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

<table>
<thead>
<tr>
<th>EY1</th>
<th>EY2/EY3</th>
<th>Grade 1</th>
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<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day we learn about who we are and what we can do.</td>
<td>The different parts of our body have important functions and work together</td>
<td>Increasing our awareness of our interests and abilities enables us to develop our self-identity.</td>
<td>Balance in our lives promotes health and well-being</td>
<td>Role models can reflect the characteristics that societies and individuals value.</td>
<td>The interconnectedness of body systems contribute to an organism’s health and survival</td>
<td>We are shaped by our inherited traits and our personal environment.</td>
</tr>
</tbody>
</table>

**Central Idea**
- Every day we learn about who we are and what we can do.
- The different parts of our body have important functions and work together.
- 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.

**An inquiry into:**
- taking care of ourselves and our environment
- What I can do
- Myself as part of a group
- our five senses
- parts of the body
- how our body helps us
- how we can help our body
- our personal interests
- our abilities and what we can do
- our interactions with others
- what it means to be healthy and balanced
- the effects of our choices on our health
- how we can maintain health & well-being
- characteristics of role models
- the influence of role models on our beliefs and values
- how choices and actions affect others
- body systems and how they work
- the interdependence of body systems
- how human body systems compare with other organisms
- inherited traits and how they influence who we are
- the connection between our acquired traits and the environment
- physical, social and emotional changes we experience as we get older
- growing awareness of our shared human experiences

**Key Concepts:**
- form, responsibility
- Function, responsibility, perspective
- function, responsibility, perspective
- function, causation, responsibility
- function, responsibility
- function, form, connection
- change, causation

**Related Concepts:**
- development, growth, independence
- Interdependence, biology, health
- roles, interaction, community
- sense of self
- wellbeing, nutrition, choices
- values, beliefs, decisions
- systems, interdependence, health
- character, diversity, development

**Learner Profile Attributes:**
- risk-taker, caring, open-minded
- knowledgeable, caring, balanced
- communicators, balanced, principled
- caring, balanced, reflective
- communicators, reflective
- balanced and inquirer
- reflective, communicator

**Approaches to Learning Skills:**
- Communication, Social Skills, Self Management
- Research and 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.

<table>
<thead>
<tr>
<th>EY1</th>
<th>EY 2/3</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Central Idea</strong></td>
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<tr>
<td>EYP 1 completes four units of inquiry per year.</td>
<td>EYP 2/3 completes four units of inquiry per year.</td>
<td>The geography of a place influences how people live their lives</td>
<td>Learning about the past helps us to understand the present and the future</td>
<td>Past civilizations shape present day systems and technologies.</td>
<td>Exploration leads to discoveries, technological advances and develops new understandings.</td>
<td>Human migration is a response to challenges, risks and opportunities.</td>
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<tr>
<td><strong>An inquiry into:</strong></td>
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<tr>
<td>● geography of places</td>
<td>● ways to find out about the past and present</td>
<td>● life in different times and places</td>
<td>● reasons for exploration</td>
<td>● reasons people migrate</td>
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<tr>
<td>● how geography shapes the way we live our lives</td>
<td>● how exploring our past helps us plan for the present and prepare for the future</td>
<td>● contributions of past civilizations to our civilization today</td>
<td>● evolution of technology and its impact on exploration over time</td>
<td>● challenges for immigrants and their new communities</td>
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<tr>
<td></td>
<td>● people, places and technology then and now</td>
<td>● artefacts can give us information about the past</td>
<td>● consequences of exploration</td>
<td>● contributions of immigrants</td>
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<td></td>
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<td>● connections between inventions and theories from the past and present</td>
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<tr>
<td><strong>Key Concepts:</strong></td>
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<tr>
<td>causation, change, form</td>
<td>change, perspective, connection</td>
<td>change, perspective, connection</td>
<td>causation, change, form</td>
<td>causation, change, connection, function</td>
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<tr>
<td><strong>Related Concepts:</strong></td>
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<tr>
<td>chronology, geography, progress</td>
<td>history, artefacts, interdependence</td>
<td>civilisations, innovation, history, chronology</td>
<td>discovery, technology, navigation, impact</td>
<td>migration, geography, settlement, conflict, borders</td>
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<td><strong>Learner Profile Attributes:</strong></td>
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<td>knowledgeable, inquirer</td>
<td>inquirer, caring, knowledgeable</td>
<td>thinker, inquirer, knowledgeable</td>
<td>inquirers, thinkers, reflective</td>
<td>open-minded, reflective</td>
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<tr>
<td><strong>Approaches to Learning Skills:</strong></td>
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<tr>
<td>research, self-management, social</td>
<td>research, thinking, communication</td>
<td>research, thinking, communication</td>
<td>research, self-management; communication</td>
<td>communication, research</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>EY1</th>
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**SHARED CENTRAL IDEA ACROSS WHOLE LOWER SCHOOL**

*Exploring and sharing our diversity connects us as global citizens*

**An inquiry into:**

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.

<table>
<thead>
<tr>
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<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientists investigate and discover how things work</td>
<td>The design of structures involves design, stability and purpose.</td>
<td>Materials can be changed and manipulated.</td>
<td>Natural cycles and patterns help us make predictions and informed decisions</td>
<td>Earth's structure changes over time</td>
<td>Understanding the physical laws of forces and motion helps us to use them in different ways.</td>
<td>Scientific and technological advances have enhanced our understanding of the Earth and its place in the universe</td>
</tr>
</tbody>
</table>

**An inquiry into:**

- thinking like a scientist
- using our senses to observe, explore and investigate
- investigating our own questions and reflecting on what we have learned

- the purpose of structures
- what makes a stable structure
- designing and creating a stable structure for a purpose

- the structures and properties of materials
- how materials can be changed (changes of matter)
- how we use our understanding of materials to solve problems and/or create

- identifying and analysing cycles
- the impact of natural cycles (the cause and effect relationship between events)
- how observing patterns can help us make predictions

- how the earth's geology changes over time
- the causes and effects of changes to the earth
- the impact of the earth's changes on people and the environment
- how technology helps us to predict changes and act

- how different types of forces affect motion
- how humans use forces to make life easier
- using our understanding of forces to create

- Earth and its place in the universe
- technology which aids the study of our universe
- consequences/impact of technological and scientific advances (in other areas of life)

**Key Concepts:**

- function, causation
- connection, function, form
- form, causation, change
- form, function, connection
- change, causation, function

**Related Concepts:**

- investigations, properties
- design, forces, material, role, systems, sequence
- systems, pattern, geology, tectonic movement, extreme weather
- simple machines, forms of energy, forces, structures
- systems, evolution, needs, sustainability

**Learner Profile Attributes:**

- inquirer, balanced
- open-minded, inquirer
- inquirer, thinkers knowledgeable, thinker
- inquirers, knowledgeable, thinker
- inquirer, knowledgeable
- risk-taker, principled, open-minded
- knowledgeable, communicator

**Approaches to Learning Skills:**

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

<table>
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<tbody>
<tr>
<td>CENTRAL IDEA</td>
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<tr>
<td><strong>EYP 1</strong> completes four units of inquiry per year.</td>
<td><strong>EYP 3</strong> completes four units of inquiry per year.</td>
<td>Products go through a process before they are used</td>
<td>People are connected through communities</td>
<td>We depend on goods and services to meet our needs and wants.</td>
<td>To meet human needs, societies have determined children’s rights and responsibilities.</td>
<td>Governments facilitate the functioning of society</td>
</tr>
</tbody>
</table>

An inquiry into:

- origins of different products we eat
- the production of food and how food changes
- the systems we use to get products to consumers
- features of a community
- the interconnectedness of people in a community
- group decision making in communities
- how consumers and producers depend on each other
- the process of creating and providing a product or service
- the role that people play in goods and services
- the relationship between rights and responsibilities
- the role and importance of children’s rights
- ways nations and international organisations aim to protect children’s rights
- different forms of governing systems
- how governments facilitate the functioning of society
- citizenship
- how citizens can monitor and influence the actions of their government

Key Concepts:

- change function, responsibility
- form, function, connection
- form, function, connection
- responsibility, connection
- form, function

Related Concepts:

- process, product, origin
- structure, purpose, belonging, networks
- cooperation, systems, market, goods, services, employment
- authority, justice, rights, protection
- governance, systems, citizenship, rights

Learner Profile Attributes:

- inquirer, thinker
- knowledgeable, caring
- thinker, communicator, principled
- reflective, open-minded
- knowledgeable, principled

Approaches to Learning Skills:

- 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.

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<td>Central Idea</td>
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<tr>
<td>Exploring the natural environment leads to new discoveries and understandings about the world around us</td>
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<tr>
<td>Minibeasts play an essential role in our world</td>
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<tr>
<td>Our daily choices impact the health of our environment</td>
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<tr>
<td>The distribution of water around the world impacts communities</td>
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<tr>
<td>Biodiversity relies on maintaining the interdependent balance of organisms within systems.</td>
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<tr>
<td>Choices we make about how we consume energy impact Earth’s resources</td>
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<tr>
<td>Unequal access to a clean, healthy environment may lead to conflict and climate change</td>
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</tbody>
</table>

An inquiry into:

- our natural environment
- what we discover through exploring
- connections between our inside, outside and beyond environments
- identifying minibeasts and where they live
- life cycles of minibeasts
- connections between minibeasts and other living things
- effects of waste on our local and global community
- transforming waste
- actions to reduce waste
- physical geography and distribution of water on Earth
- how water behaves
- the uses of water around the world
- our responsibility as global citizens to achieve fair water distribution
- ways in which organisms are interdependent within an ecosystem
- Connections between living (biotic) communities and non-living (abiotic) factors
- the consequences of imbalance within ecosystems
- actions that can conserve, protect & restore the balance of ecosystems
- renewable & non-renewable energy
- human activities can positively and negatively affect our planet
- sustainable energy practices
- the causes of climate change
- effects of economic inequality on the environment
- the impact of climate change on different communities and individuals
- our responsibility as global citizens to help work towards solutions

Key Concepts:

- change, connection, form
- form, perspective, function
- causation, responsibility, perspective
- change, form, causation
- responsibility, connection, function
- form, function, responsibility
- causation, responsibility connection

Related Concepts:

- nature, discovery, exploration, seasons
- balance, survival, interactions
- habitats, impact, interdependence
- resources, impact
- biodiversity, systems, adaptations
- resources, sustainability, technology
- rights, equity, justice, conflict, rights, agency

Learner Profile Attributes:

- thinker, caring, principled
- inquirers, knowledgeable, caring
- inquirers, knowledgeable, principled
- inquirers, knowledgeable, thinker
- principled, inquirer
- knowledgeable, reflective, thinkers
- caring, principled,

Approaches to Learning Skills:

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