

\* Please be advised that individual teachers may opt to change the order of the Units to suit their part

\*In Group 6-8, one of the Units of Inquiry will be replaced by the Exhibition.

<b>Group</b>	<b>Who we are</b>	<b>Where we are in place and time</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>H o</b>
	An inquiry into the nature of 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 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 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 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.	A i n h u m a n c o m m u n i t y o r d e r a c t i v i t y
<b>Group 0/1/ 2</b>	<p><b>Central Idea</b> People’s relationships with each other can have an impact on well-being.</p> <p><b>Key Concepts</b> responsibility, function, connection</p> <p><b>Related Concepts</b> Similarities and differences, belonging, roles</p> <p><b>Lines of Inquiry</b> How we develop relationships  How relationships affect us</p>	<p><b>Central Idea</b> Learning is a gradual process that can be documented over time.</p> <p><b>Key Concepts</b> form, connection, perspective</p> <p><b>Related Concepts</b> metacognition, needs, ownership,</p> <p><b>Lines of Inquiry</b> How we learn  How we document our learning</p>	<p><b>Central Idea</b> Poetry expresses ideas and connects people.</p> <p><b>Key Concepts</b> connection, function, perspective</p> <p><b>Related Concepts</b> expression, meaning, creativity</p> <p><b>Lines of Inquiry</b> Rhyme and rhythm as parts of language  Songs and rhymes as a form of personal expression</p>	<p><b>Central Idea</b> The Earth’s natural cycles influence the activity of living things.</p> <p><b>Key Concepts</b> causation, change, connection</p> <p><b>Related Concepts</b> cycles, interaction, pattern</p> <p><b>Lines of Inquiry</b> Natural cycles (e.g. night and day, weather patterns, seasons)  The actions people take in response to earth’s natural</p>	C e n t r a l I d e a  K e y C o n c e p t s  R e l a t e d C o n c e p t s  L i n e s o f I n q u i r y

<p><b>Group 3</b></p>	<p>The choices people make affect their health and well-being.</p> <p><b>Key concepts:</b> causation, responsibility, reflection</p> <p><b>Related concepts:</b> choice, influence, balance</p> <p><b>Lines of inquiry:</b> What it means to have a balanced lifestyle</p> <p>How the choices we make affect our health</p> <p>Different, sources of information that help us make choices</p>	<p>Learning about previous generations helps us understand the relationship between the past and present.</p> <p><b>Key concepts:</b> causation, change, connection</p> <p><b>Related concepts:</b> time, continuity, heritage</p> <p><b>Lines of Inquiry</b> Ways to find out about the past</p> <p>How aspects of the past influence us today</p> <p>Why some behaviours and practices have changed or remained the same over time</p>	<p>Images communicate ideas and information.</p> <p><b>Key concepts:</b> form, connection, perspective</p> <p><b>Related concepts:</b> creativity, communication, imagery</p> <p><b>Lines of inquiry</b> The use of static and moving images in different media</p> <p>How design elements of images support communication</p> <p>How we interpret and respond to images</p>	<p>People apply their understanding of forces and energy to invent and create.</p> <p><b>Key concepts:</b> form, function, causation</p> <p><b>Related concepts:</b> ingenuity, technology, energy, forces</p> <p><b>Lines of inquiry:</b> Inventions that impact people’s lives</p> <p>How circumstances lead to the creation of important inventions.</p> <p>How understanding forces and energy helps inventors</p>	<p>Al ha re w gc</p> <p><b>Ki</b> ca</p> <p><b>Re</b> cc fr in</p> <p><b>Li</b> Th gr</p> <p>Hi w cc</p> <p>O in</p>
<p><b>Group 4-5</b></p>	<p><b>Central Idea</b> The different ways in how we think and learn can help us develop our potential.</p> <p><b>Key Concepts</b> form, function, change</p>	<p><b>Central Idea</b> Exploration leads to discoveries, opportunities, and new understanding.</p> <p><b>Key Concepts</b> function, perspective,</p>	<p><b>Central Idea</b> Creating and responding to art develops understanding of ourselves and the world around us.</p> <p><b>Key Concepts</b></p>	<p><b>Central Idea</b> Organisms adjust to variations in the natural world</p> <p><b>Key Concepts</b> form, connection, change</p>	<p><b>Ce</b> Te cc ex re</p> <p><b>Ki</b></p>

	<p>can help us learn effectively</p> <p>Understanding the brain</p>	<p>How explorations have taken place over time</p> <p>The consequences of exploration</p>	<p>of societal values and issues</p> <p>The contexts in which art was created</p> <p>How learning about art develops appreciation</p>	<p>How weather and climate are connected</p> <p>The impact of the environment on organisms</p>	<p>pe</p> <p>ot</p> <p>Si</p> <p>be</p> <p>Th</p> <p>or</p>
<b>Group 6-8</b>	<p><b>Central Idea</b> The effective interactions among body systems contribute to healthy living</p> <p><b>Key Concepts</b> connection, perspective, responsibility</p> <p><b>Related Concepts</b> Body control, growth, strength, endurance, biology, ownership</p> <p><b>Lines of Inquiry</b> Body systems and their functions</p> <p>How body systems are interconnected</p> <p>Making informed choices to keep our bodies healthy</p>	<p><b>Central Idea</b> Our view of history shapes the way in which we view the present.</p> <p><b>Key Concepts</b> connection, causation, reflection</p> <p><b>Related Concepts</b> Information, evaluation, reliability, relevance, sources</p> <p><b>Lines of Inquiry</b> Historical perceptions</p> <p>Significant historical events which have impacted the present</p> <p>Examining history to find an answer to present day problems</p>	<p><b>Central Idea</b> An appreciation of our environment inspires us to express ourselves in different ways</p> <p><b>Key Concepts</b> causation, perspective, function</p> <p><b>Related Concepts</b> expression, imagination, inspiration</p> <p><b>Lines of Inquiry</b> Our environment provides inspiration for self-expression</p> <p>Our creative expression can convey important messages</p> <p>The different interpretations of our environment leading to expression</p>	<p><b>Central Idea</b> Experiments can lead to innovation and discovery</p> <p><b>Key Concepts</b> form, perspective, reflection</p> <p><b>Related Concepts</b> force, discovery, innovation</p> <p><b>Lines of Inquiry</b> Laws of electricity and magnetism</p> <p>Properties of light and sound</p> <p>Scientific method</p> <p>Scientific discoveries</p>	<p>C</p> <p>A</p> <p>w</p> <p>tc</p> <p>of</p> <p>K</p> <p>fu</p> <p>cc</p> <p>R</p> <p>sy</p> <p>gc</p> <p>Li</p> <p>H</p> <p>ti</p> <p>Th</p> <p>Sy</p>