

	Who we are	How we organize ourselves	How the world works	Sharing the planet	How we express ourselves	Where we are in place and time
Units of Inquiry	An inquiry into the nature of the self; of our beliefs and values; personal, physical, mental, social and spiritual health; human relationships including communities, and cultures; rights and responsibilities; what it means to be human	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and interconnectedness of individuals and civilizations, from local and global perspectives.
Year 1						
Time Frames	Full year with focus in: 22/08- 9/09 5-16/12 5/06-21/06	12 th of September till 14th of October	24 th of October till 2nd of December	3 rd of January till 17th of February	20 th of February till 30 March	April 16 – June 1
Central Idea	Friendships enrich our lives and require nurturing in order to develop.	In a community people share responsibilities towards a common purpose.	Understanding the way materials behave and interact determines how people use them.	We share our environment with living things.	Imagination is a powerful tool for extending our ability to think, create and express ourselves.	People's journey's create change and lead to new possibilities.
Lines of inquiry	Lines of inquiry <ul style="list-style-type: none"> How friends are made and kept Why friends are needed Characteristics that develop healthy friendships 	Lines of inquiry <ul style="list-style-type: none"> Various communities we belong to Roles and responsibilities within a community Making contributions towards a community 	Lines of inquiry <ul style="list-style-type: none"> Behaviour and uses of materials Changing properties of materials Manipulation of materials for specific purposes 	Lines of inquiry <ul style="list-style-type: none"> The conditions that living things need to survive How things change throughout their life cycle How external influences can impact on living things Our responsibility towards living things 	Lines of inquiry <ul style="list-style-type: none"> How we demonstrate and enjoy our imagination How our imagination helps us to consider other perspectives How imagination helps us to solve problems 	Lines of inquiry <ul style="list-style-type: none"> Our personal history Changes people around us have experienced in their lives Reasons people undertake journeys
Key Concepts	Perspective Connection	Form Responsibility	Form Change	Reflection Responsibility Connection	Function Perspective Reflection	Change Causation
Knowledge	Greater understanding of social interactions, which develop friendships.	Everybody has a different roles and within those roles everyone needs to contribute in order for a community to work.		Understand that actions affect the environment and that individuals can make a difference.	Using our imagination helps us to think differently and express our ideas and feelings.	Where we are now in place and time has a developed from a personal history that we can reflect on.
Related concepts	Friendships, Relationships, Identity Independence, interdependence	Community Communication Actions Roles Family	Materials Interaction Texture Properties	Interdependence Survival	Imagination, creativity empathy, self expression	Journeys history chronology

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Year 2						
	1st Sep - 14th Oct	24th Oct – 2nd Dec	5th Dec – 3rd Feb	6th Feb – 16th Mar	19th March – 4th May	7th May – 21st June
Central Idea	Systems are directly related to the needs of a community.	Our activities are connected to natural world cycles.	The development of global perspectives is supported through understanding our place in the world in relation to others. <i>Understanding our place in the world in relation to others helps us to become global citizens</i>	Making balanced choices about daily routines enables us to have a healthy lifestyle.	Over time, living things need to adapt in order to survive.	The Arts are a means of communication and expression.
Lines of inquiry	<ul style="list-style-type: none"> What is meant by a system Factors that affect the kinds of systems that can be developed Relationships between systems and communities 	<ul style="list-style-type: none"> Cycles within the natural world Connections between cycles Impact of the Earth's cycles on living things 	<ul style="list-style-type: none"> How we represent place Representations of place through time The relationship of our location to other parts of the world Countries and regions around the world 3 line of inquiry perspective/ global citizen?	<ul style="list-style-type: none"> Daily habits and routines Healthy diet and lifestyle Consequences of choices 	<ul style="list-style-type: none"> Concept of adaptation Circumstances that lead to adaptation Living things adapt or respond to changing environmental conditions 	<ul style="list-style-type: none"> Different forms of The Arts Responding to different forms of The Arts Using The Arts to express and communicate through a range of media
Key Concepts	Connection Function Causation	Change Connection	Form Connection Perspective	Responsibility Causation Reflection	Change Connection	Form Perspective
Related concepts	Systems Networks Interdependence	Cycles Transformation	Context Location Orientation	Balance Choice Nutrition	Adaptation Transformation Interdependence	Inspiration Expression Communication Response

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Year 3						
Central Idea	Communities function more effectively when there is a balance between work and leisure. Second unit Oct 24	Family histories provide an insight into cultural and/or personal identity. First Unit Sept 1 – Oct 14	Water is essential to life, and is a limited resource for many people. Fourth Unit Feb 6	Rituals, traditions and artifacts provide a window into the beliefs and values of cultures. Third Unit Dec 7	Our bodies are made up of interrelated systems, which need to be maintained for healthy functioning Sixth Unit May 7	Energy may be converted from one form to another and stored in various ways. Fifth Unit Mar 19
Lines of inquiry	Purpose of a workplace Difference between work and leisure Interconnectedness of people in a workplace.	Family ancestry □ heirlooms or events that have meaning in a family □ Similarities and differences between generations within a family	Sources of water and how water is used □ What happens to water after we have used it □ Distribution and availability of usable water □ Responsibilities regarding water	What constitutes a culture □ Significance of rituals and traditions □ How artifacts symbolize beliefs and values	<ul style="list-style-type: none"> The systems of the body How the circulatory and digestive system function Ways in which these body systems are interrelated 	Forms of energy (kinetic, mechanical, electrical) The storage and transformation of energy □ Conservation of energy □ Renewable and sustainable energy
Concepts	function, causation connection cooperation, organizations balance ,	Perspective Reflection Causation Exploration Discovery	function, responsibility conservation, equity, processes	function, perspective, reflection beliefs, diversity	conservation, equity, processes function, responsibility conservation, equity, processes	form, function, connection conservation, transformation

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Year 4						
Central Idea	Understanding different ways of learning enables people to respond to their own learning needs as well as those of others. 1 Sep – Oct 14 First Unit	Human migration is a response to challenges, risks and opportunities. 14 May – 15 June Sixth Unit	Choices of role models reflect the characteristics that societies and individuals value. 5 Dec – 20 Jan Third unit	Human survival is connected to understanding the continual changing nature of the earth. 1 Feb – 16 March Fourth Unit	Market places are created to satisfy the wants and needs of the local and global community. 24 Oct – 2 Dec Second Unit	People and their waste have an impact on the environment. 19 March – 10 May Fifth unit
Lines of inquiry	How we participate in a learning community How people construct knowledge Different Learning styles.	Reasons for Migration The effects of migration on the community The challenges faced by migrants	Role models and why we value them Why we should develop our own gifts, talents and interests How personal strengths can be applied to help others	How the different components of the Earth are interrelated. How and why the earth has changed and is continuing to change Human responses to the Earth's changes	Different kinds of markets that our community relies on The nature of supply and demand The elements that help a market be successful in a competitive world	Waste material around us that is biodegradable (Including physical and chemical changes) Different ways waste material can be managed The impact of our actions and choices on our environment
Key Concepts <u>Related concepts:</u>	<u>Concepts:</u> function, perspective, and responsibility Self awareness Thinking skills, diversity, motivation	Causation, Change connection Cycles, Impact, Transform, Consequences	perspective, reflection, function Creativity self-fulfillment talent	Causation, change and connection Impact erosion geology,	connection, causation (perspective) trade, economics, currency, business	Responsibility, form, Changing states, ecology, biodiversity

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Year 5						
Central Idea	What we believe is a part of who we are. First Unit Sep1 – Oct 3	Exploration leads to discovery and develops new understandings. Third Unit	Media influences how we think, and the choices we make. Second Unit Oct 6-Nov 25	Understanding phenomena on earth provokes/leads to investigations in space. Fourth Unit	Technology impacts on the world of work and leisure. Sixth Unit	People can establish practices in order to sustain the Earth's resources. Fifth Unit
Lines of inquiry	What we believe How beliefs influence the way we behave Factors that influence our decisions The impact of beliefs and religion and spiritual traditions on society	Reasons for exploration (historical and personal) Feelings and attitudes associated with exploration What we learn through exploration	Purpose and types of media for communication Reasons for the development of _____communication systems <u>The way media impacts on the way we think</u> Specialized systems of communication	The structure and function of the solar system The conditions on Earth that make it sustainable Motives for exploration <u>Front load to STP</u>	Technology and inventions of the home, workplace and leisure activities <i>Circumstances that lead to the development of important inventions and their impact</i> How technology supports/impacts <u>on</u> sustainability	The limited nature of the Earth's resources The consequences of how we use resources Personal choices that can help sustain the Earth's resources
Key Concepts	perspective, reflection	Form perspective reflection	Perspective Function Reflection	Causation Function	change, connection, responsibility	Responsibility Change Causation
Related concepts	diversity, perception	Consequences, discovery	Audience Storyboard	Space Solar System Time	communication, systems, ethics	Sustainability Conservation

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Year 6						
Central Idea	<p>External and internal factors cause changes in our lives.</p> <p>Sixth Unit 14 May – 21 June</p>	<p>Past human ideas and actions can influence the course of history</p> <p>Second unit 10 Oct – 25 Nov</p>	<p>Exhibition Topic Information and Communication Technology (ICT) is changing and challenging the way we express ourselves.</p> <p>Fifth Unit 5 Mar- 23 May</p>	<p><u>Biodiversity relies on maintaining the interdependent balance of organisms within systems.</u></p> <p>Fourth Unit 2 Feb – 19 Mar</p>	<p>Economic decisions impact upon people, communities, and nations.</p> <p>Third Unit 28 Nov – 20 Jan</p>	<p>Children world wide face a variety of challenges and risks.</p> <p>First Unit 1 Sept 6 Oct</p>
Lines of inquiry	<ul style="list-style-type: none"> Changes and challenges from childhood to adolescence Relationships with other people Transition to secondary school 	<p>Significant events and people that have brought about change in history.</p> <ul style="list-style-type: none"> Consequences of change and interconnection. Ways the world may continue to change in the future 	<ul style="list-style-type: none"> To be developed by the students 	<ul style="list-style-type: none"> <u>The connections between organisms within ecosystems – the carbon cycle.</u> <u>How human interaction with the environment can affect the balance of systems</u> <u>Human responsibility for the biodiversity of the planet</u> 	<p>Features of economic systems</p> <p>The impact of globalisation on economics</p> <p>Ways to be a responsible consumer</p>	<p>Challenges that children around the world face.</p> <p>The ways that nations and international organizations aim to protect children’s rights.</p> <p>Children affected by conflict of crisis.</p>
Key Concepts	Change Perspective Causation	Connection, Causation, Change	Form, Function, Perspective	Connection Responsibility Causation	Form Function Connection Responsibility	Causation, Change, Responsibility
Related concept	Identity, roles Transition, Roles	continuity, progress, innovation	Digital Literacy, interpretation	Biodiversity, conservation	Economics , resources, globalisation,Impact	Rights, social justice

