



*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*

EY1	EY2/EY3	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Central Idea</b>						
Every day we learn about who we are and what we can do.	My family is unique and contributes to who I am.	Increasing our awareness of our interests and abilities enables us to develop our self-identity.	Balance in our lives promotes health and well-being	Role models can reflect the characteristics that societies and individuals value.	The interconnectedness of body systems contribute to an organism's health and survival	We are shaped by our inherited traits and our personal environment.
<b>An inquiry into:</b>						
<ul style="list-style-type: none"> <li>taking care of ourselves and our environment</li> <li>What I can do</li> <li>Myself as part of a group</li> </ul>	<ul style="list-style-type: none"> <li>Family similarities, roles and responsibilities</li> <li>Unique characteristics of families</li> <li>What we learn from our families</li> </ul>	<ul style="list-style-type: none"> <li>our personal interests</li> <li>our abilities and what we can do</li> <li>our interactions with others</li> </ul>	<ul style="list-style-type: none"> <li>what it means to be healthy and balanced</li> <li>the effects of our choices on our health</li> <li>how we can maintain health &amp; well-being</li> </ul>	<ul style="list-style-type: none"> <li>characteristics of role models</li> <li>the influence of role models on our beliefs and values</li> <li>how choices and actions affect others</li> </ul>	<ul style="list-style-type: none"> <li>body systems and how they work</li> <li>the interdependence of body systems</li> <li>how human body systems compare with other organisms</li> </ul>	<ul style="list-style-type: none"> <li>inherited traits and how they influence who we are</li> <li>the connection between our acquired traits and the environment</li> <li>physical, social and emotional changes we experience as we get older</li> <li>growing awareness of our shared human experiences</li> </ul>
<b>Key Concepts:</b>						
form, responsibility	form, responsibility	function, responsibility, perspective	Form, causation, responsibility	function, responsibility,	function, form, connection	change, causation
<b>Related Concepts:</b>						
development, growth, independence,	relationships, belonging, culture	roles, interaction, community, sense of self	wellbeing, nutrition, choices	values, beliefs, decisions	systems, interdependence, health	character, diversity, development,
<b>Learner Profile Attributes:</b>						
risk-taker, caring, open minded	balanced, caring, reflective	communicators, balanced, principled	caring, balanced, reflective	communicators, reflective	balanced and inquirer	reflective, communicator
<b>Approaches to Learning Skills:</b>						
Communication, Social Skills, Self Management	Communication, Social, Self-Management	Communication, Self-Management, Social	Social, Research, Self-management	communication, thinking, research	thinking, communication, research	communication, self-management



*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.*

EY1	EY 2/3	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Central Idea</b>						
<i>EYP 1 completes four units of inquiry per year.</i>	<i>EYP 2/3 completes four units of inquiry per year.</i>	The geography of a place influences how people live their lives	Learning about the past helps us to understand the present and the future	Past civilizations shape present day systems and technologies.	Exploration leads to discoveries, technological advances and develops new understandings.	Human migration is a response to challenges, risks and opportunities.
<b>An inquiry into:</b>						
		<ul style="list-style-type: none"> <li>geography of places</li> <li>how geography shapes the way we live our lives</li> </ul>	<ul style="list-style-type: none"> <li>ways to find out about the past and present</li> <li>how exploring our past helps us plan for the present and prepare for the future</li> <li>people, places and technology then and now</li> </ul>	<ul style="list-style-type: none"> <li>life in different times and places</li> <li>contributions of past civilizations to our civilization today</li> <li>artefacts can give us information about the past</li> <li><i>connections between inventions and theories from the past and present</i></li> </ul>	<ul style="list-style-type: none"> <li>reasons for exploration</li> <li>evolution of technology and its impact on exploration over time</li> <li>consequences of exploration</li> </ul>	<ul style="list-style-type: none"> <li>reasons people migrate</li> <li>challenges for immigrants and their new communities</li> <li>contributions of immigrants</li> <li>effects of migration on communities, culture and individuals over time</li> </ul>
<b>Key Concepts:</b>						
		causation, change, form	change, perspective, connection	change, perspective, connection	causation, change, form	causation, change, connection, function
<b>Related Concepts:</b>						
		chronology, geography, progress	history, artefacts, interdependence	civilisations, innovation, history, chronology	discovery, technology, navigation, impact	migration, geography, settlement, conflict, borders
<b>Learner Profile Attributes:</b>						
		knowledgeable, inquirer	inquirer, caring, knowledgeable	thinker, inquirer, knowledgeable	inquirers, thinkers, reflective	open-minded, reflective
<b>Approaches to Learning Skills:</b>						
		research, self-management, social	research, thinking, communication	research, thinking, communication	research, self-management; communication	communication, research



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.

EY1	EY2	EY3	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>SHARED CENTRAL IDEA ACROSS WHOLE LOWER SCHOOL</b>							
<i>Exploring and sharing our diversity connects us as global citizens</i>							
<b>An inquiry into:</b>							
Each Grade will develop their own Lines of Inquiry, Key Concepts, Related Concepts, Learner Profile Attributes, Approaches to Learning Skills							



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.

EY1	EY2/EY3	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Central Idea</b>						
Scientists investigate and discover how things work	<i>EYP 2/3 completes four units of inquiry per year.</i>	Materials can be changed	Natural cycles and patterns help us make predictions and informed decisions	Earth's structure changes over time	Understanding the physical laws of forces and motion helps us to use them in different ways.	Scientific and technological advances have enhanced our understanding of the Earth and its place in the universe
<b>An inquiry into:</b>						
<ul style="list-style-type: none"> <li>thinking like a scientist</li> <li>using our senses to observe, explore and investigate</li> <li>investigating our own questions and reflecting on what we have learned</li> </ul>		<ul style="list-style-type: none"> <li>materials have many properties</li> <li>how materials can be changed</li> <li>how we use our understanding of materials</li> </ul>	<ul style="list-style-type: none"> <li>identifying and analysing cycles</li> <li>the impact of natural cycles (<i>the cause and effect relationship between events</i>)</li> <li>how observing patterns can help us make predictions</li> </ul>	<ul style="list-style-type: none"> <li>how the earth's geology changes over time</li> <li>the causes and effects of changes to the earth</li> <li>the impact of the earth's changes on people and the environment</li> <li>how technology helps us to predict changes and act</li> </ul>	<ul style="list-style-type: none"> <li>how different types of forces affect motion</li> <li>how humans use forces to make life easier</li> <li>using our understanding of forces to create</li> </ul>	<ul style="list-style-type: none"> <li>Earth and its place in the universe</li> <li>technology which aids the study of our universe</li> <li>consequences/impact of technological and scientific advances (<i>in other areas of life</i>)</li> </ul>
<b>Key Concepts:</b>						
function, causation		form, function, connection	connection, function, form	form, causation, change	form, function, connection	change, causation, function
<b>Related Concepts:</b>						
investigations, properties		role, systems, sequence	systems, pattern,	geology, tectonic movement, extreme weather	simple machines, forms of energy, forces, structures	systems, evolution, needs, sustainability
<b>Learner Profile Attributes:</b>						
inquirer, balanced		inquirer, thinkers knowledgeable,	inquirers, knowledgeable, thinker	inquirer, knowledgeable	risk-taker, principled, open-minded	knowledgeable, communicator
<b>Approaches to Learning Skills:</b>						
thinking, research		thinking, research, self-management	thinking, research	research, thinking, communication	self-management; thinking	research, communication



*An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.*

EY1	EY2/EY3	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>CENTRAL IDEA</b>						
<i>EYP 1 completes four units of inquiry per year.</i>	We use transportation to go from one place to another	Products go through a process before they are used	People are connected through communities	We depend on goods and services to meet our needs and wants.	To meet human needs, societies have determined children's rights and responsibilities.	Governments facilitate the functioning of society
<b>An inquiry into:</b>						
	<ul style="list-style-type: none"> <li>types of transportation</li> <li>* transportation in our community</li> <li>* how transportation works</li> </ul>	<ul style="list-style-type: none"> <li>origins of different products we eat</li> <li>the production of food and how food changes</li> <li>the systems we use to get products to consumers</li> </ul>	<ul style="list-style-type: none"> <li>features of a community</li> <li>the interconnectedness of people in a community</li> <li>group decision making in communities</li> </ul>	<ul style="list-style-type: none"> <li>how consumers and producers depend on each other</li> <li>the process of creating and providing a product or service</li> <li>the role that people play in goods and services</li> </ul>	<ul style="list-style-type: none"> <li>the relationship between rights and responsibilities</li> <li>the role and importance of children's rights</li> <li>ways nations and international organisations aim to protect children's rights</li> </ul>	<ul style="list-style-type: none"> <li>different forms of governing systems</li> <li>how governments facilitate the functioning of society</li> <li>citizenship</li> <li>how citizens can monitor and influence the actions of their government</li> </ul>
<b>Key Concepts:</b>						
	form, connection, function	change function, responsibility	form, function, connection	form, function, connection	responsibility, connection	form, function
<b>Related Concepts:</b>						
	cooperation, transportation	process, product, origin	structure, purpose, belonging, networks	cooperation, systems, market, goods, services, employment	authority, justice, rights, protection	governance, systems, citizenship, rights
<b>Learner Profile Attributes:</b>						
	knowledgeable, reflective	inquirer, thinker	knowledgeable, caring	thinker, communicator, principled	reflective, open-minded	knowledgeable, principled
<b>Approaches to Learning Skills:</b>						
	communication, research	communication, thinking	thinking, communication, self-management	thinking, social, self-management	thinking, social communication	research, thinking



*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.*

EY1	EY2/EY3	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<b>Central Idea</b>						
Exploring the natural environment leads to new discoveries and understandings about the world around us	We share the planet with many different animals.	Our daily choices impact the health of our environment	The distribution of water around the world impacts communities	Biodiversity relies on maintaining the interdependent balance of organisms within systems.	Choices we make about how we consume energy impact Earth's resources	Unequal access to a clean, healthy environment may lead to conflict and climate change
<b>An inquiry into:</b>						
<ul style="list-style-type: none"> <li>our natural environment</li> <li>what we discover through exploring</li> <li>connections between our inside, outside and beyond environments</li> </ul>	<ul style="list-style-type: none"> <li>characteristics of animals</li> <li>what animals need</li> <li>similarities and differences between animals</li> </ul>	<ul style="list-style-type: none"> <li>effects of waste on our local and global community</li> <li>transforming waste</li> <li>actions to reduce waste</li> </ul>	<ul style="list-style-type: none"> <li>physical geography and distribution of water on Earth</li> <li>how water behaves</li> <li>the uses of water around the world</li> <li>our responsibility as global citizens to achieve fair water distribution</li> </ul>	<ul style="list-style-type: none"> <li>ways in which organisms are interdependent within an ecosystem</li> <li><i>Connections between living (biotic) communities and non-living (abiotic) factors</i></li> <li>the consequences of imbalance within ecosystems</li> <li>actions that can conserve, protect &amp; restore the balance of ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>renewable &amp; non-renewable energy</li> <li>human activities can positively and negatively affect our planet</li> <li>sustainable energy practices</li> </ul>	<ul style="list-style-type: none"> <li>the causes of climate change</li> <li>effects of economic inequality on the environment</li> <li>the impact of climate change on different communities and individuals</li> <li>our responsibility as global citizens to help work towards solutions</li> </ul>
<b>Key Concepts:</b>						
change, connection, form	form, function, connection	causation, responsibility, perspective	change, form, causation	responsibility, connection, function	form, function, responsibility	causation, responsibility connection
<b>Related Concepts:</b>						
nature, discovery, exploration, seasons	needs, relationship	habitats, impact, interdependence	resources, impact	biodiversity, systems, adaptations	resources, sustainability, technology	rights, equity, justice, conflict, rights, agency
<b>Learner Profile Attributes:</b>						
thinker, caring, principled	inquirers, knowledgeable, caring	inquirers, knowledgeable, principled	inquirers, knowledgeable, thinker	principled, inquirer	knowledgeable, reflective, thinkers	caring, principled,
<b>Approaches to Learning Skills:</b>						

communication, self management	communication, thinking	research, communication	thinking, research	social, research, self-management	communication; self-management	thinking, research
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