

preschool	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
	<p>Central Idea People explore and learn through play</p>	<p>Central Idea</p>	<p>Central Idea Creativity can be celebrated in diverse ways</p>	<p>Central Idea</p>	<p>Central Idea Communities reflect the needs and interests of people</p>	<p>Central Idea The natural world is a series of interconnected systems</p>
	<p>Lines of Inquiry/ concepts Different forms of play (form) Playing together (function) Learning through play (connection)</p>	<p>Lines of Inquiry/ concepts</p>	<p>Lines of Inquiry/ concepts Expression of thoughts and ideas (form) Sharing messages through our creativity (connection) Acknowledging different forms of expression (perspective)</p>	<p>Lines of Inquiry/ concepts</p>	<p>Lines of Inquiry/ concepts Different types of communities (function) People in a community (connection) Actions that impact a community (responsibility)</p>	<p>Lines of Inquiry/ concepts Belonging to our land (connection) Caring for our natural environment (perspective) Impacts on our environment (responsibility)</p>
	<p>Learner profile Balanced, open-minded, caring</p>	<p>Learner profile</p>	<p>Learner profile Risk-taker, communicator, open-minded</p>	<p>Learner profile</p>	<p>Learner profile Principled, open minded, balanced</p>	<p>Learner profile Caring, knowledgeable, reflective</p>
	<p>Attitudes Respect, tolerance, cooperation</p>	<p>Attitudes</p>	<p>Attitudes Curiosity, cooperation, creativity</p>	<p>Attitudes</p>	<p>Attitudes Integrity respect appreciation</p>	<p>Attitudes Commitment, empathy, integrity</p>
	<p>Approaches to learning Self-management, social skills</p>	<p>Approaches to learning</p>	<p>Approaches to learning communication skills - interpreting</p>	<p>Approaches to learning</p>	<p>Approaches to learning communication skills</p>	<p>Approaches to learning Self-management, research, thinking skills</p>
	<p>EYLF Children have a strong sense of identity Children have a strong sense of wellbeing</p>	<p>EYLF</p>	<p>EYLF Children have a strong sense of wellbeing Children are effective communicators</p>	<p>EYLF</p>	<p>EYLF Children are connected and contribute to their world</p>	<p>EYLF Children are connected with and contribute to our world</p>

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

Kindergarten	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
	<p>Central Idea Everyone has their own identity</p>	<p>Central Idea</p>	<p>Central Idea Thoughts and feelings can be communicated in different ways</p>	<p>Central Idea Changes in our natural world have an impact</p>	<p>Central Idea Play is a way we connect and learn</p>	<p>Central Idea</p>
	<p>Lines of Inquiry/ concepts What makes me, me (form) What makes me similar to other people (connection) Exploring and understanding differences (perspective)</p>	<p>Lines of Inquiry/ concepts</p>	<p>Lines of Inquiry/ concepts Different types of feelings (perspective) The connection between thoughts, feelings and actions (connection) How feelings are communicated and interpreted (perspective)</p>	<p>Lines of Inquiry/ concepts The impact of seasons on living things (animals, plants and humans) (form, change) How seasons are linked to weather events (connection) The impact of changes on the natural world (causation)</p>	<p>Lines of Inquiry/ concepts Ways to play (form) How play helps us to learn and build our knowledge (function) How play helps us connect with others (connection)</p>	<p>Lines of Inquiry/ concepts</p>
	<p>Learner profile Communicators, open-minded</p>	<p>Learner profile</p>	<p>Learner profile Communicator, reflective, open-minded</p>	<p>Learner profile Inquirer, knowledgeable</p>	<p>Learner profile Risk-takers, principled, communicator</p>	<p>Learner profile</p>
	<p>Attitudes Respect, tolerance</p>	<p>Attitudes</p>	<p>Attitudes</p>	<p>Attitudes curiosity</p>	<p>Attitudes Confidence, respect, cooperation</p>	<p>Attitudes</p>
	<p>Approaches to learning Social skills – interpersonal relationships, listening closely to others, respectful to others, social emotional intelligence, be self and socially aware</p>	<p>Approaches to learning</p>	<p>Approaches to learning social, communication skills</p>	<p>Approaches to learning Thinking – critical thinking, find unique characteristics, observe carefully research skills – gathering and recording, synthesising and communicating</p>	<p>Approaches to learning Communication – exchanging information social skills – interpersonal relationships, sharing and taking turns Self-management – perseverance, resilience, body mind connections</p>	<p>Approaches to learning</p>
	<p>AC subjects English, HASS, French</p>	<p>AC subjects</p>	<p>AC subjects English, the arts, mathematics, science, Health and PE</p>	<p>AC subjects English, science, French, music</p>	<p>AC subjects English, maths, health and PE, the arts</p>	<p>AC subjects</p>

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

Year 1	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
	<p>Central Idea Human identity develops through an appreciation of ourselves and others</p>	<p>Central Idea The past helps us to understand the present</p>	<p>Central Idea Creativity allows us to appreciate our world</p>	<p>Central Idea Cycles are predictable patterns of change</p>	<p>Central Idea Understanding human rights can help us make responsible choices</p>	<p>Central Idea Humans change the existence of living things</p>
	<p>Lines of Inquiry/ concepts What makes us human (connection) How culture influences identity (perspective)</p>	<p>Lines of Inquiry/ concepts What the past and present is (form) How life has changed over time (change) How the past has influenced the present (causation)</p>	<p>Lines of Inquiry/ concepts Ways that we can be creative (form) How creative thinking transforms problems (change) How creativity can be interpreted in different ways (perspective)</p>	<p>Lines of Inquiry/ concepts The cycles and patterns that exist (form) How living things use cycles (function) The relationship between cycles (connection)</p>	<p>Lines of Inquiry/ concepts The rights of the child (function) The importance of human rights (responsibility) How children's rights are executed around the world (perspective)</p>	<p>Lines of Inquiry/ concepts Living things and what they need to survive (form) How humans have affected the existence of living things (causation) How a change in human behaviour can positively impact living things (responsibility)</p>
	<p>Learner profile Communicator, open minded</p>	<p>Learner profile Reflective, knowledgeable</p>	<p>Learner profile Risk-taker, inquirers</p>	<p>Learner profile balanced, inquirer</p>	<p>Learner profile Principled, reflective</p>	<p>Learner profile Caring, principled</p>
	<p>Attitudes Respect, tolerance</p>	<p>Attitudes Appreciation, creativity, curiosity</p>	<p>Attitudes Confidence, creativity, reflective</p>	<p>Attitudes Curiosity, independence</p>	<p>Attitudes Integrity, respect</p>	<p>Attitudes Empathy, respect</p>
	<p>Approaches to learning research, communication skills</p>	<p>Approaches to learning research skills – evaluation and communicating</p>	<p>Approaches to learning Thinking – creative thinking Self-management – mindfulness and brain breaks, emotional management</p>	<p>Approaches to learning Research – formulating and planning data gathering and recording, synthesising and interpreting thinking skills – analysing and evaluating issues and ideas, forming decisions</p>	<p>Approaches to learning Thinking, social skills</p>	<p>Approaches to learning Thinking skills – critical thinking, analysing and evaluating issues and ideas Social – interpersonal relationships and emotional intelligence</p>
	<p>AC subjects English, mathematics, history, geography, science, the arts</p>	<p>AC subjects English, history</p>	<p>AC subjects English, mathematics, The Arts</p>	<p>AC subjects English, science,</p>	<p>AC subjects English, mathematics, health and PE</p>	<p>AC subjects English, mathematics, science, geography</p>

Year 2	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
	<p>Central Idea Understanding the brain helps us learn</p>	<p>Central Idea People’s experiences affect their connection to place</p>	<p>Central Idea People express culture in different ways</p>	<p>Central Idea People develop an understanding of forces through scientific curiosity and knowledge</p>	<p>Central Idea Systems can be used to make decisions</p>	<p>Central Idea The choices we make impact the environment</p>
	<p>Lines of Inquiry/ concepts How a healthy brain helps us learn (function) How perseverance changes the brain (change) Strategies to be persistent (connection)</p>	<p>Lines of Inquiry/ concepts personal identities (connection) personal journeys (change)</p>	<p>Lines of Inquiry/ concepts Culture (form) Understanding the Arts (function) Communication of culture (responsibility)</p>	<p>Lines of Inquiry/ concepts Understanding forces (form) How simple machines use forces (function) How people use creative thinking and knowledge to solve problems (causation)</p>	<p>Lines of Inquiry/ concepts Who has the responsibility to make decisions (responsibility) The different opinions that can impact decisions (perspective) Influencing decision making (change)</p>	<p>Lines of Inquiry/ concepts Different types of waste (form) The environmental impact of packaging (causation) Sustainable choices (responsibility)</p>
	<p>Learner profile Risk taker, balanced, reflective</p>	<p>Learner profile Openminded, reflective, communicator</p>	<p>Learner profile Reflective, open-minded, communicators</p>	<p>Learner profile Inquirer, risk-taker, thinkers</p>	<p>Learner profile Chosen by each class</p>	<p>Learner profile Communicator, caring, thinker</p>
	<p>Attitudes Commitment, confidence, enthusiasm</p>	<p>Attitudes respect, empathy, integrity</p>	<p>Attitudes appreciation, respect, creativity</p>	<p>Attitudes Independence, curiosity, creativity</p>	<p>Attitudes Cooperation, creativity, integrity</p>	<p>Attitudes Curiosity, respect</p>
	<p>Approaches to learning Self-management – states of mind Social – emotional intelligence</p>	<p>Approaches to learning communication skills</p>	<p>Approaches to learning Social, communication skills</p>	<p>Approaches to learning Thinking skills – creative thinking, generating novel ideas</p>	<p>Approaches to learning social skills</p>	<p>Approaches to learning Self-management skills</p>
	<p>AC subjects English, mathematics, health and PE, science</p>	<p>AC subjects English, mathematics, history, geography</p>	<p>AC subjects English, mathematics, The Arts</p>	<p>AC subjects English, mathematics, science</p>	<p>AC subjects English, mathematics, history</p>	<p>AC subjects English, mathematics, geography, technology</p>

Year 3	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
	<p>Central Idea A sense of self shapes well being</p>	<p>Central Idea Movement is a response to challenges, risks and opportunities</p>	<p>Central Idea Rituals, traditions and artefacts provide a window into the beliefs and values of cultures</p>	<p>Central Idea Understanding the properties of materials can help us solve problems</p>	<p>Central Idea Decisions within society have consequences</p>	<p>Central Idea Biodiversity relies on an interconnected balance to maintain an ecosystem</p>
	<p>Lines of Inquiry/ concepts Perception of self and others (perspective) Making choices for growth and wellbeing (responsibility) Identity over time (change)</p>	<p>Lines of Inquiry/ concepts The reason for migration (causation) The effects of movement on communities (change) Communities and belonging (connection)</p>	<p>Lines of Inquiry/ concepts Personal histories (connection) The expression of culture through The Arts (form) Diversity of cultures (perspective)</p>	<p>Lines of Inquiry/ concepts States of matter (form) Changes in materials can be reversible and irreversible (change) Solving problems (responsibility)</p>	<p>Lines of Inquiry/ concepts Societal decision making (function) The impact of decisions (causation) Values affect our decision making (perspective)</p>	<p>Lines of Inquiry/ concepts How ecosystems thrive and survive (function) Impacts on ecological balance (responsibility)</p>
	<p>Learner profile Caring, balanced, communicators</p>	<p>Learner profile caring, principled</p>	<p>Learner profile Open-minded, reflective, communicators</p>	<p>Learner profile Inquirers, reflective, thinker</p>	<p>Learner profile Thinker, communicator, principled</p>	<p>Learner profile Knowledgeable, inquirer, caring</p>
	<p>Attitudes Respect, integrity, empathy</p>	<p>Attitudes commitment, empathy, respect</p>	<p>Attitudes appreciation, curiosity</p>	<p>Attitudes Curiosity, creativity, independence</p>	<p>Attitudes Cooperation, tolerance, confidence</p>	<p>Attitudes Curiosity, respect, empathy</p>
	<p>Approaches to learning Self-management, social skills</p>	<p>Approaches to learning Social, thinking skills</p>	<p>Approaches to learning Thinking, research skills</p>	<p>Approaches to learning Research skills</p>	<p>Approaches to learning Thinking skills</p>	<p>Approaches to learning Research skills</p>
	<p>AC subjects English, maths, Health and PE, design technologies</p>	<p>AC subjects English, maths, history, technology</p>	<p>AC subjects English, maths, The Arts</p>	<p>AC subjects English, maths, science PE</p>	<p>AC subjects English, maths, civics and citizenship</p>	<p>AC subjects English, maths, science</p>

Year 4	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
	<p>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.</p>	<p>Central Idea Control is an ever-present feature of human life</p>	<p>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</p>	<p>Central Idea The earth undergoes processes that have consequences</p>	<p>Central Idea Government systems influence decision making</p>	<p>Central Idea Relationships exist within the natural world</p>
	<p>Lines of Inquiry/ Concepts Making informed choices (responsibility) Individuality vs the common good (perspective) Taking action to create change (change)</p>	<p>Lines of Inquiry Power (causation) Societies of control (perspective) Imposing change (change)</p>	<p>Lines of Inquiry Extending forms of creativity (form) Reflecting upon our individuality (causation) Enjoyment of expression (connection)</p>	<p>Lines of Inquiry Natural forces (function) The relationship between humans and the earth (causation)</p>	<p>Lines of Inquiry Rules and laws (form) Levels of government (function) Laws impact communities (connection)</p>	<p>Lines of Inquiry Geographical diversity (form) Homeostasis (connection) Sequences (causation)</p>
	<p>Learner profile Open minded thinker</p>	<p>Learner profile Knowledgeable, open-minded, caring</p>	<p>Learner profile Class dependent</p>	<p>Learner profile Knowledgeable, open minded, thinkers</p>	<p>Learner profile Principled, communicator, open-minded</p>	<p>Learner profile balanced, knowledgeable,</p>
	<p>Attitudes Respect, commitment</p>	<p>Attitudes Empathy, respect, integrity</p>	<p>Attitudes Class dependent</p>	<p>Attitudes Curiosity, appreciation, creativity</p>	<p>Attitudes Tolerance, respect, independence</p>	<p>Attitudes Appreciation, respect</p>
	<p>Approaches to learning Self-management skills</p>	<p>Approaches to learning Thinking skills</p>	<p>Approaches to learning Thinking skills</p>	<p>Approaches to learning research, self-management skills</p>	<p>Approaches to learning Thinking, communication skills</p>	<p>Approaches to learning Research, communication skills</p>
	<p>AC subjects English, maths, health and PE</p>	<p>AC subjects English, maths, history</p>	<p>AC subjects English, maths, The Arts</p>	<p>AC subjects English, maths, science, geography</p>	<p>AC subjects English, maths, civics and citizenship, the arts</p>	<p>AC subjects English, maths, science, geography</p>

Year 5	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
	<p>Central Idea Physical and emotional changes impact relationships</p>	<p>Central Idea Significant events have an impact on a community</p>	<p>Central Idea Possibilities for creativity are limitless in the digital world</p>	<p>Central Idea Cultures develop understandings of the world to explain phenomena</p>	<p>Central Idea Communities develop through financial literacy and innovative thinking</p>	<p>Central Idea Problem solving plays a role in resolving complex issues</p>
	<p>Lines of Inquiry/ concepts Physical and emotional developments during puberty (form) Impacts and transformation (change) Healthy relationships (responsibility)</p>	<p>Lines of Inquiry/ concepts The impact of individuals or groups on the community (causation) The factors that led to the event (opportunities and aspirations) (connection) The action people take because of their individual and social values and beliefs (responsibility)</p>	<p>Lines of Inquiry/ concepts Digital citizenship and digital footprint (responsibility) How technology can be used to express ourselves (causation) Influences and impacts of the digital world (perspective)</p>	<p>Lines of Inquiry/ concepts The application of the scientific process in different cultures (form) Scientific learning and knowledge across cultures (perspective) The continued adaptation and evolution of science (change)</p>	<p>Lines of Inquiry/ concepts The application of economics to community development (function, responsibility) Entrepreneurial thinking and innovation (connection, responsibility)</p>	<p>Lines of Inquiry/ concepts Reasons for conflict and different ways conflicts can be resolved (causation)</p>
	<p>Learner profile Open-minded, balanced, reflective</p>	<p>Learner profile Decided by each class</p>	<p>Learner profile knowledgeable, principled, communicator</p>	<p>Learner profile Open-minded, inquirer, knowledgeable</p>	<p>Learner profile Thinker, risk-taker, communicator</p>	<p>Learner profile Reflective communicator</p>
	<p>Attitudes Empathy, tolerance, respect</p>	<p>Attitudes Decided by each class</p>	<p>Attitudes</p>	<p>Attitudes</p>	<p>Attitudes</p>	<p>Attitudes Integrity, creativity, cooperation</p>
	<p>Approaches to learning Social, communication skills</p>	<p>Approaches to learning Research, thinking skills</p>	<p>Approaches to learning Thinking, communication skills</p>	<p>Approaches to learning thinking skills</p>	<p>Approaches to learning Social, self-management skills</p>	<p>Approaches to learning thinking skills</p>
	<p>AC subjects English, maths, health and PE, The Arts, technologies</p>	<p>AC subjects English, maths, history, the arts</p>	<p>AC subjects English, maths, technologies, The Arts</p>	<p>AC subjects English, maths, science</p>	<p>AC subjects English, maths, economics and business</p>	<p>AC subjects English, maths, history</p>

Year 6	<p>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.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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</p>
	<p>Central Idea Understanding ourselves allows us to adapt to situations and to be lifelong learners</p>	<p>Central Idea Truth is shaped by place and knowledge</p>	<p>Central Idea From empowerment comes expression of ideas and understanding</p>	<p>Central Idea Forensic science uses techniques and scientific methods to investigate situations</p>	<p>Central Idea Competing priorities influence consumer decisions</p>	<p>Central Idea Borders communicate restrictions and freedoms</p>
	<p>Lines of Inquiry/ concepts The brain's elasticity (function) Growth and fixed mindsets (change) The impact of technology (responsibility)</p>	<p>Lines of Inquiry/ concepts Beliefs and culture influence perception of truth (connection) How truths shift (change) Awareness of historical events allows us to question the truth (responsibility)</p>	<p>Lines of Inquiry/ concepts Issues can be communicated in many different mediums (form) People connect to symbols in multiple ways (function) Symbols have strong links to issues (connection)</p>	<p>Lines of Inquiry/ concepts Scientific evidence (form) Solving crimes (causation) Advances in technology (change)</p>	<p>Lines of Inquiry/ concepts Consumer choices have an impact (causation) Your responsibility as a consumer (responsibility) The many considerations that effect the choices we make (perspective)</p>	<p>Lines of Inquiry/ concepts Opportunities and challenges of borders (causation) The rights of a human (responsibility)</p>
	<p>Learner profile Inquirer, balanced, thinker</p>	<p>Learner profile Open minded, reflective</p>	<p>Learner profile Communicators, open minded</p>	<p>Learner profile Inquirer, thinker, principled</p>	<p>Learner profile Thinker, open minded, knowledgeable</p>	<p>Learner profile knowledgeable, caring, principled</p>
	<p>Attitudes Confidence, respect, commitment</p>	<p>Attitudes Empathy, integrity</p>	<p>Attitudes commitment, creativity</p>	<p>Attitudes Respect, integrity, curiosity</p>	<p>Attitudes Integrity, cooperation, respect</p>	<p>Attitudes Empathy, respect, appreciation, cooperation</p>
	<p>Approaches to learning Self-management, communication skills</p>	<p>Approaches to learning thinking skills</p>	<p>Approaches to learning communication and research skills</p>	<p>Approaches to learning research skills</p>	<p>Approaches to learning Research, communication skills</p>	<p>Approaches to learning Self-management, communication skills</p>
	<p>AC subjects English, health and PE, The Arts</p>	<p>AC subjects English, maths, history, geography</p>	<p>AC subjects English, The Arts, civics and citizenship</p>	<p>AC subjects English, maths, science, drama, technology</p>	<p>AC subjects English, maths, civics and citizenship, economics and business</p>	<p>AC subjects English, maths, history, geography</p>