

# Berlin British School - Programme of Inquiry 2021-2022

	<b>Who we are</b> 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.	<b>Where we are in place and time</b> 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.	<b>How we express ourselves</b> 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.	<b>How the world works</b> 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.	<b>How we organise ourselves</b> 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.	<b>Sharing the Planet</b> 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.
<b>K1</b> 3-4 yrs	<b>K1</b> <b>All About Me</b>		<b>K1</b> <b>Patterns All Around</b>	<b>K1</b> <b>Investigations</b>	<b>K1</b> <b>Our Food</b>	
	<b>Central Idea:</b> Everyday I can learn about who I am and what I can do.		<b>Central Idea:</b> Patterns are all around us and help us make sense of the world	<b>Central Inquiry:</b> We investigate in different ways to become more knowledgeable.	<b>Central Idea:</b> Our food comes from many sources and is processed and transported in different ways.	
	<b>Lines of inquiry</b> <ul style="list-style-type: none"> <li>Who I am</li> <li>What makes me the same and different from others</li> <li>What I can do</li> <li>How I grow and change</li> </ul>		<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Patterns in the physical world</li> <li>Patterns in language and maths</li> <li>Patterns in art and music</li> <li>How patterns can help us predict</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>How wondering, asking and answering questions helps us learn more</li> <li>How we can learn from each other's predictions, knowledge and experiences</li> <li>Different ways of finding out information</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Sources of our food</li> <li>The processes food goes through before we eat it</li> <li>How food gets to us</li> </ul>	
	<b>Key Concepts</b> Form <b>Related Concepts</b> Identity, Relationships		<b>Key Concepts</b> Form, Function, Connection <b>Related Concepts</b> Pattern, Repetition	<b>Key Concepts</b> Form, Function, Change <b>Related Concepts</b> Evidence, Behaviour	<b>Key Concepts</b> Form, Change, Causation <b>Related Concepts</b> Growth, Systems	
	<b>Learner Profile Attributes</b> Caring, Reflective		<b>Learner Profile Attributes</b> Communicator, Inquirer	<b>Learner Profile Attributes</b> Inquirer, Knowledgeable, Risk Taker	<b>Learner Profile Attributes</b> Inquirer, Knowledgeable	
	<b>Subject Focus</b> PSPE, Maths, Arts		<b>Subject Focus</b> Music, Languages, Art, Maths	<b>Subject Focus</b> Science, Languages	<b>Subject Focus</b> Science, Languages, Maths	
<b>K2</b> 4-5 yrs	<b>K2</b> <b>Friends and Family</b>		<b>K2</b> <b>Emotions</b>	<b>K2</b> <b>Light and Colour</b>		<b>K2</b> <b>Mini-beasts</b>
	<b>Central Idea:</b> We learn from the people in our community.		<b>Central Idea:</b> Emotions can be expressed through the Arts	<b>Central Idea:</b> Understanding the properties of colour and light allows people to use them in different ways		<b>Central Idea:</b> Mini-beasts are an important part of life in the habitat in which they live.
	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>The different ways we learn</li> </ul>		<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Different types of emotions</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Sources of light</li> </ul>		<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Woodland habitats</li> </ul>

	<ul style="list-style-type: none"> <li>The people in our community</li> <li>How and what we learn from others</li> </ul>		<ul style="list-style-type: none"> <li>How our experiences affect our emotions</li> <li>How feelings and emotions are shared through music, drama, dance and language</li> </ul>	<ul style="list-style-type: none"> <li>The properties of light</li> <li>Colour and how we perceive it</li> </ul>		<ul style="list-style-type: none"> <li>The needs, characteristics and behaviours of mini-beasts</li> <li>Life cycles of mini-beasts</li> <li>Human impact on animal habitats</li> </ul>
	<p><b>Key Concepts</b> Form, Connection</p> <p><b>Related Concepts</b> Identity, Relationships, Community</p>		<p><b>Key Concepts</b> Perspective, Causation</p> <p><b>Related Concepts</b> Interpretation, Culture</p>	<p><b>Key Concepts</b> Function, Causation</p> <p><b>Related Concepts</b> Colour theory, Energy</p>		<p><b>Key Concepts</b> Form, Responsibility, Change</p> <p><b>Related Concepts</b> Ecosystem, Growth, Interdependence</p>
	<p><b>Learner Profile Attributes</b> Reflective, Open minded</p>		<p><b>Learner Profile Attributes</b> Communicator, Reflective</p>	<p><b>Learner Profile Attributes</b> Thinker, Knowledgeable</p>		<p><b>Learner Profile Attributes</b> Caring, Inquirer</p>
	<p><b>Subject Focus</b> PSPE, Language, Maths</p>		<p><b>Subject Focus</b> Arts, Language, PSPE</p>	<p><b>Subject Focus</b> Science, Arts</p>		<p><b>Subject Focus</b> Science, Language, Maths</p>
<b>K3</b> 5-6 yrs	<b>K3</b> <a href="#">Me and My Senses</a>	<b>K3</b> <a href="#">Personal Histories</a>	<b>K3</b> <a href="#">Celebrations</a>	<b>K3</b> <a href="#">Materials</a>	<b>K3</b> <a href="#">Transport</a>	<b>K3</b> <a href="#">Waste</a>
	<p><b>Central Idea:</b> We use our senses to find out about the world</p>	<p><b>Central Idea:</b> Documenting personal histories allows us to reflect on and celebrate who we are and where we've come from.</p>	<p><b>Central Idea:</b> Celebrations are a recognition of significant events for people around the world</p>	<p><b>Central Idea:</b> Materials come from different sources and their properties influence how they are used.</p>	<p><b>Central Idea:</b> Different types of transportation systems help us go from one place to another</p>	<p><b>Central Idea:</b> Choices we make in our use of resources can help preserve the environment</p>
	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How we use our senses</li> <li>How we learn new things with our senses</li> <li>How people experience with world without one of the senses</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Ways of documenting personal history</li> <li>Personal change from birth to present</li> <li>Reflecting on past experience</li> <li>Significant people and places in my life</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The events people celebrate</li> <li>The different ways people celebrate significant events</li> <li>The similarities and differences between the celebrations of different cultures</li> <li>The role of the Arts in celebrations</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Sources of everyday materials.</li> <li>Properties of different materials.</li> <li>How different materials are used</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The features of different modes of transport</li> <li>How transport systems help us live our lives</li> <li>How transportation has changed over time</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The waste we make and what happens to it</li> <li>How different materials can be reused and recycled.</li> <li>How our family, school and local Berlin community deal with their waste</li> <li>How our choices impact the environment</li> </ul>
	<p><b>Key Concepts</b> Connection, Function, Form</p> <p><b>Related Concepts</b> Communication, Safety, Interdependence</p>	<p><b>Key Concepts</b> Change, Connection Reflection</p> <p><b>Related Concepts</b> Chronology, Memories, History</p>	<p><b>Key Concepts</b> Perspective, Connection, Form</p> <p><b>Related Concepts</b> Similarities, Differences, Beliefs</p>	<p><b>Key Concepts</b> Form, Function, Change</p> <p><b>Related Concepts</b> Properties and uses of materials</p>	<p><b>Key Concepts</b> Form, Function, Change</p> <p><b>Related Concepts</b> Chronology, Systems</p>	<p><b>Key Concepts</b> Responsibility, Causation, Form</p> <p><b>Related Concepts</b> Conservation, Pollution</p>
	<p><b>Learner Profile Attributes</b> Communicator, Risk Taker</p>	<p><b>Learner Profile Attributes</b> Reflective, Thinker</p>	<p><b>Learner Profile Attributes</b> Open minded, Communicator</p>	<p><b>Learner Profile Attributes</b> Inquirer, Knowledgeable</p>	<p><b>Learner Profile Attributes</b> Knowledgeable, Reflection</p>	<p><b>Learner Profile Attributes</b> Caring, Principled</p>
	<p><b>Subject Focus</b> Science, PSHE - Health</p>	<p><b>Subject Focus</b> Social Studies - History</p>	<p><b>Subject Focus</b> Social Studies, The Arts</p>	<p><b>Subject Focus</b> Science</p>	<p><b>Subject Focus</b> Social Studies, Maths</p>	<p><b>Subject Focus</b> Science, Social Studies</p>
<b>Grade 1</b> 6-7 yrs	<b>Grade 1</b> <a href="#">Healthy Choices</a>	<b>Grade 1</b> <a href="#">Changing Earth</a>	<b>Grade 1</b> <a href="#">Signs and Symbols</a>	<b>Grade 1</b> <a href="#">Forces</a>	<b>Grade 1</b> <a href="#">Our School and Community</a>	<b>Grade 1</b> <a href="#">Endangered Animals</a>

	<p><b>Central Idea:</b> Making balanced choices about daily routines enables us to have a healthy lifestyle.</p>	<p><b>Central Idea:</b> The surface of the earth is constantly changing through natural and human actions</p>	<p><b>Central Idea:</b> Messages and ideas can be expressed through different verbal and non-verbal ways</p>	<p><b>Central Idea:</b> People use simple machines everyday to make their work and lives easier.</p>	<p><b>Central idea</b> People in communities work together to help and support each other</p>	<p><b>Central Idea:</b> Once a species is extinct, it can never be brought back again</p>
	<p><b>Lines of Inquiry:</b> What our bodies need to be healthy</p> <ul style="list-style-type: none"> <li>Daily habits and routines (hygiene, rest, play, diet)</li> <li>How balance is essential to a healthy lifestyle</li> <li>Consequences of choices</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The structure of the earth</li> <li>Geographical features.</li> <li>How the surface of the earth changes over time</li> <li>The impact of changes in the earth's surface on human communities</li> </ul>	<p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How people communicate without words</li> <li>The different ways we can express thoughts and emotions without words (form)</li> <li>How we adapt our forms of communication to suit our audience (perspective)</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Different forces and their effect</li> <li>Types of simple machines</li> <li>How simple machines make everyday life easier.</li> </ul>	<p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The structure of our school community</li> <li>Our responsibilities as a community member</li> <li>Roles and responsibilities in the wider community</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Characteristics of different animals</li> <li>The needs of different types of animals</li> <li>Reasons animals become threatened, endangered and extinct</li> </ul>
	<p><b>Key Concepts</b> Form, Causation</p> <p><b>Related Concepts</b> Balance, Energy, diet</p>	<p><b>Key Concepts</b> Form, Causation, Change</p> <p><b>Related Concepts</b> Landscape, Erosion,</p>	<p><b>Key Concepts:</b> Form, Function, Causation</p> <p><b>Related Concepts</b> Symbol, Body Language, Communication, Audience</p>	<p><b>Key Concepts</b> Form, Function, Connection</p> <p><b>Related Concepts</b> Force, Invention, Efficiency</p>	<p><b>Key concepts</b> Function, Responsibility, Connection</p> <p><b>Related concept</b> Community, Systems, Roles, Support</p>	<p><b>Key Concepts</b> Causation, Responsibility, Perspective</p> <p><b>Related Concepts</b> Conservation, Adaptation, Ecosystem/Habitat</p>
	<p><b>Learner Profile Attributes</b> Balanced, Reflective</p>	<p><b>Learner Profile Attributes</b> Knowledgeable, Inquirers</p>	<p><b>Learner Profile Attributes</b> Communicator, Thinker</p>	<p><b>Learner Profile Attributes</b> Knowledgeable, Inquirer</p>	<p><b>Learner Profile Attributes</b> Communicator, Caring</p>	<p><b>Learner Profile Attributes</b> Caring, Knowledgeable, Principled</p>
	<p><b>Subject Focus</b> Science</p>	<p><b>Subject Focus</b> Social Studies</p>	<p><b>Subject Focus</b> Languages, Visual Art</p>	<p><b>Subject Focus</b> Science</p>	<p><b>Subject Focus</b> Social Studies</p>	<p><b>Subject Focus</b> Science, Social Studies</p>
Grade 2 7-8 yrs	<p><b>Grade 2 Culture</b></p>	<p><b>Grade 2 Exploration</b></p>	<p><b>Grade 2 Traditional Stories</b></p>	<p><b>Grade 2 Lifecycles (Year Long Unit)</b></p>	<p><b>Grade 2 Trade</b></p>	<p><b>Grade 2 Water</b></p>
	<p><b>Central Idea:</b> Developing an understanding of cultures encourages open mindedness and respect for others</p>	<p><b>Central Idea:</b> Exploration leads to discovery and new understandings</p>	<p><b>Central Idea:</b> People's beliefs and values are expressed through traditional stories</p>	<p><b>Central Idea:</b> All plants go through a process of change</p>	<p><b>Central Idea:</b> There are systems in place which allow people to buy and sell goods and services</p>	<p><b>Central Idea:</b> Water is a limited resource that is essential for all life</p>
	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Features of our own cultures</li> <li>Similarities and differences between cultures</li> <li>Expected actions and behaviours in different cultures</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Why people explore</li> <li>What we learn through exploration</li> <li>How exploration is carried out</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The different forms through which stories can be told</li> <li>How traditions, values and beliefs are passed on through traditional stories</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The parts and functions of plants</li> <li>The conditions that plants need to grow</li> <li>The changes that happen in the lifecycle of plants</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Goods and services</li> <li>Systems of production and transportation of goods.</li> <li>Consumer choice</li> <li>Environmental effects of trade</li> </ul>	<p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Where water comes from</li> <li>The use and distribution of water across the globe</li> <li>Our responsibilities with regards to water</li> </ul>
	<p><b>Key Concepts</b> Form, Perspective</p> <p><b>Related Concepts</b> Culture, Diversity, Respect, Manners</p>	<p><b>Key Concepts</b> Causation, Perspective, Change</p> <p><b>Related Concepts</b> Discovery, Exploration</p>	<p><b>Key Concepts</b> Form, Function, Reflection</p> <p><b>Related Concepts</b> Communication, Storytelling, Tradition</p>	<p><b>Key Concepts</b> Form, Change, Causation</p> <p><b>Related Concepts</b> Lifecycle Growth, Transformation</p>	<p><b>Key Concepts</b> Connection, Change, Responsibility</p> <p><b>Related Concepts</b> Cooperation, Fair-trade, Production</p>	<p><b>Key Concepts</b> Responsibility, Reflection, Connection</p> <p><b>Related Concepts</b> Conservation, Water cycle</p>
	<p><b>Learner Profile Attributes</b> Inquirer, Open Minded</p>	<p><b>Learner Profile Attributes</b> Inquirers, Risk-Taker</p>	<p><b>Learner Profile Attributes</b> Communicators, Open minded</p>	<p><b>Learner Profile Attributes</b> Thinker, Knowledgeable</p>	<p><b>Learner Profile Attributes</b> Communicators, Principled</p>	<p><b>Learner Profile Attributes</b> Caring, Principled</p>
<p><b>Subject Focus</b> Social studies, PSPE</p>	<p><b>Subject Focus</b> Social studies, Maths</p>	<p><b>Subject Focus</b> Social studies, Language, Art</p>	<p><b>Subject Focus</b> Science, Language</p>	<p><b>Subject Focus</b> Social studies, Maths</p>	<p><b>Subject Focus</b> Science, Social studies, Maths</p>	

<b>Grade 3</b> 8-9 yrs	<b>Grade 3</b> <u>Body Systems</u>	<b>Grade 3</b> <u>Ancient Civilisations</u>	<b>Grade 3</b> <u>New Media</u>	<b>Grade 3</b> <u>The Earth in Space</u>	<b>Grade 3</b> <u>Advertising</u>	<b>Grade 3</b> <u>Weather and Climate</u> (Year Long Unit)
	<b>Central Idea:</b> The human body is made up of different systems that work together to keep us alive and healthy.	<b>Central Idea:</b> Past civilizations shape present day systems and technologies	<b>Central Idea:</b> Digital technology can provide powerful tools to express and share our ideas.	<b>Central Idea:</b> The position and movement of a planet within the Solar System determine the conditions found there.	<b>Central Idea:</b> Advertising is a powerful tool that influences people's choices.	<b>Central Idea:</b> Many factors contribute to changes in weather and climate
	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Body systems and how they work</li> <li>How the body systems are interdependent</li> <li>What body systems need to be healthy and function optimally</li> <li>The impact of lifestyle choices on the body systems</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Systems and technologies of past civilizations that have survived.</li> <li>How these were developed and continue to be used.</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>The technology used to communicate and express ideas .</li> <li>How we interpret other people's ideas</li> <li>Our responsibilities when using digital technology.</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>The conditions on planet Earth and the planets in the solar system</li> <li>The impact of the movement and position of the Earth within the solar system</li> <li>The role of gravity in the solar system</li> </ul>	<b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>Different forms of advertising.</li> <li>The purpose of advertising.</li> <li>Techniques of advertising.</li> <li>How advertising can affect our choices</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Weather and its features</li> <li>How we measure and predict the weather</li> <li>How humans can impact the weather</li> <li>How the changes in climate affects living things</li> </ul>
	<b>Key Concepts</b> Form, Function, Responsibility  <b>Related Concepts</b> System, Interdependence, Health	<b>Key Concepts</b> Change, Connection, Form,  <b>Related Concepts</b> Continuity, System, Innovation	<b>Key Concepts</b> Form, Perspective, Responsibility,  <b>Related Concepts</b> Communication, Technology	<b>Key Concepts</b> Form, Causation <b>Related Concepts:</b> Systems, Seasons, Gravity, Orbit, Rotation, Interdependence	<b>Key Concepts</b> Perspective, Function, Connection  <b>Related Concepts</b> Communication, Target Audience	<b>Key Concepts</b> Responsibility, Causation, Change  <b>Related Concepts</b> Weather, Climate, Seasons
	<b>Learner Profile Attributes</b> Balanced, Thinker	<b>Learner Profile Attributes</b> Inquirer, Reflective	<b>Learner Profile Attributes</b> Communicator, Risk Taker	<b>Learner Profile Attributes</b> Knowledgeable, Inquirer	<b>Learner Profile Attributes</b> Communicator, Reflective	<b>Learner Profile Attributes</b> Knowledgeable, Caring
	<b>Subject Focus</b> Science, PSHE	<b>Subject Focus</b> Social Studies, Science	<b>Subject Focus</b> Arts, PSHE	<b>Subject Focus</b> Science, Language	<b>Subject Focus</b> Social Studies, Arts	<b>Subject Focus</b> Science, Social Studies
<b>Grade 4</b> 9-10 yrs	<b>Grade 4</b> <u>Values and Beliefs</u>	<b>Grade 4</b> <u>Inventions and Innovations</u>	<b>Grade 4</b> <u>Visual Arts</u>	<b>Grade 4</b> <u>Energy</u>	<b>Grade 4</b> <u>Government</u>	<b>Grade 4</b> <u>Ecosystems</u>
	<b>Central Idea:</b> People's values and beliefs can inform the way they lead their lives	<b>Central Idea:</b> People's lives are changed by human inventions and innovations	<b>Central Idea:</b> The visual arts offer a variety of ways to explore and express ideas and feelings.	<b>Central Idea:</b> Energy is harnessed in different ways for a range of purposes.	<b>Central Idea:</b> National and local governments have responsibilities to organize and develop their communities.	<b>Central Idea:</b> Human interaction with the environment can affect the balance of ecosystems.
	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>What we value and believe</li> <li>How beliefs and values influence how we behave</li> <li>Features major belief systems</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Important inventions through time</li> <li>The impact of inventions on everyday life</li> <li>How human needs lead to a process of invention and innovation</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Different forms of art that are used to express ideas and values</li> <li>The design process in creating a piece of art</li> <li>How artists can change how people feel or think</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Forms of energy and its use</li> <li>How energy is transferred</li> <li>The impact of energy use</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Different types and forms of government</li> <li>How national and local governments function</li> <li>Government responsibilities</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>The components of an ecosystem</li> <li>Interdependence and adaptations in ecosystems</li> <li>Factors that affect the balance of an ecosystem</li> </ul>
<b>Key Concepts</b> Perspective, Connection <b>Related Concepts</b> Beliefs, Values, Culture, Religion	<b>Key Concepts</b> Change, Function, Reflection <b>Related Concepts</b> Efficiency, Technological Advances, Chronology	<b>Key Concepts</b> Form, Function, Perspective <b>Related Concepts</b> Values, creativity, audience	<b>Key Concepts</b> Form, Function, Change <b>Related Concepts</b> Conservation of energy, Forms of energy, Work	<b>Key Concepts</b> Form, Function, Responsibility <b>Related Concepts</b> Government, Democracy, Dictatorship, Budget, System	<b>Key Concepts</b> Responsibility, Connection, Causation <b>Related Concepts</b> Adaptation, Interdependence, Ecosystem	

	<u>Learner Profile Attributes</u> Open Minded, Reflective	<u>Learner Profile Attributes</u> Knowledgeable, Inquirer	<u>Learner Profile Attributes</u> Communicators, Reflective	<u>Learner Profile Attributes</u> Thinker, Inquirer	<u>Learner Profile Attributes</u> Principled, Open minded	<u>Learner Profile Attributes</u> Caring, Principled
	<u>Subject Focus</u> Social Studies, PSHE	<u>Subject Focus</u> Social Studies, Science	<u>Subject Focus</u> Visual Art, Languages	<u>Subject Focus</u> Science, Maths	<u>Subject Focus</u> Social Studies	<u>Subject Focus</u> Science, Social Studies
Grade 5 10-11 yrs	<b>Grade 5 Changes Year Long Unit</b>	<b>Grade 5 Migration</b>	<b>Grade 5 Performance</b>	<b>Grade 5 Materials and Matter</b>	<b>Grade 5 The Journey of Stuff</b>	<b>Grade 5 EXHIBITION</b>
	<u>Central Idea:</u> As they grow up, people experience physical and emotional changes which affect their evolving identity.	<u>Central Idea:</u> Human migration is a response to challenges, risks and opportunities.	<u>Central Idea:</u> Across cultures, places and times people have connected with others through dramatic performances.	<u>Central Idea:</u> Understanding the way materials behave and interact determines how people use them.	<u>Central Idea:</u> Understanding production and waste management systems allows people to make more informed choices about their use of resources	<u>Central Idea:</u> To be decided
	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> <li>The physical changes that occur during puberty.</li> <li>The emotional changes that may occur as a result of these physical changes</li> <li>Habits and routines that help people manage these changes</li> </ul>	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> <li>The reasons why people migrate</li> <li>Where people migrate from and to.</li> <li>The effects of migration on communities, cultures and individuals.</li> <li>The impact migration has on individuals and families.</li> </ul>	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> <li>Dramatic performance from different times and cultures</li> <li>Different ways performance can be enjoyed and interpreted</li> <li>The process involved in creating a dramatic performance</li> </ul>	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> <li>Properties of solids, liquids and gases.</li> <li>Changes that occur in different materials</li> <li>How materials are used based upon their properties.</li> </ul>	<u>Lines of inquiry:</u> <ul style="list-style-type: none"> <li>How basic resources can be recycled</li> <li>How waste is managed locally and globally</li> <li>The environmental and human benefits and costs of recycling</li> </ul>	<u>Lines of Inquiry</u> To be decided
	<u>Key Concepts</u> Form, Function, Change, <u>Related Concepts</u> Growth, Identity, Puberty	<u>Key Concepts</u> Change, Perspective, Causation <u>Related Concepts</u> Push and Pull Factors, Migration	<u>Key Concepts</u> Function, Perspective <u>Related Concepts</u> Entertainment, communication, imagination, interpretation, performance.	<u>Key Concepts</u> Form, Change, Function <u>Related Concepts</u> Change of state, Properties, Behaviour	<u>Key Concepts</u> Function, Causation, Responsibility <u>Related Concepts</u> Systems, Environment, Sustainability	<u>Key Concepts</u> To be decided <u>Related Concepts</u> To be decided
	<u>Learner Profile Attributes</u> Open Minded, Balanced, Reflective	<u>Learner Profile Attributes</u> Open-minded, Caring	<u>Learner Profile Attributes</u> Risk Takers, Communicator	<u>Learner Profile Attributes</u> Inquirer, Knowledgeable	<u>Learner Profile Attributes</u> Inquirer, Knowledgeable, Thinker, Communicator	<u>Learner Profile Attributes</u> All
	<u>Subject Focus</u> Science, PSHE	<u>Subject Focus</u> Social Studies, Maths	<u>Subject Focus</u> Social Studies, Arts	<u>Subject Focus</u> Science, Maths	<u>Subject Focus</u> Social Studies, Science	<u>Subject Focus</u> All subjects

\*Units may change