

	Who we are	Where we are in time and place	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	<p><b>An inquiry into identity as individuals and as part of a collective:</b></p> <ul style="list-style-type: none"> <li>relationships and belonging</li> <li>learning and growing</li> </ul>	<p><b>An inquiry into histories and orientation in place, space and time:</b></p> <ul style="list-style-type: none"> <li>periods, events and artefacts</li> </ul>	<p><b>An inquiry into the diversity of voice, perspectives, and expression:</b></p> <ul style="list-style-type: none"> <li>inspiration, imagination, creativity</li> </ul>	<p><b>An inquiry into understandings of the world and phenomena:</b></p> <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> </ul>	<p><b>An inquiry into systems, structures and networks:</b></p> <ul style="list-style-type: none"> <li>representation, collaboration and decision-making</li> </ul>	<p><b>An inquiry into the interdependence of human and natural worlds:</b></p> <ul style="list-style-type: none"> <li>rights, responsibilities and dignity of all</li> </ul>
Grade 1	<p><b>Central Idea:</b> The capability to behave gives me advantages in different situations.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-the ways how people are different</li> <li>-how are people connected</li> <li>-how do we act in different situations</li> </ul> <p><b>Key concepts:</b> connections, responsibility, perspective</p> <p><b>Related concepts</b> Choices, behaviour, differences</p> <p><b>Learner profile:</b> Communicator, open-minded, thinker</p> <p><b>Approaches to learning (ATL):</b> self-management and social skills</p>	<p><b>Central Idea:</b> Knowing my personal history enables me to find out who I am.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-growing up is my history</li> <li>-families can be different and alike</li> <li>-family trees represent family history</li> </ul> <p><b>Key concepts:</b> connections, change</p> <p><b>Related concepts</b> System, family, self-awareness</p> <p><b>Learner profile:</b> Knowledgeable, open-minded, communicator</p> <p><b>Approaches to learning (ATL):</b> Thinking, communication and research skills</p>	<p><b>Central Idea:</b> People use their imagination and creativity to express their ideas and emotions.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-feelings, their essence and expressing them</li> <li>-positive and negative feelings and noticing them</li> <li>-different forms of art, artists, writers</li> </ul> <p><b>Key concepts:</b> reflection, form, perspective</p> <p><b>Related concepts</b> Self-expression, culture, tolerance</p> <p><b>Learner profile:</b> Open-minded, risk-taker, knowledgeable</p> <p><b>Approaches to learning (ATL):</b> Research, communication and self-management skills</p>	<p><b>Central Idea:</b> Natural cycles happen according to a specific rhythm.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-the differences and similarities of natural cycles and life-cycles</li> <li>-the life cycle of a butterfly, a bird, a bug and a plant</li> <li>-the cycle of day and night and seasons</li> <li>-how natural cycles affect humans</li> </ul> <p><b>Key concepts:</b> causation, connection, change</p> <p><b>Related concepts:</b> System, influence</p> <p><b>Learner profile:</b> Communicator, open-minded, thinker</p> <p><b>Approaches to learning (ATL):</b> self-management and social skills</p>	<p><b>Central Idea:</b> People work together in order to create services that we all need</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-necessary jobs around us</li> <li>-the connections between occupations</li> <li>-the jobs that are needed for the school to operate</li> </ul> <p><b>Key concepts:</b> responsibility, form, function</p> <p><b>Related concepts</b> Choices, network, role</p> <p><b>Learner profile:</b> Caring, thinker, communicator</p> <p><b>Approaches to learning (ATL):</b> Thinking, self-management and communication skills</p>	<p><b>Central Idea:</b> People take responsibility for the sustainability of forest and its biodiversity.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-what makes a forest</li> <li>-the importance of forests</li> <li>The changes happening for animal and plants due to seasons</li> </ul> <p><b>Key concepts:</b> responsibility, form, change</p> <p><b>Related concepts</b> System, ecological footprint</p> <p><b>Learner profile:</b> Inquirer, thinker, knowledgeable</p> <p><b>Approaches to learning (ATL):</b> Research and communication skills</p>
	<p><b>An inquiry into identity as individuals and as part of a collective:</b></p> <ul style="list-style-type: none"> <li>relationships and belonging</li> <li>learning and growing</li> </ul>	<p><b>An inquiry into histories and orientation in place, space and time:</b></p> <ul style="list-style-type: none"> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation, and transformation</li> </ul>	<p><b>An inquiry into the diversity of voice, perspectives, and expression:</b></p> <ul style="list-style-type: none"> <li>personal, social and cultural modes and practices of communication</li> </ul>	<p><b>An inquiry into understandings of the world and phenomena:</b></p> <ul style="list-style-type: none"> <li>diverse practices, methods and tools</li> <li>discovery, design, innovation: possibilities and impacts</li> </ul>	<p><b>An inquiry into systems, structures and networks:</b></p> <ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> </ul>	<p><b>An inquiry into the interdependence of human and natural worlds:</b></p> <ul style="list-style-type: none"> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, coexistence and wisdom</li> </ul>
Grade 2	<p><b>Central Idea:</b> We have rights and responsibilities that provide for our well-being.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-the importance of rights and responsibilities</li> <li>-my personal role in achieving group well-being and working</li> <li>-using right attitudes helps us to achieve learner profile attributes</li> </ul> <p><b>Key concepts:</b> Causation, connection, responsibility</p> <p><b>Related concepts</b> Values, perception</p> <p><b>Learner profile:</b> Principled, caring, open-minded</p> <p><b>Approaches to learning (ATL):</b> Self-management and thinking skills</p>	<p><b>Central Idea:</b> The homes of people depend on their needs, possibilities and way of life.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-what makes a home</li> <li>-how people choose their homes based on their needs and way of life</li> <li>-reasons why people change their place of living</li> </ul> <p><b>Key concepts:</b> causation, perspective, connection</p> <p><b>Related concepts</b> Change</p> <p><b>Learner profile:</b> Open-minded, risk-taker, thinker</p> <p><b>Approaches to learning (ATL):</b> Communication, thinking and social skills</p>	<p><b>Central Idea:</b> We can express our ideas and use fantasy while telling stories.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-different ways of self-expression through fairy tales</li> <li>-what fairy tales are about</li> <li>-the importance of fairy tales</li> </ul> <p><b>Key concepts:</b> Perspective, function, form</p> <p><b>Related concepts</b> Introduction, summary, feedback</p> <p><b>Learner profile:</b> Communicator, open-minded, risk-taker</p> <p><b>Approaches to learning (ATL):</b> self-management, communication, thinking and social skills</p>	<p><b>Central Idea:</b> Weather is a measurable natural phenomenon that affects the world around us and influences our daily lives.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-describing weather by measurements</li> <li>-the connections between time and weather</li> <li>-people's choices depend on weather and seasons</li> <li>-natural phenomena that are connected to water cycle</li> <li>-extreme weather conditions influence our lives</li> </ul> <p><b>Key concepts:</b> change, causation, connection</p> <p><b>Related concepts</b> Observation, cause-effect</p> <p><b>Learner profile:</b> Inquirer, thinker, communicator</p> <p><b>Approaches to learning (ATL):</b> Thinking, research and communication skills</p>	<p><b>Central Idea:</b> Following safety regulations helps to create a safer environment.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-reasons why accidents happen</li> <li>-everyone's behavior influences our safety</li> <li>-the occupations and people who work to keep us safe</li> <li>-the ways to act in case of danger</li> </ul> <p><b>Key concepts:</b> responsibility, connection, causation</p> <p><b>Related concepts:</b> Safety</p> <p><b>Learner profile:</b> Thinker, risk-taker, balanced</p> <p><b>Approaches to learning (ATL):</b> self-management, communication, thinking and social skills</p>	<p><b>Central Idea:</b> Plants provide for life and we care for them.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-the conditions plants need to grow and develop</li> <li>-the ways in which plants are essential for humans and other living beings.</li> <li>-the ways how plants provide for life on Earth</li> </ul> <p><b>Key concepts:</b> causation, change, connection</p> <p><b>Related concepts</b> Responsibility, ecological footprint</p> <p><b>Learner profile:</b> Inquirer, communicator, caring</p> <p><b>Approaches to learning (ATL):</b> Research, thinking, communication and self-management skills</p>

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	<p><b>An inquiry into identity as individuals and as part of a collective:</b></p> <ul style="list-style-type: none"> <li>· physical, emotional, social and spiritual health and well-being</li> </ul>	<p><b>An inquiry into histories and orientation in place, space and time:</b></p> <ul style="list-style-type: none"> <li>· periods, events and artefacts</li> </ul>	<p><b>An inquiry into the diversity of voice, perspectives, and expression:</b></p> <ul style="list-style-type: none"> <li>· intentions, perceptions, interpretations and responses</li> </ul>	<p><b>An inquiry into understandings of the world and phenomena:</b></p> <ul style="list-style-type: none"> <li>· patterns, cycles, systems</li> <li>· discovery, design, innovation: possibilities and impacts</li> </ul>	<p><b>An inquiry into systems, structures and networks:</b></p> <ul style="list-style-type: none"> <li>· approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>· representation, collaboration and decision-making</li> </ul>	<p><b>An inquiry into the interdependence of human and natural worlds:</b></p> <ul style="list-style-type: none"> <li>· nature, complexity, coexistence and wisdom</li> </ul>
Grade 3	<p><b>Central Idea:</b> Lifestyle choices influence our future path.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-how our food choices influence our health</li> <li>-how healthy diet consists of varied food</li> <li>-how exercise as a part of healthy life</li> <li>-how our choices influence the quality of our lives</li> </ul> <p><b>Key concepts:</b> change, responsibility, form</p> <p><b>Related concepts:</b> Well-being, development, family</p> <p><b>Learner profile:</b> Balanced, reflective, principled</p> <p><b>Approaches to learning (ATL):</b> Self-management and thinking skills</p>	<p><b>Central Idea:</b> People have invented technologies to explore the world.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-different devices that help us to find our way in the world and their development over time</li> <li>-different purposes for using a map</li> <li>-the common rules and symbol used on maps</li> </ul> <p><b>Key concepts:</b> form, function, change</p> <p><b>Related concepts:</b> system, orienteering, technology</p> <p><b>Learner profile:</b> Open-minded, risk-taker, inquirer</p> <p><b>Approaches to learning (ATL):</b> Thinking skills</p>	<p><b>Central Idea:</b> Media uses different means to influence our thoughts and behaviour.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-different types of media</li> <li>-the ways how to convince and persuade people</li> <li>-how information is essential to people and communities</li> <li>-how to understand advertisements and make choices</li> </ul> <p><b>Key concepts:</b> function, responsibility, perspective</p> <p><b>Related concepts:</b> Media, network, choices</p> <p><b>Learner profile:</b> Thinker, communicator, open-minded</p> <p><b>Approaches to learning (ATL):</b> Thinking, research and communication skills</p>	<p><b>Central Idea:</b> Understanding natural forces enables us to use them for our benefit.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-there are different forces in nature</li> <li>-the laws that explain how natural forces work</li> <li>-how natural forces can be harnessed to do work</li> </ul> <p><b>Key concepts:</b> causation, function, change</p> <p><b>Related concepts:</b> Pattern, force, motion</p> <p><b>Learner profile:</b> Thinker, risk-taker, knowledgeable</p> <p><b>Approaches to learning (ATL):</b> Thinking and self-management skills</p>	<p><b>Central Idea:</b> Human-made systems shape the individual characteristics of a country.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-how are countries set up to make them work</li> <li>-what are the connections and differences between countries and nationalities</li> <li>-how can history influence the development of a country</li> <li>-the traditions of different nationalities</li> </ul> <p><b>Key concepts:</b> form, connection, perspective</p> <p><b>Related concepts:</b> Process, governance, equity</p> <p><b>Learner profile:</b> Principled, thinker, open-minded</p> <p><b>Approaches to learning (ATL):</b> Social and communication skills</p>	<p><b>Central Idea:</b> The ability to adapt to different habitats protects the balance of nature.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-the characteristics and classification of animals</li> <li>-how living beings are connected to one another</li> <li>-the connections between the way of life and the appearance to the adaptations of the animals.</li> <li>-how human activity influences ecological communities and habitats</li> </ul> <p><b>Key concepts:</b> Causation, connection, responsibility</p> <p><b>Related concepts:</b> Interdependence, adaptation, habitat, balance</p> <p><b>Learner profile:</b> Inquirer, thinker, open-minded</p> <p><b>Approaches to learning (ATL):</b> Self-management, research and thinking skills</p>
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Grade 4	<p><b>Central Idea:</b> The human body is a system, which consists of interrelated organs, and organ systems and changes over time.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-what an organ system is</li> <li>-how different organ systems are connected</li> <li>-how the body changes during life</li> </ul> <p><b>Key concepts:</b> connection, form, change</p> <p><b>Related concepts:</b> Interdependence, system, development</p> <p><b>Learner profile:</b> Inquirer, thinker, balanced</p> <p><b>Approaches to learning (ATL):</b> Research, thinking, communication and social skills</p>	<p><b>Central Idea:</b> The Solar System operates according to specific laws.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>- how technology helps us to understand the Solar System, its structure and beginning</li> <li>-different objects in the solar system and their motion</li> <li>-the possibility of life on Earth</li> <li>-the influence of the astral bodies to Earth</li> </ul> <p><b>Key concepts:</b> connection, causation, form</p> <p><b>Related concepts:</b> technology, system, motion</p> <p><b>Learner profile:</b> Knowledgeable, open-minded, inquirer</p> <p><b>Approaches to learning (ATL):</b> Research, thinking and self-management skills</p>	<p><b>Central Idea:</b> We can express ourselves though different types of literature.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-writing is a visible expression of our thinking process</li> <li>-different ways of writing can help us to express ourselves in different ways</li> <li>-different types of literature that can be used when writing a book</li> </ul> <p><b>Key concepts:</b> form, perspective,</p> <p><b>Related concepts:</b> Audience, process, genre</p> <p><b>Learner profile:</b> Open-minded, reflective, risk-taker</p> <p><b>Approaches to learning (ATL):</b> Self-management, communication and thinking skills</p>	<p><b>Central Idea:</b> Earth's structure and the movements in it shape the living environments.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-the structure of Earth</li> <li>-the change and movement inside Earth</li> <li>-how the changes inside the Earth influence people</li> </ul> <p><b>Key concepts:</b> Change, connection, causation</p> <p><b>Related concepts:</b> Habitat, movement, geology</p> <p><b>Learner profile:</b> Inquirer, thinker, communication</p> <p><b>Approaches to learning (ATL):</b> Thinking, research and communication skills</p>	<p><b>Central Idea:</b> We need to consider economic, cultural and environmental diversity while planning a trip and making our choices.</p> <p><b>Inquiry into</b></p> <ul style="list-style-type: none"> <li>-how to plan a trip</li> <li>-how to consider different living environments and cultures while travelling</li> </ul> <p><b>Key concepts:</b> causation, perspective</p> <p><b>Related concepts:</b> culture, resources</p> <p><b>Learner profile:</b> Thinker, knowledgeable, reflective, open-minded</p> <p><b>Approaches to learning (ATL):</b> Self-management, research, social and thinking skills</p>	<p><b>EXHIBITION</b></p> <p><b>Our interests lead to solutions that are useful for the community.</b></p> <p>Lines of inquiry, key and related concepts, learner profile attributes and approaches to learning will be developed based on the unit of inquiry developed by a specific student group.</p>