

Copperfield Verbiër: Programme of Inquiry

Year Level	An inquiry into: <i>Who we are</i>	An inquiry into: <i>Where we are in place and time</i>	An inquiry into <i>How we express ourselves</i>	An inquiry into: <i>How the world works</i>	An inquiry into: <i>How we organize ourselves</i>	An inquiry into: <i>Sharing the planet</i>
KG 3 to 4 years old	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>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.</i>	<i>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 on the environment.</i>	<i>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.</i>	<i>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.</i>

<p>KG</p> <p>3 to 4 years old</p>	<p>Central idea: Every day I learn more about who I am and what I can do.</p> <p>Lines of inquiry: How I am the same and how I am different from others.</p> <p>How I relate to others, my friends and my family.</p> <p>How I am growing and changing and developing my skills.</p> <p>Key concepts: Connection, Causation, perspective</p> <p>Related concepts: growth, transformation, skills, relationships</p> <p>Subject focus: Language, P.E, Social studies</p> <p>Learner profile: Open-minded, balanced</p>		<p>Central idea: We express our ideas through sharing stories and play.</p> <p>Lines of inquiry: Communicating emotions through play.</p> <p>Stories help us reinforce our imagination.</p> <p>The role of toys and props in play.</p> <p>Key concepts: Form, connection, perspective.</p> <p>Related concepts: Imagination, expression, performance, creation.</p> <p>Subject focus: Language, Visual Arts, Music, P.E (Interactions)</p> <p>Learner profile: Communicator, risk taker</p>	<p>Central Idea: The Earth's natural cycles influence human activities.</p> <p>Lines of Inquiry: The Earth's seasons.</p> <p>Activities through the day and night.</p> <p>How the seasons affect our lives.</p> <p>Key concepts: Form, change, connection.</p> <p>Related concepts: Climate, seasons, patterns</p> <p>Subject focus: Science, Mathematics</p> <p>Learner Profile: Knowledgeable Inquirer</p>		<p>Central Idea: Living things have certain requirements in order to grow and stay healthy.</p> <p>Lines of inquiry: Characteristics of living things.</p> <p>Our responsibility for the wellbeing of other living things.</p> <p>How living things are connected.</p> <p>Key concepts: Function, connection, responsibility</p> <p>Related concepts: Animals, plants, biodiversity, conservation, ecosystems, habitat, ecology</p> <p>Subject focus: Science, Social studies</p> <p>Learner profile: Caring, reflective</p>
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Year Level	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
TR 4 to 5 years old	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>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.</i>	<i>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 on the environment.</i>	<i>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.</i>	<i>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.</i>

<p>TR</p> <p>4 to 5 years old</p>	<p>Central Idea:</p> <p>Our senses help us to learn about the environment and ourselves.</p> <p>Lines of Inquiry: The five senses</p> <p>We use our senses to gather and record information</p> <p>Our senses work together</p> <p>Key concepts: Function, connection, change</p> <p>Related concepts: Wellness, health, needs, growth</p> <p>Subject focus: Language, PSPE (Active living)</p> <p>Learner Profile: Balanced, Risk-taker</p>		<p>Central Idea:</p> <p>Patterns can be discovered, created and expressed.</p> <p>Lines of Inquiry: Characteristics of a pattern.</p> <p>Patterns are everywhere.</p> <p>Cycles can be patterns</p> <p>Key concepts: Form, causation, change</p> <p>Related concepts: Interpretation, Imagination, Technique, Structure</p> <p>Subject focus: Language, Maths, Visual Arts, Music</p> <p>Learner Profile: Knowledgeable, communicator</p>	<p>Central Idea:</p> <p>Understanding the way materials behave and interact determines how people use them.</p> <p>Lines of Inquiry: Behavior and uses of materials</p> <p>Changing properties of materials</p> <p>Manipulation of materials for specific purposes</p> <p>Key concepts: Form, Change, Connection</p> <p>Related concepts: Chemical and physical changes</p> <p>Classification, Materials, Structure, Sustainability, Balance</p> <p>Subject Focus: Science Social Studies</p> <p>Learner Profile: Inquirer, Thinker</p>	<p>Central Idea:</p> <p>Communities need people to fulfill roles and provide resources</p> <p>Lines of Inquiry: Different roles within the community.</p> <p>Similarities and differences between communities.</p> <p>My role in the school community.</p> <p>Key Concepts: Function, responsibility, perspective</p> <p>Related concepts: Employment, Cooperation, identity, progress</p> <p>Subject Focus: Social Studies Language PSPE</p> <p>Learner Profile: Open-minded, Caring</p>	
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Y1 5 to 6 Years old	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	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 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 on the environment.	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 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.

<p>Y1</p> <p>5 to 6 Years old</p>	<p>Central Idea: Making balanced choices about daily routines enables us to have a healthy lifestyle.</p> <p>Lines of Inquiry:</p> <p>Daily habits and routines (Hygiene, sleep, play, eating.)</p> <p>Balanced choices (My food plate, sport)</p> <p>Consequences of choices</p> <p>Key concepts: Responsibility, Connection, perspective</p> <p>Related Concepts: Wellness, health, needs, nutrition, exercise, growth</p> <p>Subject focus: PSPE, Science</p> <p>Learner Profile: Balanced, reflective</p>	<p>Central Idea: Where we live and the people we live with form the story of our lives.</p> <p>Lines of Inquiry: My family tree</p> <p>My local community</p> <p>Where my family comes from</p> <p>Key Concepts: Causation, change, perspective</p> <p>Related Concepts: Family, identity, diversity, history, traditions</p> <p>Subject focus: Social Studies PSPE Language</p> <p>Learner profile: Knowledgeable, communicator</p>		<p>Central Idea: Homes reflect the resources available in the local environments</p> <p>Lines of Inquiry Homes in different places Structures of homes Materials used for homes</p> <p>Key concepts: Causation, function, connection</p> <p>Related concepts: climate, patterns, materials, sustainability, structures, renewable and non renewable resources, landscapes, settlements</p> <p>Subject focus: Social Studies Science Maths</p> <p>Learner profile: Inquirer, open minded</p>		<p>Central Idea: Creatures in different habitats have the same basic needs but different styles of life</p> <p>Lines of Inquiry Features of land biomes and aquatic biomes.</p> <p>How creatures are suited to different biomes</p> <p>Food chains</p> <p>Key concepts: Causation, connection, change</p> <p>Related concepts: Animals, plants, biodiversity, conservation, ecosystems, habitat, ecology</p> <p>Subject focus: Science Visual Arts Music</p> <p>Learner profile: Thinker, caring</p>
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G2 6 to 7 years old	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>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.</i>	<i>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 on the environment.</i>	<i>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.</i>	<i>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.</i>

<p>G2</p> <p>6 to 7 years old</p>	<p>Central Idea: Celebrations and traditions are expressions of shared beliefs and values</p> <p>Lines of Inquiry: Why people celebrate</p> <p>Features of traditions and celebrations</p> <p>Symbolic representations of celebrations and traditions</p> <p>Key concepts: Connection, change, form</p> <p>Related concepts: beliefs, values, spirituality, relationships, community, culture</p> <p>Subject Focus:</p> <p>PSPE, Social Studies, Visual Arts</p> <p>Learner Profile: Knowledgeable, Open-minded</p>	<p>Central Idea Records, sources and artifacts provide insight into the past</p> <p>Lines of Inquiry: Characteristics of dinosaurs.</p> <p>Fossils and evidence of prehistoric times</p> <p>Connections between past and present</p> <p>Key concepts: Form, connection, change</p> <p>Related Concepts: Chronology, history, geography, landscape, migration, progress. animals, habitat</p> <p>Subject Focus: Language, Science, Social Studies</p> <p>Learner Profile: Inquirer, tinker</p>	<p>Central Idea: Sound and movement help us to express feelings, concepts, ideas and nature</p> <p>Lines of Inquiry: Expression of concepts, feelings and ideas through music</p> <p>Expressions of concepts, feelings and ideas through dance</p> <p>The role of music and movement in culture and society</p> <p>Key concepts: Form, connection, perspective</p> <p>Related concepts: Interpretation, imagination, technique, communication, expression, Performance, Forms of energy, transformation</p> <p>Subject focus: Music, Science, Dance, Drama</p> <p>Learner Profile: Communicators, balanced</p>	<p>Central Idea: Necessity leads to inventions</p> <p>Lines of Inquiry: Inventions that have improved our lives</p> <p>Famous inventors throughout history</p> <p>Simple machines</p> <p>Key concepts:</p> <p>Function, causation connection</p> <p>Related concepts: Discovery, structures, forms of energy, production, process, identity, prejudice</p> <p>Subject focus: Science Social studies Language</p> <p>Learner profile: Inquirers, Risk taker</p>	<p>Central Idea Transportation systems are directly related to the needs of a community</p> <p>Lines of Inquiry Specific purposes of different transportation</p> <p>Factors that affect the different kinds of systems that can be developed</p> <p>Relationship between transportation systems and the environment</p> <p>Key concepts: Function, connection, change</p> <p>Related concepts: Technological advances, landscape, progress, evolution</p> <p>Subject focus: Social studies, Science, Maths</p> <p>Learner Profile: Knowledgeable, Reflective</p>	<p>Central Idea The choices we make about how to dispose of our waste have an impact on the environment</p> <p>Lines of Inquiry Different materials that we need to dispose of</p> <p>How we can recycle, reuse and reduce</p> <p>The impact of waste on the environment</p> <p>Key concepts: Responsibility, function, change</p> <p>Related Concepts: Resources, sustainability, pollution, ecology, sustainability</p> <p>Subject Focus: Science, Social Studies, Language</p> <p>Learner Profile: Caring, principled</p>
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G3 7 to 8 years old	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>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.</i>	<i>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 on the environment.</i>	<i>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.</i>	<i>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.</i>

<p>G3</p> <p>7 to 8 years old</p>	<p>Central Idea: Our personal identity is influenced by a range of factors</p> <p>Lines of Inquiry Cultural heritage Relationships and family Diversity and equality</p> <p>Key concepts: form, connection, perspective</p> <p>Related concepts: character, diversity, ethnicity, gender, family, interaction, roles, relationships, culture, community</p> <p>Subject focus: Language, PSPE, Social Studies</p> <p>Learner Profile: Open minded, Risk Takers</p>	<p>Central Idea: Mankind has evolved and is continuing to evolve.</p> <p>Lines of Inquiry Origins of mankind Different primitive social systems of man throughout the ages The progression of discovery</p> <p>Key concepts: Change, connection, form</p> <p>Related concepts: Discovery, exploration, migration, progress, conflict, civilisations, settlement, networks</p> <p>Subject focus: Social studies, Language, PSPE, Maths</p> <p>Learner Profile: Inquirer, reflective</p>	<p>Central Idea: Humans use language and art to tell stories and histories</p> <p>Lines of Inquiry: Conventions of story writing The role of illustration in stories Cultural traditions of storytelling</p> <p>Key concepts: Form, change, perspective</p> <p>Related concepts: Interpretation, imagination, technique, communication, expression, experience, language, culture, meaning, structure</p> <p>Subject focus: Language, Visual Arts, Drama, Social Studies</p> <p>Learner Profile: Communicator, knowledgeable</p>	<p>Central Idea: The universe affects our lives on Earth</p> <p>Lines of Inquiry: The Big Bang and the Earth's place in space Exploration of our solar system The effects of Earth's movements</p> <p>Key concepts: function, causation, form</p> <p>Related concepts: patterns, systems, energy, gravity, materials, power, technological advances</p> <p>Subject focus: Science, Maths, Social Studies</p> <p>Learner Profile: Inquirers, thinkers</p>	<p>Central Idea: We form international communities and unions for mutual benefit and to strengthen global relations</p> <p>Lines of Inquiry Different kinds of international communities and unions formed throughout history.</p> <p>The historical role of the European Union.</p> <p>Resolving conflict within the community</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: Government, authority, legislation</p> <p>Subject focus: Language, Social Studies, PSPE</p> <p>Learner Profile: Open-minded, principled</p>	<p>Central Idea: Water is essential to life and is a limited resource for many people</p> <p>Lines of Inquiry: Sources of water and how it is used What happens to water after we have used it? Distribution and Availability and responsibilities regarding water</p> <p>Key concepts: causation, connection, responsibility</p> <p>Related concepts: resources, Sustainability, climate, water, erosion, pollution, equality, consumption,</p> <p>Subject focus: Science Social Studies PSPE</p> <p>Learner profile: Caring, Balanced</p>
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G4 8 to 9 years old	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities ; what it means to be human.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>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.</i>	<i>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 on the environment.</i>	<i>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.</i>	<i>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.</i>

<p>G4</p> <p>8 to 9 years old</p>	<p>Central Idea: We can learn from the values, attitudes and actions of individuals who had an impact on the world</p> <p>Lines of Inquiry Individuals who have made an impact</p> <p>Biographies and backgrounds</p> <p>Moving people to action</p> <p>Key concepts: Change, perspective, connection</p> <p>Related concepts: Behaviour, development, roles, belonging,</p> <p>Subject Focus: Language Social studies PSPE</p> <p>Learner profile: Open-minded, risk taker</p>	<p>Central Idea: Exploration leads to new discoveries, opportunities and understanding</p> <p>Lines of Inquiry: Reasons for exploration How exploration has taken place over time Consequences of exploration (migration)</p> <p>Key concepts: Change, causation, connection</p> <p>Related concepts: discovery, migration, exploration, progress, conflict, civilizations, revolution, interdependence</p> <p>Subject Focus: Social studies, PSPE, Maths</p> <p>Learner profile: Knowledgeable, open minded</p>	<p>Central Idea: Mass media enables messages to be communicated effectively and immediately</p> <p>Lines of Inquiry: Different kinds of media have been created to meet the needs of society</p> <p>The influence of media Development and progression.</p> <p>The influence of sound</p> <p>Key concepts: Perspective, connection, responsibility</p> <p>Related concepts: culture, media, influence, meaning,</p> <p>Subject focus: Language, Social Studies, Visual Arts PSPE, Music, Science</p> <p>Learner profile: Communicator, reflective</p>	<p>Central Idea: Our understanding of magnetism and electricity enables scientific advances</p> <p>Lines of Inquiry magnets and electricity found in the natural world</p> <p>how magnets and electricity work</p> <p>what we use magnets and electricity for</p> <p>Key concepts: Function, causation, connection</p> <p>Related concepts: classification, materials, structures, conservation, discovery</p> <p>Subject focus: Science, Maths Language</p> <p>Learner Profile: Inquirer, thinker</p>	<p>Central Idea: The natural environment and human activity are interconnected</p> <p>Lines of Inquiry: Human impact on the environment</p> <p>How natural disasters happen</p> <p>How communities respond to their changing environment</p> <p>Key concepts: Connection, change, responsibility</p> <p>Related concepts: Biodiversity, conservation, ecosystems, Sustainability,</p> <p>Subject focus: Science, Social studies, Maths, PSPE</p> <p>Learner profile: Principled, caring</p>	<p>Central Idea: Plants have a fundamental role in our ecosystem and need to be protected</p> <p>Lines of Inquiry plants as a life sustaining resource</p> <p>global distribution of forests</p> <p>conservation and preservation of plants</p> <p>Key concepts: Connection, form, responsibility</p> <p>Related concepts: Plants, biodiversity, conservation,</p> <p>Subject focus: Science Social studies Language Visual Arts</p> <p>Learner profile: Thinker, balanced</p>
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G5 9 to 10 years old	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>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.</i>	<i>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 on the environment.</i>	<i>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.</i>	<i>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.</i>

<p>G5</p> <p>9 to 10 years old</p>	<p>Central Idea: Diversity may enrich communities</p> <p>Lines of Inquiry: Kinds of diversity</p> <p>Responses to diversity</p> <p>Bullying, tolerance and resilience</p> <p>Key concepts: Perspective, responsibility, change</p> <p>Related concepts: Character, diversity, ethnicity,</p> <p>Subject focus: Social studies PSPE Language and culture</p> <p>Learner profile: Open-minded, risk-takers.</p>	<p>Central Idea: Human migration is a response to challenges and opportunities.</p> <p>Lines of Inquiry: Reasons of migration Migrations through modern history Effects of migration</p> <p>Key concepts: Change, connection, perspective</p> <p>Related concepts: Borders (natural, social & political), landscape, discovery, exploration.</p> <p>Subject focus: Social studies, PSPE Language, Social Studies, Social organization and culture.</p> <p>Learner profile: Inquirers, reflective</p>	<p>Central Idea: Media have the power to inform and influence individuals and society.</p> <p>Lines of Inquiry: Modes of persuasion</p> <p>Sounds, images and visual techniques in advertising.</p> <p>How people are influenced by the media.</p> <p>Key concepts: Form, perspective, connection</p> <p>Related concepts: Language, culture, media, influence, meaning, symbols, structure</p> <p>Subject Focus: Language, Visual Arts, Music, Social studies</p> <p>Learner Profile: Communicators, risk takers</p>	<p>Central Idea: Light impacts life.</p> <p>Lines of Inquiry Properties of light</p> <p>The effect of light on history and lifestyle</p> <p>Light based technologies</p> <p>Key concepts: Function, form, connection</p> <p>Related concepts: Forms of energy, power, technological advances. transformation, solar system</p> <p>Subject focus: Science, Mathematics Social studies</p> <p>Learner profile: Knowledgeable, inquirers</p>	<p>Central Idea: Purpose informs design</p> <p>Lines of Inquiry: The impact of products and activities on natural environment</p> <p>Consumerism and social models</p> <p>Design as a process</p> <p>Key concepts: Form, connection, causation</p> <p>Related concepts: Production, consumption, supply and demand</p> <p>Subject focus: Social studies Mathematics Visual Arts</p> <p>Learner profile: Balanced, principled</p>	<p>Central Idea: Understanding needs and rights promotes community responsibility, equality and share resources</p> <p>Lines of Inquiry: Needs and wants</p> <p>Access to equal rights</p> <p>Resource management</p> <p>Key concepts: Responsibility, causation, connection</p> <p>Related concepts: Resources, consumption, equality</p> <p>Subject focus: Social studies PSPE, Language</p> <p>Learner profile: Thinkers, caring.</p>
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G6 10 to 11 years old	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>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.</i>	<i>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 on the environment.</i>	<i>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.</i>	<i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</i>

G6 10 to 11 years old	Central Idea: Understanding that DNA building blocks can develop who we are	Central Idea: An indigenous understanding and appreciation of natural resources allows people of different cultures to discover ideas and ways to extend their creativity.	Central Idea: Communities can express their identity and convictions in various ways.	Central idea: Change may cause living organisms to adapt in order to survive and flourish	Central Idea: Government and society are impacted by the choices people make.	Central Idea: Conservation of the planet can be dependent on human action
	Lines of Inquiry: Properties of matter and the involvement in all aspects of our world.	Lines of Inquiry <i>Interactions among indigenous people that sustained communities</i>	Lines of Inquiry: Impact of digital/social media	Lines of Inquiry: Key characteristics of living things	Lines of Inquiry: Function of community groups	Lines of Inquiry: Human habitation and natural environment
	The relationship between biological and cultural evolution	Impact that past and natural events have had on human and physical environments.	Critical thinking and evaluation	How living organisms change	Volunteering action in local and global context	History of ecology movements
	Shared values and beliefs of a community	<i>Artifacts from the past, symbolism and contemporary Representations.</i>	Ethical choices and personal identity.	Lifestyle changes that humans make in order to flourish.	Reasons people choose to volunteer	Sustainable practices into action
	Key concepts: form, function, connection	Key concepts: Form, change, perspective	Key concepts: Perspective, connection, responsibility	Key concepts: Change, connection, causation	Key concepts: Function, connection, responsibility	Key concepts: Change, connection, responsibility
	Related concepts: body systems, growth, change, relationships,	Related concepts: Civilisations, innovation,	Related concepts: language, culture, media, influence, meaning, symbols, imagery, structure, response, subjectivity, opinion	Related concepts: adaptation, biodiversity, conservation,	Related concepts: government, Authority, legislation, justice,	Related Concepts: Conservation, Ecosystems, Habitat, Ecology,
	Subject focus: Science, Social studies, PSPE	Subject focus: Social studies, PSPE, Visual Arts	Subject focus: Language, Social Studies, PSPE	Subject focus: Science Mathematics PSPE	Subject focus: Language, social studies, PSPE	Subject focus: Social studies PSPE Music
Learner profile: Inquirers, balanced	Learner profile: Open minded, caring	Learner profile: Communicators, risk takers	Learner profile: Inquirers, caring,	Learner profile: Principled, thinker	Learner profile: Knowledgeable, reflective	

