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>Central Idea</td>
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</tr>
<tr>
<td>Every day we learn about who we are and what we can do.</td>
<td>My family is unique and contributes to who I am.</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>

An inquiry into:

- taking care of ourselves and our environment
- What I can do
- Myself as part of a group
- Family similarities, roles and responsibilities
- Unique characteristics of families
- What we learn from our families
- 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 | form, responsibility | function, responsibility, perspective | Form, causation, responsibility | function, responsibility, | function, form, connection | change, causation |

Related Concepts:

| development, growth, independence, culture | relationships, belonging, sense of self | roles, interaction, community | wellbeing, nutrition, choices | values, beliefs, decisions | systems, interdependence, health | character, diversity, development, |}

Learner Profile Attributes:

| risk-taker, caring, open minded | balanced, caring, reflective, principled | communicators, balanced, reflective | communicators, reflective | balanced and inquirer | reflective, communicator | |

Approaches to Learning Skills:

| 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.

<table>
<thead>
<tr>
<th>EY1</th>
<th>EY 2/3</th>
<th>Grade 1</th>
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<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>An inquiry into:</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>
<td></td>
<td>● connections between inventions and theories from the past and present</td>
<td></td>
<td>● effects of migration on communities, culture and individuals over time</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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<tr>
<td><strong>Learner Profile Attributes:</strong></td>
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<tr>
<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>
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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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</tr>
</thead>
<tbody>
<tr>
<td><strong>Central Idea</strong></td>
<td><strong>EYP 2/3 completes four units of inquiry per year.</strong></td>
<td>Materials can be changed</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
- materials have many properties
- how materials can be changed
- how we use our understanding of materials
- 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
- form, function, connection
- connection, function, form
- form, causation, change
- form, function, connection
- change, causation, function

**Related Concepts:**
- investigations, properties
- 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
- inquirer, thinkers
- knowledgeable, thinker
- inquirers, knowledgeable, thinker
- inquirer, knowledgeable
- risk-taker, principled, open-minded
- knowledgeable, communicator

**Approaches to Learning Skills:**
- 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.

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<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>We use transportation to go from one place to another</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:

- types of transportation
- * transportation in our community
- * how transportation works
- 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:**

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

**Related Concepts:**

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

**Learner Profile Attributes:**

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

**Approaches to Learning Skills:**

- 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.

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<tr>
<td>Exploring the natural environment leads to new discoveries and understandings about the world around us</td>
<td>We share the planet with many different animals.</td>
<td>Our daily choices impact the health of our environment</td>
<td>The distribution of water around the world impacts communities</td>
<td>Biodiversity relies on maintaining the interdependent balance of organisms within systems.</td>
<td>Choices we make about how we consume energy impact Earth’s resources</td>
<td>Unequal access to a clean, healthy environment may lead to conflict and climate change</td>
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<tr>
<td>An inquiry into:</td>
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<tr>
<td>● our natural environment</td>
<td>● what we discover through exploring connections between our inside, outside and beyond environments</td>
<td>● characteristics of animals</td>
<td>● what animals need</td>
<td>● similarities and differences between animals</td>
<td>● effects of waste on our local and global community</td>
<td>● transforming waste</td>
</tr>
<tr>
<td>Key Concepts:</td>
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<td></td>
<td></td>
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<td>change, connection, form</td>
<td>form, function, connection</td>
<td>causation, responsibility, perspective</td>
<td>change, form, causation</td>
<td>responsibility, connection, function</td>
<td>form, function, responsibility</td>
<td>causation, responsibility connection</td>
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<td>Related Concepts:</td>
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</tr>
<tr>
<td>nature, discovery, exploration, seasons</td>
<td>needs, relationship</td>
<td>habitats, impact, interdependence</td>
<td>resources, impact</td>
<td>biodiversity, systems, adaptations</td>
<td>resources, sustainability, technology</td>
<td>rights, equity, justice, conflict, rights, agency</td>
</tr>
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<td>Learner Profile Attributes:</td>
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<tr>
<td>thinker, caring, principled</td>
<td>inquirers, knowledgeable, caring</td>
<td>inquirers, knowledgeable, principled</td>
<td>inquirers, knowledgeable, thinker</td>
<td>principled, inquirer</td>
<td>knowledgeable, reflective, thinkers</td>
<td>caring, principled,</td>
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<td>Approaches to Learning Skills:</td>
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<td>communication, thinking</td>
<td>research, communication</td>
<td>thinking, research</td>
<td>social, research, self-management</td>
<td>communication; self-management</td>
<td>thinking, research</td>
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