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	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 the nature of the self;	An inquiry into orientation in	An inquiry into the ways in	An inquiry into the natural world	An inquiry into the	An inquiry into rights and
	beliefs and values; personal,	place and time; personal	which we discover and express	and its laws; the interaction	interconnectedness of human-	responsibilities in the struggle to
	physical, mental, social and spiritual	histories; homes and journeys;	ideas, feelings, nature, culture,	between the natural world	made systems and communities;	share finite resources with other
	health; human relationships	the discoveries, explorations	beliefs and values; the ways in	(physical and biological) and	the structure and function of	people and with other living
	including families, friends,	and migrations of humankind;	which we reflect on, extend and	human societies; how humans	organizations; societal decision-	things; communities and the
	communities, and cultures; rights	the relationships between and	enjoy our creativity; our	use their understanding of	making; economic activities and	relationships within and
	and responsibilities; what it means	the interconnectedness of	appreciation of the aesthetic	scientific principles; the impact	their impact on humankind and	between them; access to equal
	to be human.	individuals and civilizations,		of scientific and technological	the environment.	opportunities; peace and
		from local and global		advances on society and on the		conflict resolution
		perspectives.		environment.		
	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea
	People explore and learn through		Creativity can be celebrated in		Communities reflect the needs	The natural world is a series of
	play		diverse ways		and interests of people	interconnected systems
	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts
<u>_</u>	Different forms of play (form)		Expression of thoughts and		Different types of communities	Belonging to our land
ğ	Playing together (function)		ideas (form)		(function)	(connection)
5	Learning through play (connection)		Sharing messages through our		People in a community	Caring for our natural
preschool			creativity (connection)		(connection)	environment (perspective)
ď			Acknowledging different forms		Actions that impact a	Impacts on our environment
			of expression (perspective)		community (responsibility)	(responsibility)
	Learner profile	Learner profile	Learner profile	Learner profile	Learner profile	Learner profile
	Balanced, open-minded, caring		Risk-taker, communicator, open-		Principled, open minded,	Caring, knowledgeable,
			minded		balanced	reflective
	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes
	Respect, tolerance, cooperation		Curiosity, cooperation, creativity		Integrity respect appreciation	Commitment, empathy,
						integrity
	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning
	Self-management, social skills		communication skills -		communication skills	Self-management, research,
			interpreting			thinking skills
	EYLF	EYLF	EYLF	EYLF	EYLF	EYLF
	Children have a strong sense of		Children have a strong sense of		Children are connected and	Children are connected with and
	identity		wellbeing		contribute to their world	contribute to our world
	Children have a strong sense of		Children are effective			
	wellbeing		communicators		_	
						,

Red Hill chooses to expose preschool students to four units of inquiry in a calendar year, as directed by the International Baccalaureate.

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	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 the nature of the self;	An inquiry into orientation in	An inquiry into the ways in	An inquiry into the natural world	An inquiry into the	An inquiry into rights and
	beliefs and values; personal,	place and time; personal	which we discover and express	and its laws; the interaction	interconnectedness of human-	responsibilities in the struggle to
	physical, mental, social and spiritual	histories; homes and journeys;	ideas, feelings, nature, culture,	between the natural world	made systems and communities;	share finite resources with other
	health; human relationships	the discoveries, explorations	beliefs and values; the ways in	(physical and biological) and	the structure and function of	people and with other living
	including families, friends,	and migrations of humankind;	which we reflect on, extend and	human societies; how humans	organizations; societal decision-	things; communities and the
	communities, and cultures; rights	the relationships between and	enjoy our creativity; our	use their understanding of	making; economic activities and	relationships within and
	and responsibilities; what it means	the interconnectedness of	appreciation of the aesthetic	scientific principles; the impact	their impact on humankind and	between them; access to equal
	to be human.	individuals and civilizations,		of scientific and technological	the environment.	opportunities; peace and
		from local and global		advances on society and on the		conflict resolution
		perspectives.		environment.		
	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea
	Everyone has their own identity		Thoughts and feelings can be	Changes in our natural world	Play is a way we connect and	
			communicated in different ways	have an impact	learn	
	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts
	What makes me, me (form)		Different types of feelings	The impact of seasons on living	Ways to play (form)	
	What makes me similar to other		(perspective)	things (animals, plants and	How play helps us to learn and	
- La	people (connection)		The connection between	humans) (form, change)	build our knowledge (function)	
Ĕ	Exploring and understanding		thoughts, feelings and actions	How seasons are linked to	How play helps us connect with	
ga	differences (perspective)		(connection)	weather events (connection)	others (connection)	
e			How feelings are communicated	The impact of changes on the		
Kindergarten			and interpreted (perspective)	natural world (causation)		
I ≅	Learner profile	Learner profile	Learner profile	Learner profile	Learner profile	Learner profile
	Communicators, open-minded		Communicator, reflective, open-	Inquirer, knowledgeable	Risk-takers, principled,	
			minded		communicator	
	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes
	Respect, tolerance			curiosity	Confidence, respect,	
					cooperation	
	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning
	Social skills – interpersonal		social, communication skills	Thinking – critical thinking, find	Communication – exchanging	
	relationships, listening closely to			unique characteristics, observe	information	
	others, respectful to others, social			carefully	social skills – interpersonal	
	emotional intelligence, be self and			research skills – gathering and	relationships, sharing and taking	
	socially aware			recording, synthesising and	turns	
				communicating	Self-management –	
					perseverance, resilience, body	
					mind connections	
	AC subjects English, HASS, French	AC subjects	AC subjects	AC subjects	AC subjects	AC subjects
	_		English, the arts, mathematics,	English, science, French, music	English, maths, health and PE,	
			science, Health and PE		the arts	
				-		

Red Hill chooses to expose Kindergarten students to four units of inquiry in a calendar year, as directed by the International Baccalaureate.

	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 the nature of the self;	An inquiry into orientation in	An inquiry into the ways in	An inquiry into the natural world	An inquiry into the	An inquiry into rights and
	beliefs and values; personal,	place and time; personal	which we discover and express	and its laws; the interaction	interconnectedness of human-	responsibilities in the struggle to
	physical, mental, social and spiritual	histories; homes and journeys;	ideas, feelings, nature, culture,	between the natural world	made systems and communities;	share finite resources with other
	health; human relationships	the discoveries, explorations	beliefs and values; the ways in	(physical and biological) and	the structure and function of	people and with other living
	including families, friends,	and migrations of humankind;	which we reflect on, extend and	human societies; how humans	organizations; societal decision-	things; communities and the
	communities, and cultures; rights	the relationships between and	enjoy our creativity; our	use their understanding of	making; economic activities and	relationships within and
	and responsibilities; what it means	the interconnectedness of	appreciation of the aesthetic	scientific principles; the impact	their impact on humankind and	between them; access to equal
	to be human.	individuals and civilizations,		of scientific and technological	the environment.	opportunities; peace and
		from local and global		advances on society and on the		conflict resolution
		perspectives.		environment.		
	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea
	Human identity develops through an	The past helps us to understand	Creativity allows us to	Cycles are predictable patterns	Understanding human rights can	Humans change the existence of
	appreciation of ourselves and others	the present	appreciate our world	of change	help us make responsible	living things
					choices	
	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts
	What makes us human (connection)	What the past and present is	Ways that we can be creative	The cycles and patterns that	The rights of the child (function)	Living things and what they
	How culture influences identity	(form)	(form)	exist (form)	The importance of human rights	need to survive (form)
\vdash	(perspective)	How life has changed over time	How creative thinking	How living things use cycles	(responsibility)	How humans have affected the
ar		(change)	transforms problems (change)	(function)	How children's right are	existence of living things
Year		How the past has influenced the	How creativity can be	The relationship between cycles	executed around the world	(causation)
		present (causation)	interpreted in different ways	(connection)	(perspective)	How a change in human behaviour can positively impact
			(perspective)			living things (responsibility)
	Learner profile	Learner profile	Learner profile	Learner profile	Learner profile	Learner profile
	Communicator, open minded	Reflective, knowledgeable	Risk-taker, inquirers	balanced, inquirer	Principled, reflective	Caring, principled
	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes
	Respect, tolerance	Appreciation, creativity,	Confidence, creativity, reflective	Curiosity, independence	Integrity, respect	Empathy, respect
		curiosity				
	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning
	research, communication skills	research skills – evaluation and	Thinking – creative thinking	Research – formulating and	Thinking, social skills	Thinking skills – critical thinking,
		communicating	Self-management – mindfulness	planning data gathering and		analysing and evaluating issues
			and brain breaks, emotional	recording, synthesising and		and ideas
			management	interpreting		Social – interpersonal
				thinking skills – analysing and		relationships and emotional
				evaluating issues and ideas,		intelligence
		100 111	1.0	forming decisions		
	AC subjects	AC subjects	AC subjects	AC subjects	AC subjects	AC subjects
	English, mathematics, history,	English, history	English, mathematics, The Arts	English, science,	English, mathematics, health	English, mathematics, science,
	geography, science, the arts				and PE	geography

	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 the nature of the self;	An inquiry into orientation in	An inquiry into the ways in	An inquiry into the natural world	An inquiry into the	An inquiry into rights and
	beliefs and values; personal,	place and time; personal	which we discover and express	and its laws; the interaction	interconnectedness of human-	responsibilities in the struggle to
	physical, mental, social and spiritual	histories; homes and journeys;	ideas, feelings, nature, culture,	between the natural world	made systems and communities;	share finite resources with other
	health; human relationships	the discoveries, explorations	beliefs and values; the ways in	(physical and biological) and	the structure and function of	people and with other living
	including families, friends,	and migrations of humankind;	which we reflect on, extend and	human societies; how humans	organizations; societal decision-	things; communities and the
	communities, and cultures; rights	the relationships between and	enjoy our creativity; our	use their understanding of	making; economic activities and	relationships within and
	and responsibilities; what it means	the interconnectedness of	appreciation of the aesthetic	scientific principles; the impact	their impact on humankind and	between them; access to equal
	to be human.	individuals and civilizations,		of scientific and technological	the environment.	opportunities; peace and
		from local and global		advances on society and on the		conflict resolution
		perspectives.		environment.		
	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea
	Understanding the brain helps us	People's experiences affect their	People express culture in	People develop an	Systems can be used to make	The choices we make impact the
	learn	connection to place	different ways	understanding of forces through	decisions	environment
				scientific curiosity and		
				knowledge		
r 2	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts
Year	How a healthy brain helps us learn	personal identities (connection)	Culture (form)	Understanding forces (form)	Who has the responsibility to	Different types of waste (form)
×	(function)	personal journeys (change)	Understanding the Arts	How simple machines use forces	make decisions (responsibility)	The environmental impact of
	How perseverance changes the brain		(function)	(function)	The different opinions that can	packaging (causation)
	(change)		Communication of culture	How people use creative	impact decisions (perspective)	Sustainable choices
	Strategies to be persistent		(responsibility)	thinking and knowledge to solve	Influencing decision making	(responsibility)
	(connection)			problems (causation)	(change)	
	Learner profile	Learner profile	Learner profile	Learner profile	Learner profile	Learner profile
	Risk taker, balanced, reflective	Openminded, reflective,	Reflective, open-minded,	Inquirer, risk-taker, thinkers	Chosen by each class	Communicator, caring, thinker
	Attitudes	communicator Attitudes	communicators Attitudes	Attitudes	Attitudes	Attitudes
	Commitment, confidence,	respect, empathy, integrity	appreciation, respect, creativity	Independence, curiosity,	Cooperation, creativity, integrity	Curiosity, respect
	enthusiasm	respect, empathy, integrity	appreciation, respect, creativity	creativity	Cooperation, creativity, integrity	curiosity, respect
	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning
	Self-management – states of mind	communication skills	Social, communication skills	Thinking skills – creative	social skills	Self-management skills
	Social – emotional intelligence	communication skins	Social, communication skins	thinking, generating novel ideas	Social Skiiis	Sen management skins
	AC subjects	AC subjects	AC subjects	AC subjects	AC subjects	AC subjects
	English, mathematics, health and PE,	English, mathematics, history,	English, mathematics, The Arts	English, mathematics, science	English, mathematics, history	English, mathematics,
	science	geography		, , , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , , , , , , , , ,	geography, technology

	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 the nature of the self;	An inquiry into orientation in	An inquiry into the ways in	An inquiry into the natural world	An inquiry into the	An inquiry into rights and
	beliefs and values; personal,	place and time; personal	which we discover and express	and its laws; the interaction	interconnectedness of human-	responsibilities in the struggle to
	physical, mental, social and spiritual	histories; homes and journeys;	ideas, feelings, nature, culture,	between the natural world	made systems and communities;	share finite resources with other
	health; human relationships	the discoveries, explorations	beliefs and values; the ways in	(physical and biological) and	the structure and function of	people and with other living
	including families, friends,	and migrations of humankind;	which we reflect on, extend and	human societies; how humans	organizations; societal decision-	things; communities and the
	communities, and cultures; rights	the relationships between and	enjoy our creativity; our	use their understanding of	making; economic activities and	relationships within and
	and responsibilities; what it means	the interconnectedness of	appreciation of the aesthetic	scientific principles; the impact	their impact on humankind and	between them; access to equal
	to be human.	individuals and civilizations,		of scientific and technological	the environment.	opportunities; peace and
		from local and global		advances on society and on the		conflict resolution
		perspectives.		environment.		
	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea
	A sense of self shapes well being	Movement is a response to	Rituals, traditions and artefacts	Understanding the properties of	Decisions within society have	Biodiversity relies on an
		challenges, risks and	provide a window into the	materials can help us solve	consequences	interconnected balance to
		opportunities	beliefs and values of cultures	problems		maintain an ecosystem
'n	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts
Year	Perception of self and others	The reason for migration	Personal histories (connection)	States of matter (form)	Societal decision making	How ecosystems thrive and
λ χ	(perspective)	(causation)	The expression of culture	Changes in materials can be	(function)	survive (function)
	Making choices for growth and	The effects of movement on	through The Arts (form)	reversible and irreversible	The impact of decisions	Impacts on ecological balance
	wellbeing (responsibility)	communities (change)	Diversity of cultures	(change)	(causation)	(responsibility)
	Identity over time (change)	Communities and belonging	(perspective)	Solving problems (responsibility)	Values affect our decision	
		(connection)			making (perspective)	
	Learner profile	Learner profile	Learner profile	Learner profile	Learner profile	Learner profile
	Caring, balanced, communicators	caring, principled	Open-minded, reflective,	Inquirers, reflective, thinker	Thinker, communicator,	Knowledgeable, inquirer, caring
			communicators		principled	
	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes
	Respect, integrity, empathy	commitment, empathy, respect	appreciation, curiosity	Curiosity, creativity,	Cooperation, tolerance,	Curiosity, respect, empathy
				independence	confidence	
	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning
	Self-management, social skills	Social, thinking skills	Thinking, research skills	Research skills	Thinking skills	Research skills
	AC subjects	AC subjects	AC subjects	AC subjects	AC subjects	AC subjects
	English, maths, Health and PE,	English, maths, history,	English, maths, The Arts	English, maths, science PE	English, maths, civics and	English, maths, science
	design technologies	technology			citizenship	

	Who we are 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.	Where we are in place and time 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.	How we express ourselves 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	How the world works 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.	How we organise ourselves An inquiry into the interconnectedness of human- made systems and communities; the structure and function of organizations; societal decision- making; economic activities and their impact on humankind and the environment.	Sharing the planet 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
Year 4	Central Idea 4G: Taking action requires critical thinking 4S: Action and responsibility influence change 4SE: Human actions and responsibilities affect the common good 4K: Diversity in personality is forged through unique relationships and community involvement.	Central Idea Control is an ever-present feature of human life	Central Idea 4S: Imagination provides uniqueness which can create and inspire 4G: Human beings can express themselves in different ways 4SE: Our opinions and imagination affect our creativity and enjoyment 4K: People enjoy and value unique creative pursuits 4B: Our opinions and imagination affect our creativity and enjoyment	Central Idea The earth undergoes processes that have consequences	Central Idea Government systems influence decision making	Central Idea Relationships exist within the natural world
	Lines of Inquiry/ Concepts Making informed choices (responsibility) Individuality vs the common good (perspective) Taking action to create change (change)	Lines of Inquiry Power (causation) Societies of control (perspective) Imposing change (change)	Lines of Inquiry Extending forms of creativity (form) Reflecting upon our individuality (causation) Enjoyment of expression (connection)	Lines of Inquiry Natural forces (function) The relationship between humans and the earth (causation)	Lines of Inquiry Rules and laws (form) Levels of government (function) Laws impact communities (connection)	Lines of Inquiry Geographical diversity (form) Homeostasis (connection) Sequences (causation)
	Learner profile Open minded thinker	Learner profile Knowledgeable, open-minded, caring	Learner profile Class dependent	Learner profile Knowledgeable, open minded, thinkers	Learner profile Principled, communicator, openminded	Learner profile balanced, knowledgeable,
	Attitudes Respect, commitment	Attitudes Empathy, respect, integrity	Attitudes Class dependent	Attitudes Curiosity, appreciation, creativity	Attitudes Tolerance, respect, independence	Attitudes Appreciation, respect
	Approaches to learning Self-management skills	Approaches to learning Thinking skills	Approaches to learning Thinking skills	Approaches to learning research, self-management skills	Approaches to learning Thinking, communication skills	Approaches to learning Research, communication skills
	AC subjects English, maths, health and PE	AC subjects English, maths, history	AC subjects English, maths, The Arts	AC subjects English, maths, science, geography	AC subjects English, maths, civics and citizenship, the arts	AC subjects English, maths, science, geography

beliefs and values personal physical, mental, social and spiritual healtif; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. Central Idea Physical and emotional changes impact relationships between and the interconnectedness of individuals and dividuals and objectives. Central Idea Physical and emotional changes impact relationships between the part of communities, and cultures; rights and responsibilities; what it means to be human. Central Idea Physical and emotional changes impact rolationships Including families, from local and global perspectives. Central Idea Physical and emotional developments during puberty (form) Impacts and transformation (change) Healthy relationships (responsibility) Lines of Inquiry/ concepts Physical and emotional developments during puberty (form) Impacts and transformation (change) Healthy relationships (responsibility) Learner profile Open-minded, balanced, reflective Attitudes Empathy, tolerance, respect Delated by each class Physical and emotional developments during puberty (form) and puber of a community values and beliefs and values; personal histories; howevain the discover and express ideas, feelings, nature, culture, beliefs and values; the ways in discover and express indexes the ways in which we effect on, extend and whoman societies, how humans and the interconnectedness of indusing the the structure and function of praginations, societal deals with things; communities of scientific and technological and whoman society and on the environment. Central Idea Cultures develope understandings of the world to explain phenomena Lines of Inquiry/ concepts The application of the scientific portion (responsibility) Influences and impacts of the digital world (perspective) Lines of Inquiry/ concepts The application of the scientific parming and knowledge across cultures (perspective) Influences and impacts of the digital world (perspective) Learner profile Open-minded, balanced, refl		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
bistories; homes and journeys; lideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and and responsibilities; what it means to be human. Central idea Physical and emotional changes impact relationships Ringard real constitution of individuals and civilizations, from local and global perspectives. Central idea Physical and emotional changes impact relationships between and impact on a community Lines of Inquiry/ concepts Physical and transformation (change) Healthy relationships (causation) Impacts and transformation (change) Healthy relationships (consection) The action people take because of their individual and social values and beliefs Learner profile Open-minded, balanced, reflective Patitudes Empathy, tolerance, respect Attitudes Empathy, tolerance, respect histories; howead and values; the ways in which we reflect on, extend and work of civentific principled, communities; the ways in which we reflect on, extend and shological) and human societies; how humans use their understanding of scientific principled, contents and repositions of scientific principled, communities; the ways in which we reflect on, extend and spread and whore the interconnectedness of individuals and values; the ways in which we reflect on, extend and spread and whore the interconnectedness of individuals and global perspectives. Central idea Physical and emotional changes in mact of individuals or grow community Lines of Inquiry/ concepts The impact of individuals or groups on the community (acusation) Lines of Inquiry/ concepts The impact of individuals or groups on the community (acusation) Lines of Inquiry/ concepts The application of the scientific principled, communities and separations of the digital world (perspective) Lines of Inquiry/ concepts The application of the scientific parning and knowledge across cultures (form) Influences and impacts of the digital world (perspective) The continued adaptation and evolution of science (change) Learner profile Decided by eac		An inquiry into the nature of the self;	An inquiry into orientation in	An inquiry into the ways in	An inquiry into the natural world	An inquiry into the	An inquiry into rights and
health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human. Central Idea Physical and emotional changes impact relationships Lines of Inquiry/ concepts Physical and emotional developments during puberty (form) Impacts and transformation (change) Healthy relationships (responsibility) Healthy relationships (responsibility) Lines of Inquiry/ concepts Physical and emotional developments during puberty (form) Impacts and transformation (change) Healthy relationships (responsibility) Lines of Inquiry (concepts of the impact of individuals and social values and beliefs and selection of the scientific and recomment) Lines of Inquiry (concepts Physical and emotional developments during puberty (form) Impacts and transformation (change) Healthy relationships (responsibility) Lines of Inquiry (concepts Physical and emotional developments during puberty (form) Impacts and transformation (change) Healthy relationships (responsibility) Lines of Inquiry (concepts of the individual and social values and beliefs and salues; the ways in which we reflect on, extend and which we reflect on, extend and which we reflect on, extend and the interconnectedness of and migrations of the astending of the earth on the relationships with the relationships but the relationships with the individuals and social values and the interconnectedness of the environment. Central Idea Central Idea Lines of Inquiry (concepts The application of the scientific port of the		beliefs and values; personal,	place and time; personal	which we discover and express	and its laws; the interaction	interconnectedness of human-	responsibilities in the struggle to
including families, friends, communities, and cultures; rights and responsibilities, what it means to be human. The relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. Central Idea Physical and emotional changes impact relationships Physical and emotional developments during puberty (form) Impacts and transformation (change) Healthy relationships (responsibility) Healthy relationships (responsibility) Lines of Inquiry/ concepts Healthy relationships (responsibility) Liarre profile Open-minded, balanced, reflective Attitudes Empathy, tolerance, respect Attitudes Empathy, tolerance, respect and migrations of humankind; the relationships between and enoity our creativity; our appreciation of the aesthetic of individuals or groups on the community was the relationship of the aesthetic of individuals or groups on the community Central Idea Physical and emotional developments during puberty (form) Impacts and transformation (change) Healthy relationships (responsibility) Lines of Inquiry/ concepts Healthy relationships (responsibility) How technology can be used to the digital world (perspective) Learner profile Open-minded, balanced, reflective Decided by each class Attitudes Empathy, tolerance, respect Attitudes Empathy, tolerance, respect and migrations of humanking and the interconnectedness of individuals or appreciation of the aesthetic of individuals or appreciation of the aesthetic environment. The profile Open-minded, balanced, reflective Decided by each class Open Decided by each class Open Ope		physical, mental, social and spiritual	histories; homes and journeys;	ideas, feelings, nature, culture,	between the natural world	made systems and communities;	share finite resources with other
communities, and cultures; rights and responsibilities; what it means to be human. To be physical and emotional changes impact relationships with the lengtal advances on society and on the environment. To central Idea Cultures develop Understandings of the world to explain phenomena The application of the scientific principles and impact on a community of the digital world To popularity concepts The application of the scientific principles and impact of the world to explain phenomena The application of the scientific principles and individuals or groups on the community of the digital world (perspective) The action people take because of their		<mark>health</mark> ; human relationships	the discoveries, explorations	beliefs and values; the ways in	(physical and biological) and	the structure and function of	people and with other living
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				Attitudes	Attitudes	Attitudes	1 11 11 11 11 11 11 11 11 11 11 11 11 1
		Empathy, tolerance, respect	Decided by each class				Integrity, creativity, cooperation
		Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning		Approaches to learning
Social, communication skills Research, thinking skills Thinking, communication skills thinking skills Social, self-management skills thinking skills		Social, communication skills	Research, thinking skills	Thinking, communication skills	thinking skills	Social, self-management skills	thinking skills
AC subjects		AC subjects		AC subjects	AC subjects	AC subjects	AC subjects
English, maths, health and PE, The Arts, technologies English, maths, health and PE, The Arts, technologies English, maths, health and PE, The English, maths, history, the arts English, maths, technologies, The Arts		0 , ,	English, maths, history, the arts		English, maths, science	9	English, maths, history

	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 the nature of the self;	An inquiry into orientation in	An inquiry into the ways in	An inquiry into the natural world	An inquiry into the	An inquiry into rights and
	beliefs and values; personal,	place and time; personal	which we discover and express	and its laws; the interaction	interconnectedness of human-	responsibilities in the struggle to
	physical, mental, social and spiritual	histories; homes and journeys;	ideas, feelings, nature, culture,	between the natural world	made systems and communities;	share finite resources with other
	health; human relationships	the discoveries, explorations	beliefs and values; the ways in	(physical and biological) and	the structure and function of	people and with other living
	including families, friends,	and migrations of humankind;	which we reflect on, extend and	human societies; how humans	organizations; societal decision-	things; communities and the
	communities, and cultures; rights	the relationships between and	enjoy our creativity; our	use their understanding of	making; economic activities and	relationships within and
	and responsibilities; what it means	the interconnectedness of	appreciation of the aesthetic	scientific principles; the impact	their impact on humankind and	between them; access to equal
	to be human.	individuals and civilizations,		of scientific and technological	the environment.	opportunities; peace and
		from local and global		advances on society and on the		conflict resolution
		perspectives.		environment.		
	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea	Central Idea
	Understanding ourselves allows us	Truth is shaped by place and	From empowerment comes	Forensic science uses techniques	Competing priorities influence	Borders communicate
	to adapt to situations and to be	knowledge	expression of ideas and	and scientific methods to	consumer decisions	restrictions and freedoms
	lifelong learners		understanding	investigate situations	-	
	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts	Lines of Inquiry/ concepts
	The brain's elasticity (function)	Beliefs and culture influence	Issues can be communicated in	Scientific evidence (form)	Consumer choices have an	Opportunities and challenges of
Year 6	Growth and fixed mindsets (change)	perception of truth (connection)	many different mediums (form)	Solving crimes (causation)	impact (causation)	borders (causation)
	The impact of technology	How truths shift (change) Awareness of historical events	People connect to symbols in	Advances in technology (change)	Your responsibility as a	The rights of a human
	(responsibility)		multiple ways (function)		consumer (responsibility)	(responsibility)
		allows us to question the truth (responsibility)	Symbols have strong links to issues (connection)		The many considerations that effect the choices we make	
		(responsibility)	issues (connection)		(perspective)	
					(perspective)	
	Learner profile	Learner profile	Learner profile	Learner profile	Learner profile	Learner profile
	Inquirer, balanced, thinker	Open minded, reflective	Communicators, open minded	Inquirer, thinker, principled	Thinker, open minded,	knowledgeable, caring,
			·		knowledgeable	principled
	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes	Attitudes
	Confidence, respect, commitment	Empathy, integrity	commitment, creativity	Respect, integrity, curiosity	Integrity, cooperation, respect	Empathy, respect, appreciation,
						cooperation
	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning	Approaches to learning
	Self-management, communication	thinking skills	communication and research	research skills	Research, communication skills	Self-management,
	skills		skills			communication skills
	AC subjects	AC subjects	AC subjects	AC subjects	AC subjects	AC subjects
	English, health and PE, The Arts	English, maths, history,	English, The Arts, civics and	English, maths, science, drama,	English, maths, civics and	English, maths, history,
		geography	citizenship	technology	citizenship, economics and	geography
					business	