?
- **Solar System** – What can we learn about the cycle of our solar system and stars?
- **Ancient Egypt** – How did Ancient Egyptians live in harmony with Nature? (How does this differ from us?)



Tudor Day

Pupils enjoy a hands-on Tudor day, where they dress up, learn Tudor dancing and eat like a Tudor.



Mayan-themed Day

Year 5 enjoy a Mayan-themed King's Compass Day



Pupil's Work



Theme
Water



Area of Responsibility
Water Monitoring



'Big questions' Year 5 pupils tackle as part of the Enquiry Curriculum are:

- *Seafarers* – How did the Vikings travel and how do we?
- *Tudor Golden Age* – How different was Tudor daily life to our own?
- *Mayans* – What can we learn from the Mayan civilization?
- *Rivers* – What is a river's story from source to sea?
- *Oceans* – How can we ensure our oceans stay amazing?
- *UK ecosystems* – How can we restore UK habitats back to health?



"I loved learning so much about the oceans and creating a presentation to share with my class. It is so important to protect our oceans and the animals who live in it."

YEAR 5 PUPIL

The ENQUIRY Curriculum

YEAR 6

Leaders of Enquiry >

Pupils are inspired by talks from people who've made a difference or shaped history.



Wartime experience

To bring history to life, pupils visit the Stockport Air Raid Shelters, dressing as evacuees to experience what wartime life was like.



< Enquiry Books

Year 6 pupils take ownership of their Enquiry Books, choosing how to present their learning creatively with photos, images, and personal design touches



Trashion show ^

Year 6 take to the catwalk in outfits made entirely from recycled materials – designed and created by the pupils themselves!

Theme
Wind/Spirit



Area of Responsibility
Energy Monitoring



'Big questions' Year 6 pupils tackle as part of the Enquiry Curriculum are:

- *World War II* – What would it be like to live during wartime?
- *War and peace* – How can we learn to live in peace?
- *Antarctica* – How are we connected to Antarctica?
- *Trashion* – How can we apply the 3Rs to our clothes?
- *Ancient Greece* – What can the Ancient Greeks teach us about how to live?
- *Past and future* – How would I like to make history? (Independent project)



"My favourite Enquiry topic was learning about Antarctica and researching all about animals whose habitats are there."

YEAR 6 PUPIL

The ENQUIRY Curriculum

Moving Forwards

- Share our practice nationally and internationally as a showcase school
- Refine our curriculum mapping even further
- Strengthen the links between Enquiry Questions and Harmony Principles
- Our Target: Achieving Harmony School Accreditation!
- Enquiry-based learning extended to the Senior Division curriculum



*"For little changes, it has made a **big impact** – it has invigorated teachers and our curriculum offer, deepened connections and relevance, and has made it more fun to teach and fun to learn."*

STAFF MEMBER

Initiatives we have already started:



- Collaboration with Friends of King's (our parent body) to combine coffee mornings with 'swap shop' (pictured left)
- More engagement with our local community e.g. regular 'Foodbank Fridays', donation stations and visits to our local Silklife Foodbank in Macclesfield



Harmony Principles



Progression Map

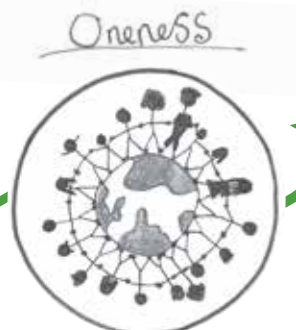
Half-Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre School	All about Me - how are we the same and different?	How and what do we celebrate?	Why were dinosaurs so incredible?	What is the story of our food? (Little seeds to large farms)	What is the life cycle of a butterfly?	When do we work well together?
	Diversity	Oneness	Adaptation	Health	Cycles	Interdependence
Reception	Celebration of Me - what makes me unique?	What happens in Autumn?	How can we bring traditional tales to life?	Who looks after us? What do the adults we know do?	What do animals need to be healthy and to grow?	What would we experience on a journey in Africa?
	Diversity	Cycles	Adaptation	Interdependence	Health	Oneness
Year 1	What stories could our toys and games tell?	Special me - What kind of superhero do I want to be?	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?
	Health	Diversity	Adaptation	Oneness	Cycles	Interdependence
Year 2	What do I need to be healthy?	How did the Victorians live, work and celebrate together?	What can we learn from the polar regions about living well with nature?	How has travel changed and what does future travel look like?	Can I eat sunshine? (Including growing/ trees)	Why are bugs so brilliant?
	Health	Interdependence	Oneness	Adaptation	Diversity	Cycles



Harmony Principles



Half-Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	What would it be like to live as a hunter gatherer?	Where does our food come from?	How did the Romans impact life in Britain?	Why should we protect the biodiversity of the rainforest?	How is planet Earth changing and what can we do about it?	
	Health	Cycles	Adaptation	Diversity	Oneness	Interdependence
Year 4	How did the Anglo-Saxons live and farm?	How has our community changed, both in its history and geography?	What will we experience on a journey to India?	What can we learn about the cycle of our solar system and stars?	How did Ancient Egyptians live in harmony with Nature? <i>How did Ancient Egyptians live healthy lives? How does this differ from us?</i>	
	Interdependence	Adaptation	Diversity	Cycles	Health	Oneness
Year 5	How was Viking life different from ours?	What was life like under the Tudor monarchs?	What is the legacy of the ancient Maya?	What is a river's story from source to sea?	How can we ensure our oceans stay amazing?	How can we restore UK habitats back to health?
	Diversity	Adaptation	Oneness	Cycles	Interdependence	Health
Year 6	What would it be like to live during wartime?	How can we learn to live in peace?	How are we connected to Antarctica?	Trashion - How can we apply the 3Rs to our clothes?	What can the Ancient Greeks teach us about how to live?	Past and future - How would I like to make history?
	Adaptation	Oneness	Interdependence	Cycles	Health	Diversity



Harmony Principles

We are in the process of creating our own 'Harmony Symbols' which our talented pupils are designing. We will then use these symbols around school and make classroom posters. The Harmony Principles are also painted on our staircase by the entrance to our Division. Artwork for each principle (entries from a House Competition) accompany the words.



Sustainability

A WHOLE SCHOOL PHILOSOPHY

King's is wholly committed to upholding our Sustainability programme in all of our operations and reviewing practices in support of this. Here are some of our many initiatives...



Solar panels have been installed on our main School building and our Sports Centre roof – we are entirely self-sufficient for some weeks and months of the year, supplying energy back to the National Grid.



ECOsia is now the search engine used across our school! Known as the 'search engine which plants trees' – we find what we need; they plant trees where they're needed.



RECYCLING

- **Litter pickers** are regular features, with eager teams collecting litter for recycling.
- **Recycling all our old electrical equipment** through 'Brighter Futures', a registered provider of social support services, who refurbish and reuse our kit.
- We relentlessly **recycle paper, pens and batteries** and our Friends of King's committee runs a **second-hand uniform shop**.
- **King's waste is managed diligently.** Our general waste, dry mixed recycling (DMR) and cardboard is taken to the local 'Material Recovery Facility'. Our cardboard is 100% recycled into paper-based products, our DMR is 100% recycled and our general waste is either 100% recycled once sorted, or our 'left over general waste' is harvested to produce electricity to heat local homes.



- **Transport – school coach and bus services reduce traffic to our site.** We promote car sharing and other sustainable travel modes, i.e. walking/cycling and have on-site cycle parking, and changing facilities.

We also have two electric car chargers in the Sports Centre Car Park.





We're buzzing with pride!
 Our school has **8** **bee hives**, home to **12,000** **busy bees**



Legacy Orchard.

Since 2020, we have created a Legacy Orchard of traditional British apple trees. Each winter, another 40 trees are planted, each one by a new Reception age pupil. The tree carries the pupil's name and they learn about the tree's life cycle, seasons and the importance of pollinators. The Legacy Orchard will, over time, become one of the largest (non-commercial) orchards in the UK.



School literature –

electronic-versions of most of our booklets and forms have reduced print volumes, and DocuSign is an alternative to printing of our legal contracts.

Software application

'PaperCut' helps us manage our printing e.g. we can prevent incorrect misprints being printed and reduce waste. We introduced this in 2015, and it has made us critically review our usage of printing and paper.



All our food waste is collected and taken to an Anaerobic Digestion facility.

CATERING

Here, it is broken down to generate carbon dioxide and methane gas to power turbines needed to heat local homes. It is also converted into compost fertiliser, which means **100% of King's food waste is used in a sustainable way!**



'From Food To Fork' – developed in partnership with our catering company, Holroyd Howe, this initiative educates pupils on the full food journey.

Vegetable planters have been installed, allowing pupils to grow and care for their own produce, learning about each stage of the process and its importance in fostering a sustainable environment.



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www.kingsmac.co.uk

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