



Kindergarten & Primary Program of Inquiry (POI) DETAILED 2017-2022 [to be reviewed annually]

Age	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives. 	An inquiry into: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 	An inquiry into: <ul style="list-style-type: none"> 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.
3-4 K1	Central Idea: AWARENESS OF WHO PEOPLE ARE BUILDS IDENTITY- 1		Central Idea: STORY TELLING COMES IN MANY FORMS AND CONVEYS MEANING - 3	Central Idea: THROUGH THE PROCESS OF INVESTIGATING AND EXPLORING PEOPLE COME TO NEW UNDERSTANDINGS - 4		Central Idea: THROUGH EXPLORING AND OBSERVING LIVING THINGS PEOPLE DISCOVER MORE ABOUT THEM -2
	Lines of Inquiry: 1. Abilities, likes and dislikes 2. Similarities and differences between people's physical characteristics 3. Our families and what they are like. (relationships)		Lines of Inquiry: 1. The different ways people tell stories. 2. What stories express. 3. How we can create and tell stories.	Lines of Inquiry: 1. Exploring the properties of materials and tools. 2. The process of investigating 3. What we learn through experimenting and investigating		Lines of Inquiry: 1. Differences between living things and non-living things 2. What it takes to keep living things alive 3. Animals and their habitats.
	Subject Focus: English, Chinese, Math, Music, PSPE, Social studies		Subject Focus: English, Chinese, Math, Music	Subject Focus: English, Chinese, Maths, PSPE, Science		Subject Focus: English, Chinese, Maths, Music, PSPE, Science
	Key Concepts: Form, Function, Reflection		Key Concepts: Perspective, Form, Connection.	Key Concepts: Function, Causation, Change		Key Concepts: Form, Function, Responsibility.
	Related Concepts: identity, relationships, characteristics		Related Concepts: story-telling, interpretation, form	Related Concepts: exploration, materials, tools		Related Concepts: living things, characteristics, discovery
	Learner Profiles: Open-minded, Balanced Reflective		Learner Profiles: Communicator, Principled	Learner Profiles: Inquirer, Thinker		Learner Profiles: Caring, Knowledgeable, Courageous
	Attitudes: Appreciation, Respect, Tolerance		Attitudes: Enthusiasm, Independence, Confidence	Attitudes: Creativity, Cooperation, Commitment		Attitudes: Responsibility, Empathy, Curiosity
	TD Skills: Self-management skills – gross motor, fine motor, healthy lifestyles, informed choices. Social skills- respecting others, cooperating. Communication skills – listening, speaking.		TD Skills: Social skills – accepting responsibility, respecting others, cooperating	TD Skills: Research skills – formulating questions, observing, planning, Thinking skills – acquisition of knowledge, comprehension, Application, Self management skills – gross motor, fine motor		TD Skills: Research skills – formulating questions, observing, planning. Thinking skills – acquisition of knowledge, comprehension, application
4-5 YRS K2	Central Idea: -LEARNING COMMUNITIES COME TOGETHER IN RESPONSE TO PEOPLE'S INNATE DISPOSITION TO LEARN` - 2		Central Idea: PEOPLE USE DESIGN AND CREATIVITY AS A FORM OF EXPRESSION. -3	Central Idea: EXPLORING THE ENVIRONMENT ENABLES US TO SEE CHANGES AND INVESTIGATE HOW THINGS WORK - 4		Central Idea: LIVING THINGS HAVE NEEDS IN ORDER TO GROW AND SURVIVE - 1
	Lines of Inquiry: 1. Evolution of schools 2. Types of schools 3. Learning as a life long process		Lines of Inquiry: 1. Investigating objects and materials 2. Selecting tools and techniques to create 3. The role of design in creating and expressing	Lines of Inquiry: 1. Exploring our environment through our senses. 2. How our environments change 3. How things work in our environment		Lines of Inquiry: 1. How living things grow and change 2. The needs of living things for survival 3. Caring for living things
	Subject Focus: English Maths, Social Studies		Subject Focus: Visual Arts, Maths	Subject Focus: Science, Language-Arts		Subject Focus: Science, Language arts, Social studies.
	Key Concepts: Perspective, Connection, Responsibility		Key Concepts: Function, Change, Form	Key Concepts: Change, Function, Reflection		Key Concepts: Responsibility, Change, Causation
	Related Concepts: identity, belonging		Related Concepts: patterns, investigation, technique, design	Related Concepts: exploration, environment, work		Related Concepts: growth, survival, care
	Learner Profiles: Open-minded, Thinker		Learner Profiles: Courageous, Thinker, Inquirer	Learner Profiles: Balanced, Knowledgeable, Principled		Learner Profiles: Knowledgeable, Inquirer
	Attitudes: Integrity, Independence, Tolerance		Attitudes: Confidence, Creativity, Cooperation	Attitudes: Empathy, Respect, Appreciation		Attitudes: Curiosity, Empathy, Integrity
	TD Skills: Social skills – Respecting others, Cooperating, Adapting a variety of roles, Communication skills – listening, speaking		TD Skills: Self-management skills – gross motor, fine motor, time-management, organization, spatial-awareness	TD Skills: Thinking skills – acquisition of knowledge, comprehension, application		TD Skills: Research skills- observing, collecting data, finding data, organizing, interpreting data. Thinking
5-6	Central Idea: RELATIONSHIPS INVOLVE	Central Idea: PEOPLE UNDERSTAND	Central Idea: CELEBRATIONS	Central Idea: ALL LIVING THINGS GO	Central Idea: THE ORGANIZATION OF	Central Idea: THE LOCAL



YRS PREP	TAKING RESPONSIBILITY AND BEING CARING TO OTHERS - 1	THEIR FAMILY HISTORY THROUGH EXPLORING EVIDENCE OF THE PAST - 6	PROVIDE AN OPPORTUNITY FOR PEOPLE TO EXPRESS SIGNIFICANT EVENTS -2	THROUGH PROCESS OF CHANGE - 5	DAILY LIFE IS INFLUENCED BY CYCLES IN NATURE - 3	ENVIRONMENT IS STRUCTURED AND DEVELOPED TO MEET PEOPLE'S NEEDS - 4
	Lines of Inquiry: 1. How we develop relationships 2. How relationships affect us 3. Responsibilities in relationships	Lines of Inquiry: 1. Exploring personal historical evidence 2. What personal historical evidence tells us about our family's past. 3. How exploring historical evidence helps us understand how things have changed.	Lines of Inquiry: 1. Why people celebrate 2. Origin and significance of celebrations 3. How people celebrate	Lines of Inquiry: 1. Patterns of growth in living things 2. Similarities and differences in life cycles 3. Environment factors that affect life cycles	Lines of Inquiry: 1. Cycles in nature 2. How cycles impact our daily life 3. How we organize ourselves around cycles	Lines of Inquiry: 1. Natural, built, and managed environments in our local area 2. How environments are constructed. 3. How people use and look after the local environment
	Subject Focus: Social studies, language art (English & Chinese), Math, PSPE	Subject Focus: Social studies, Language-arts, Maths, Visual-arts, Music	Subject Focus: Maths, Social studies, Language-arts, PSPE, Visual-arts	Subject Focus: Science, Maths, Language-arts, Music,	Subject Focus: Science, Social studies, Language-arts, Maths, Music, Visual-arts.	Subject Focus: PSPE, Science, Social-studies, Language arts, Maths,
	Key Concepts: Function, Connection, Responsibility	Key Concepts: Form, Connection, Reflection	Key Concepts: Function, Perspective	Key Concepts: Connection, Change, Causation	Key Concepts: Function, Connection, Causation,	Key Concepts: Responsibility, Form, Function
	Related Concepts: relationship, role, caring	Related Concepts: evidence, family-history, past and present	Related Concepts: celebrations, significance	Related Concepts: life-cycle, similarities and differences, factors	Related Concepts: cycles, organization, impact	Related Concepts: environment, construction, purpose.
	Learner Profiles: Caring, Balanced, Principled	Learner Profiles: Open minded, Communicators, Inquirers	Learner Profiles: Open-minded, Knowledgeable, Risk taker	Learner Profiles: Inquirers, Knowledgeable, Reflective	Learner Profiles: Thinkers, Knowledgeable, Inquirers	Learner Profiles: Thinkers, Caring, Principled
	Attitudes: Empathy, Commitment, Integrity TD Skills: Social skills – respecting others, resolving conflict, adopting a variety of group roles. Self-management skills – codes of behavior, informed choices	Attitudes: Curiosity, Confidence TD Skills: Communication skills – speaking, presenting, Research skills – formulating questions, observing, organizing data.	Attitudes: Appreciation, Tolerance TD Skills: Thinking skills, Acquisition of knowledge, dialectical thought. Communication skills – listening, viewing	Attitudes: Enthusiasm, Appreciation TD Skills: Communication skills – reading, writing, Research skills – collecting data, recording data, organizing data, interpreting data.	Attitudes: Curiosity, Independence TD Skills: Thinking skills,- Acquisition of knowledge, Comprehension. Self-management skills – organization, time-management, healthy lifestyle	Attitudes: Respect Cooperation, Creativity TD Skills: Social skills- Accepting responsibility, cooperating, group decision making, Self-management skills – gross motor skills, safety
6-7 YRS Y1	Central Idea: A BALANCED LIFESTYLE REQUIRES PEOPLE TO MAKE CHOICES ABOUT THEIR HEALTH AND WELL-BEING. -2	Central Idea: SPACES ARE DESIGNED AND CREATED FOR A SPECIFIC PURPOSE. -3	Central Idea: EXPLORING MATERIALS ENABLES PEOPLE TO USE THEM TO CREATE	Central Idea: EXPLORING MOVEMENT AND VARIABLES ENABLES PEOPLE TO CREATE AND INVENT. - 5	Central Idea: EFFECTIVE COMMUNITIES INVOLVE DECISION MAKING AND COLLABORATION 1	Central Idea: PLANTS HAVE PROPERTIES AND FUNCTIONS THAT MAKE THEM ESSENTIAL FOR ALL LIFE. - 6
	Lines of Inquiry: 1. What it means to have a balanced lifestyle (PSPE) 2. How well-being contributes to a balanced lifestyle. 3. How the choices we make affects well-being	Lines of Inquiry: 1. The features and design of spaces. 2. How the design of spaces is connected to how people use them 3. Designing and creating spaces	Lines of Inquiry: 1. Exploring different materials 2. How the design of spaces is connected to how people use them. 3. Using materials to create and express our ideas	Lines of Inquiry: 1. Exploring different materials 2. Manipulating and changing materials 3. Using materials to create and express our ideas	Lines of Inquiry: 1. How communities function (school) 2. The role of decision making in communities 3. How we work together in a community	Lines of Inquiry: 1. How plants sustain life on Earth. 2. Caring for and growing plants
	Subject Focus: Social studies, PSPE	Subject Focus: Science	Subject Focus: Social studies, Science	Subject Focus: Art	Subject Focus: Social studies, Language arts	Subject Focus: Science
	Key Concepts: Connection, Causation, Responsibility	Key Concepts: Form, Connection, Change	Key Concepts: Form, Perspective, Change	Key Concepts: Function, Causation, Connection	Key Concepts: Responsibility, Causation, Function	Key Concepts: Reflection, Function, Connection
	Related Concepts: well-being, balanced, choices	Related Concepts: space, design, creating	Related Concepts: materials, manipulation, creativity	Related Concepts: movement, variables, daily life	Related Concepts: community, decision-making, collaboration	Related Concepts: properties, sustainability, care.
	Learner Profiles: Balanced, Reflective	Learner Profiles: Inquirers, Thinkers	Learner Profiles: Communicators, Thinkers	Learner Profiles: Knowledgeable, Thinkers	Learner Profiles: Principled, Caring	Learner Profiles: Balanced, Open-minded
	Attitudes: Commitment, Empathy, Integrity	Attitudes: Creativity, Cooperation, Independence	Attitudes: Creativity, Appreciation	Attitudes: Enthusiasm, Cooperation	Attitudes: Integrity, Empathy	Attitudes: Confidence, Commitment
	TD Skills: Self-management	TD Skills: Thinking skills, Research skills	TD Skills: Communication, Thinking	TD Skills: Research, Thinking	TD Skills: Social, Communication	TD Skills: Social, Self-management
7-8 YRS Y2	Central Idea: WITHIN COMMUNITIES PEOPLE HAVE ROLES AND RESPONSIBILITIES THAT CONTRIBUTE TO THE NEEDS OF THE COMMUNITY	Central Idea: PEOPLE'S LIVES ARE INFLUENCED BY WHERE THEY LIVE	Central Idea: IMAGES ARE CREATED AND DESIGNED TO EXPRESS IDEAS, FEELINGS AND MOODS	Central Idea: UNDERSTANDING THE PROPERTIES OF MATTER ENABLES PEOPLE TO CHANGE THEM FOR SPECIFIC PURPOSES	Central Idea: GOODS AND SERVICES ARE TRADED IN RESPONSE TO PEOPLE'S NEEDS AND WANTS	Central Idea: LIVING THINGS ARE DEPENDENT ON THE HABITAT IN WHICH THEY LIVE
	Lines of Inquiry: 1. What is community 2. Roles and responsibilities within communities 3. How people use communities	Lines of Inquiry: 1. Where places are in the world 2. What makes up a place 3. How a place impacts the way people live their life	Lines of Inquiry: 1. How we interpret images (static, moving) 2. How images are manipulated to express feelings and ideas. 3. How we create and design images	Lines of Inquiry: 1. Observable properties of matter 2. Changing states of matter 3. Why people change states of matter?	Lines of Inquiry: 1. What are needs and wants 2. The role of goods and services and trade 3. What influences consumer decision?	Lines of Inquiry: 1. Features of habitats 2. The connection between living things, their adaptations and habitat 3. Human impact on habitats and living things
	Subject Focus: Social studies	Subject Focus: Social studies	Subject Focus: Art	Subject Focus: Science	Subject Focus: Social studies	Subject Focus: Social studies, Science
	Key Concepts: Connection, Function, Responsibility	Key Concepts: Form, Perspective, Change	Key Concepts: Function, Connection, Perspective	Key Concepts: Form, Change, Function	Key Concepts: Function, Causation, Responsibility	Key Concepts: Causation, Connection, Change



	Related Concepts: community, roles and responsibilities, purpose	Related Concepts: place, daily life, landforms	Related Concepts: images, manipulation, interpretation	Related Concepts: properties, matter, purpose	Related Concepts: needs and wants, goods and services, consumerism	Related Concepts: interdependence, habitats, human impact
	Learner Profiles: Communicators, Thinkers, Principled	Learner Profiles: Open-minded, Caring, Reflective	Learner Profiles: Principled, Communicators, Thinkers	Learner Profiles: Knowledgeable, Inquirers	Learner Profiles: Principled, Communicators, Thinkers	Learner Profiles: Balanced, Caring, Principled
	Attitudes: Cooperation, Commitment, Enthusiasm	Attitudes: Appreciation, Curiosity, Tolerance	Attitudes: Independence, Integrity, Cooperation	Attitudes: Curiosity, Commitment	Attitudes: Independence, Integrity, Cooperation	Attitudes: Empathy Respect, Appreciation
	TD Skills: Self management, Social and Communication	TD Skills: Research, Social, Communication	TD Skills: Research, Thinking, Communication	TD Skills: Research, Thinking, and Communication	TD Skills: Thinking, Social, and Communication	TD Skills: Self-management, Social, and Communication
8-9 YRS Y3	Central Idea: ROLE MODELS HAVE BELIEFS AND VALUES THAT CAN INFLUENCE THEIR ACTIONS AND THAT OF OTHERS - 2	Central Idea: PEOPLE EVALUATE HISTORICAL EVIDENCE TO WRITE THE STORY OF THE PAST - 6	Central Idea: PEOPLE USE LIGHT AND SOUND FOR DRAMATIC EFFECT AND TO EXPRESS CREATIVITY - 3	Central Idea: CREATING STRUCTURES INVOLVES CONSIDERATION OF MATERIALS, DESIGN AND STABILITY - 5	Central Idea: PEOPLE ORGANIZE THEMSELVES IN RESPONSE TO EARTH'S CHANGING PROCESSES -4	Central Idea: PEOPLE EXPERIENCE CONFLICT AND CAN DEVELOP STRATEGIES TO COME TO A RESOLUTION. - 1
	Lines of Inquiry: 1. What makes a role model and how do we choose our role models 2. How role models express their beliefs and values 3. The impact role models have on our actions 4. How we can be good role models	Lines of Inquiry: 1. Different historical evidence 2. What historical evidence tells us about the past (people, places) 3. The role of the historian	Lines of Inquiry: 1. How light and sound work 2. Use of light and sound for dramatic effect 3. How to use dramatic effect to create and express	Lines of Inquiry: 1. The design and materials used in creating structures 2. The importance of stability in structures 3. The connection between structures and the environment 4. Creating and designing structures	Lines of Inquiry: 1. How and why land forms change 2. The impact of Earth's processes on places and people 3. How people respond to Earth's changing processes.	Lines of Inquiry: 1. What causes conflict 2. Strategies to solve conflicts 3. The role of mediation is conflict resolution
	Subject Focus: Language arts & Visual Art	Subject Focus: Social studies, Language arts	Subject Focus: Music, Science, PSPE	Subject Focus: Science, Mathematics	Subject focus: Science	Subject focus: Social studies
	Key Concepts: Connection, Perspective, Reflection	Key Concepts: Change/Function, Reflection, Perspective	Key Concepts: Function, Perspective, Causation	Key Concepts: Function, Connection, Perspective/Form	Key concepts: Responsibility, Causation, Change	Key concepts: Responsibility, Causation, Reflection
	Related Concepts: role models, action, beliefs and values	Related Concepts: fact/opinion, history, evidence	Related Concepts: light and sound, dramatic effect, creativity	Related Concepts: design, material, forces	Related Concepts: processes, impact, causation	Related Concepts: conflict, strategies, resolution
	Learner Profiles: Balanced, Thinker, Principled	Learner Profiles: Reflective, Inquirers	Learner Profiles: Risk-takers (Courageous), Open-minded	Learner Profiles: Knowledgeable, Balanced, Thinkers	Learner Profiles: Communicators, Reflective	Learner Profiles: Thinkers, Caring, Reflective
	Attitudes: Cooperation, Curiosity	Attitudes: Appreciation, Respect	Attitudes: Enthusiasm, Creativity	Attitudes: Independence, Confidence	Attitudes: Commitment, Integrity	Attitudes: Empathy, Tolerance
	TD Skills: Thinking, Self-management, Research	TD Skills: Communication, Research	TD Skills: Communication, Social	TD Skills: Thinking, Research	TD Skills: Research, Social	TD Skills: Social, Thinking, Self-management
9-10 YRS Y4	Central Idea: THE EFFECTIVE INTERACTIONS BETWEEN HUMAN BODY SYSTEMS CONTRIBUTE TO HEALTH AND SURVIVAL - 2	Central Idea: THE PROCESS OF EXPLORATION CAN LEAD TO NEW DISCOVERIES	Central Idea: ART PROVIDES AN INSIGHT INTO THE LABELS AND VALUES OF CULTURES	Central Idea: EXPLORING ENERGY ENABLES PEOPLE TO DEVELOP ALTERNATIVE ENERGY PRACTICES	Central Idea: GOVERNANCE SYSTEMS HAVE DECISION MAKING PROCSSSES THAT HAVE A VARYING IMPACT ON PEOPLE	Central Idea: EARTH HAS LIMITED RESOURCES THAT REQUIRE PEOPLE TO THINK ABOUT HOW THEY ARE USED. - 1
	Lines of Inquiry: 1. Body systems and how they work 2. How body systems are interdependent 3. Impact of lifestyle choices on the body	Lines of Inquiry: 1. Why people explore 2. How people explore 3. What people discover through exploration	Lines of Inquiry: 1. How cultures use art to express their beliefs and values (visual, performing) 2. What we can learn about cultures through their art 3. Traditional art forms in cultures	Lines of Inquiry: 1. Different forms of energy 2. How energy is stored and transferred 3. Alternative energy practices	Lines of Inquiry: 1. What are governance systems 2. Decision making processes in governance 3. How decision making impacts those within the governance	Lines of Inquiry: 1. Earth's renewable and non-renewable resources 2. How people use Earth's resources 3. The impact of people's use on Earth's resources
	Subject Focus: Social studies, PSPE, Science	Subject Focus: Language arts, Social studies, Arts	Subject Focus: Visual-art, Drama, Music Arts	Subject Focus: Music, Drama, Science, Social studies, Arts, Mathematics	Subject Focus: PSPE, Language arts	Subject Focus: Science, Mathematics
	Key Concepts: Responsibility, Function, Connection	Key Concepts: Reflection, Perspective, Causation	Key Concepts: Connection, Perspective, Reflection	Key Concepts: Form, Function, Change	Key Concepts: Form, Function, Connection	Key Concepts: Causation, Connection, Responsibility
	Related Concepts: systems, interdependence, health	Related Concepts: exploration, discovery, process	Related Concepts: beliefs and values, expression, tradition	Related Concepts: energy, transformation, sustainability	Related Concepts: governance, decision-making, impact, systems	Related Concepts: Renewable and non-renewable, sustainability
	Learner Profiles: Inquirers, Balanced, Reflective	Learner Profiles: Open Minded, Reflective	Learner Profiles: Risk Takers, Communicators	Learner Profiles: Inquirers, Knowledgeable	Learner Profiles: Balanced, Reflective	Learner Profiles: Thinkers, Knowledgeable
	Attitudes: Tolerance	Attitudes: Appreciation, Commitment	Attitudes: Creativity, Confidence	Attitudes: Integrity, Enthusiasm	Attitudes: Cooperation, Independence	Attitudes: Curiosity, Empathy
	TD Skills: Social, Self-management	TD Skills: Communication, Research	TD Skills: Self-management, Communication	TD Skills: Thinking, Research	TD Skills: Thinking, Social	TD Skills: Research, Self-management
10-11 YRS	Central Idea: EXPLORING PEOPLE'S BELIEFS AND VALUES PROVIDES	Central Idea: MIGRATION CAN LEAD TO SETTLEMENT THAT IMPACTS THE	Central Idea: ARTISTS USE THEIR CREATIVITY AND EXPRESS	Central Idea: THROUGH EXPLORING FORCES PEOPLE CAN INVENT AND	Central Idea: PRODUCTS GO THROUGH A PROCESS OF CHANGE WITH VARYING	Central Idea: THE RELATIONSHIPS AND SURVIVAL OF LIVING THINGS



Y5	INSIGHT INTO THEIR CULTURE AND PROMOTES AN UNDERSTANDING OF DIVERSITY - 2	DEVELOPMENT OF A PLACE - 4	THEMSELVES THROUGH VARYING ART FORMS - 1	CREATE – 3 [potential exhibition unit] TECHNOLOGICAL INVENTIONS AND PRODUCTION HAVE AN IMPACT ON THE WORLD [actual exhibition]	IMPACT ON THE ENVIRONMENT – 5 [potential exhibition unit] TECHNOLOGICAL INVENTIONS AND PRODUCTION HAVE AN IMPACT ON THE WORLD [actual exhibition]	IS DEPENDENT ON THE BALANCE WITHIN ECOSYSTEMS - 6
	Lines of Inquiry: 1. How our beliefs and values are connected to our culture. 2. How our beliefs and values impact the way we act 3. How learning about culture promotes diversity	Lines of Inquiry: 1. Why people migrate 2. The connection between migration and settlement 3. How settlement impacts the development of a place	Lines of Inquiry: 1. Different forms of art 2. How artists express themselves through different art forms 3. How we create art to express ourselves	Lines of Inquiry: 1. What forces are/Scientific understandings that lead to inventions. 2. What variables impact the force of objects/The impact of technology on the environment. 3. Application of forces in our daily lives	Lines of Inquiry: 1. The process and system of production and the origins/the process of production. 2. The impact of the process of production. / The impact of production on the environment. 3. How people discard products and the impact of this/ The impact of production on human society.	Lines of Inquiry: 1. The relationships of living things within ecosystems (including energy flow) 2. What causes an imbalance in ecosystems 3. The importance of balance and preserving ecosystems
	Subject Focus: Social studies, Language - arts, mathematics,	Subject Focus: Social studies, Science, Mathematics	Subject Focus: Visual-art, Music, Drama, Language arts, PSPE	Subject Focus: Science, Mathematics	Subject Focus: Social studies	Subject Focus: Social studies, Language arts
	Key Concepts: Causation, Perspective, Reflection.	Key Concepts: Causation, Change, Connection	Key Concepts: Perspective, Form, Reflection	Key concepts: Function, Causation Responsibility	Key concepts: Function, Perspective, Responsibility	Key Concepts: Connection, Function, Causation
	Related Concepts: beliefs and values, culture, diversity.	Related Concepts: adaptation, sequences, migration, settlement, history, development	Related Concepts: opinion, subjectivity, impact, expression, symbolism, inspiration, forms, reflection	Related Concepts: role, pattern, invention, technology, exploration	Related Concepts: process, production, environmental impact	Related Concepts: eco-systems, interdependence, balance
	Learner Profiles: Open minded, Reflective, Communicators.	Learner Profiles: Principled, Caring	Learner Profiles: Open-minded, Courageous, Communicators	Learner Profiles: Inquirers, Thinkers, Courageous	Learner Profiles: Knowledgeable, Reflective	Learner Profiles: Balanced, Knowledgeable
	Attitudes: Tolerance and respect.	Attitudes: Empathy, Interdependence	Attitudes: Appreciation, Creativity	Attitudes: Enthusiasm, Curiosity	Attitudes: Commitment, Cooperation	Attitudes: Integrity, Confidence
	TD Skills: Thinking, Communication, Social	TD Skills: Thinking, Social	TD Skills: Communication, Research	TD Skills: Research, Thinking, Communication	TD Skills: Social, Self-management, Communication	TD Skills: Research, Thinking
Age	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet