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

	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The different ways we learn The people in our community How and what we learn from others 		<p>Lines of Inquiry and key concepts:</p> <ul style="list-style-type: none"> Different types of emotions (Form) How our experiences affect our emotions (Causation) How feelings and emotions are shared through music, drama, dance and language (Perspective) 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Sources of light The properties of light Colour and how we perceive it 		<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Woodland habitats The needs, characteristics and behaviours of mini-beasts Life cycles of mini-beasts Human impact on animal habitats 
	<p>Key Concepts Form, Connection</p> <p>Related Concepts Learning, Community, Family</p>		<p>Key Concepts Perspective, Causation</p> <p>Related Concepts Interpretation, Culture</p>	<p>Key Concepts Function, Causation</p> <p>Related Concepts Colour theory, Energy</p>		<p>Key Concepts Form, Responsibility, Change</p> <p>Related Concepts Ecosystem, Growth, Interdependence</p>
	<p>Learner Profile Attributes Reflective, Open minded</p>		<p>Learner Profile Attributes Communicator, Reflective</p>	<p>Learner Profile Attributes Thinker, Knowledgeable</p>		<p>Learner Profile Attributes Caring, Inquirer</p>
	<p>Subject Focus PSPE, Language, Maths</p>		<p>Subject Focus Arts, Language, PSPE</p>	<p>Subject Focus Science, Arts</p>		<p>Subject Focus Science, Language, Maths</p>
	K3 Me and My Senses	K3 Personal Histories	K3 Celebrations	K3 Materials	K3 Transport	K3 Waste
K3 5-6 yrs	<p>Central Idea: We use our senses to find out about the world</p>	<p>Central Idea: Documenting personal histories allows us to reflect on and celebrate who we are and where we've come from.</p>	<p>Central Idea: Celebrations are a recognition of significant events and people around the world</p>	<p>Central Idea: Materials come from different sources and their properties influence how they are used.</p>	<p>Central Idea: Different types of transportation systems help us go from one place to another</p>	<p>Central Idea: Choices we make in our use of resources can help preserve the environment</p>
	<p>Lines of Inquiry and key concepts:</p> <ul style="list-style-type: none"> How we use our five senses (Function) How our senses keep us safe (Connection) How people experience the world without one of the senses (Perspective) 	<p>Lines of Inquiry and key concepts:</p> <ul style="list-style-type: none"> Significant people and places in my life (Form) Personal change from birth to present (Change) Reflecting on past experience (Perspective) 	<p>Lines of Inquiry and key concepts:</p> <ul style="list-style-type: none"> The events people celebrate (form) The similarities and differences between the celebrations of different cultures (connection) The different ways people celebrate significant events (perspective)  	<p>Lines of Inquiry and key concepts:</p> <ul style="list-style-type: none"> Sources of everyday materials (form) Properties of different materials (form) How different materials are used (function and change) 	<p>Lines of Inquiry and key concepts:</p> <ul style="list-style-type: none"> The features of different modes of transport (Form) How transport systems help us live our lives (Function) How transportation has changed over time (Change)   	<p>Lines of Inquiry and key concepts:</p> <ul style="list-style-type: none"> What happens to our waste (Function) How our choices impact the environment (Causation) How our family, school and local Berlin community can help preserve the environment (Responsibility)  

						
	Related Concepts Communication, Safety, Interdependence	Key Concepts Form, Change, Connection Related Concepts Chronology, Memories, History	Related Concepts Similarities, Differences, Beliefs	Related Concepts Properties and uses of materials	Key Concepts Form, Function, Change Related Concepts Chronology, Systems	Key Concepts Form, Causation, Responsibility Related Concepts Conservation, Pollution
	Learner Profile Attributes Communicator, Risk Taker	Learner Profile Attributes Reflective, Thinker	Learner Profile Attributes Open minded, Communicator	Learner Profile Attributes Inquirer, Knowledgeable	Learner Profile Attributes Knowledgeable, Reflective	Learner Profile Attributes Caring, Principled
	Subject Focus Science, PSHE - Health	Subject Focus Social Studies - History	Subject Focus Social Studies, The Arts	Subject Focus Science	Subject Focus Social Studies, Maths	Subject Focus Science, Social Studies 
Grade 1 6-7 yrs	Grade 1 Healthy Choices	Grade 1 Changing Earth	Grade 1 Messages and Their Meanings	Grade 1 Forces	Grade 1 Our School and Community	Grade 1 Endangered Animals
	Central Idea: Making balanced choices helps us to have a healthy lifestyle.	Central Idea: The Earth's physical geography is constantly changing due to natural actions.	Central Idea: There are many forms of communication that help people express themselves	Central Idea: People use simple machines everyday to make their work and lives easier.	Central idea People in communities work together to help and support each other.	Central Idea: Animals need certain conditions in order to survive and thrive.
	Lines of Inquiry and key concepts: What our bodies need to be healthy <ul style="list-style-type: none"> Daily habits and routines (hygiene, rest, play, diet) (function) How balance is essential to a healthy lifestyle (causation) Consequences of choices (responsibility) 	Lines of Inquiry: <ul style="list-style-type: none"> Landscape features and their location How the surface of the Earth has changed over time How humans are affected by natural landscape change 	Lines of inquiry and key concepts: <ul style="list-style-type: none"> Different forms of communication (form) How forms of communication are used in different ways (function) Ways we can express our ideas and emotions creatively (perspective) 	Lines of Inquiry and key concepts: <ul style="list-style-type: none"> Different forces and their effect (Connection) Types of simple machines (Form) How simple machines make everyday life easier (Function) 	Lines of inquiry and key concepts <ul style="list-style-type: none"> The organisation of our school community (Function) How our roles and responsibilities impact others in the community (Connection) How we can contribute to our communities (Responsibility) 	Lines of Inquiry and key concepts: <ul style="list-style-type: none"> Characteristics and needs of different animals (Form) Reasons animals become threatened, endangered and extinct (Causation) Our role in protecting animals (Responsibility)  
	Key Concepts Function, Connection, Causation Related Concepts Balance, Choice, Routine	Key Concepts Form, Causation, Change Related Concepts Landscape, Erosion,	Related Concepts Symbol, Body Language, Communication	Key Concepts Form, Function, Connection Related Concepts Force, Invention, Efficiency	Related concept Community, Organisation, Roles, Responsibilities	Key Concepts Form, Causation, Responsibility Related Concepts Conservation, Adaptation,

						Ecosystem/Habitat
	Learner Profile Attributes Balanced, Reflective	Learner Profile Attributes Knowledgeable, Inquirers	Learner Profile Attributes Communicator, Thinker	Learner Profile Attributes Knowledgeable, Inquirer	Learner Profile Attributes Principled, Caring	Learner Profile Attributes Caring, Knowledgeable, Principled
	Subject Focus Science	Subject Focus Social Studies	Subject Focus Languages, Visual Art	Subject Focus Science	Subject Focus Social Studies	Subject Focus Science, Social Studies
Grade 2 7-8 yrs	Grade 2 Culture	Grade 2 Exploration	Grade 2 Storytelling	Grade 2 Lifecycles	Grade 2 The Journey of Food	Grade 2 Water
	Central Idea: Learning about different cultures helps us become more open-minded	Central Idea: Exploration leads to discovery and new understandings.	Central Idea: Stories can have different purposes and be communicated in different ways.	Central Idea: All plants go through a process of change.	Central Idea: There are systems in place which bring food to our homes.	Central Idea: Water is a limited resource that is essential for all life.
	Lines of Inquiry and key concepts: <ul style="list-style-type: none"> Features of our own cultures (Form) Similarities and differences between cultures (Connection) How we show respect and open-mindedness towards other cultures (Responsibility) 	Lines of Inquiry and key concepts: <ul style="list-style-type: none"> Why people explore (ie historical and personal) (perspective) How exploration has changed over time (Change) What we learn through exploration (causation) 	Lines of Inquiry and key concepts: <ul style="list-style-type: none"> Features of stories(form) The purpose of storytelling (function) Different ways of telling stories (perspective) 	Lines of Inquiry and key concepts: <ul style="list-style-type: none"> The parts and functions of plants (function) The conditions that plants need to grow (connection) The changes that happen in the lifecycle of plants (change) 	Lines of Inquiry and key concepts: <ul style="list-style-type: none"> Where our food comes from (Form) Systems of production and transportation of food (Function) Effects of consumer choices (Responsibility) 	Lines of Inquiry and key concepts: <ul style="list-style-type: none"> The processes which bring us clean water and take away dirty water (function) How water moves around the water cycle and is distributed around the world (connection) Our responsibilities with regards to water (responsibility) 
	Related Concepts Culture, Respect, Open-mindedness	Related Concepts Discovery, Exploration	Related Concepts Communication, Storytelling, Tradition	Related Concepts Lifecycle Growth, Transformation	Related Concepts Cooperation, Fair-trade, Production	Key Concepts Function, Responsibility Related Concepts Conservation, Water cycle
	Learner Profile Attributes Inquirer, Open Minded	Learner Profile Attributes Inquirers, Risk-Taker	Learner Profile Attributes Communicators, Reflective	Learner Profile Attributes Thinker, Knowledgeable	Learner Profile Attributes Communicators, Principled	Learner Profile Attributes Caring, Principled
	Subject Focus Social studies, PSPE	Subject Focus Social studies, Maths	Subject Focus Social studies, Language, Art	Subject Focus Science, Language	Subject Focus Social studies, Maths	Subject Focus Science, Social studies, Maths
	Grade 3 8-9 yrs	Grade 3 Body Systems	Grade 3 Ancient Civilisations	Grade 3 Digital Technology	Grade 3 The Earth in Space	Grade 3 Producers and Consumers
Central Idea: The human body is made up of different systems that work together to keep us alive and healthy.		Central Idea: Past civilizations shape present day systems and technologies	Central Idea: Using digital communication tools comes with responsibility	Central Idea: Studying the solar system leads to discoveries that help us understand our place in space.	Central Idea: Societies provide goods and services to satisfy needs and wants	Central Idea: Studying weather and climate patterns and their impact on communities can inspire responsible actions to address climate change.

	<p><u>Lines of Inquiry and key concepts:</u></p> <ul style="list-style-type: none"> • Body systems and how they work (Function) • How the body systems are interdependent (Connection) • Children's health issues around the world (Responsibility) 	<p><u>Lines of Inquiry and key concepts:</u></p> <ul style="list-style-type: none"> • Characteristics of ancient civilisations (Form) • How we know about the past (Function) • Connections between past and present societies (Connection) 	<p><u>Lines of Inquiry and key concepts:</u></p> <ul style="list-style-type: none"> • Digital communication tools and their features (Form) • How digital technology affects communication and expression (Perspective) • Our responsibilities when using digital technology (Responsibility) 	<p><u>Lines of Inquiry and key concepts:</u></p> <ul style="list-style-type: none"> • How the solar system works (Function) • Why the Earth is able to sustain life (Causation) • Space exploration and discoveries (Change) 	<p><u>Lines of Inquiry and key concepts:</u></p> <ul style="list-style-type: none"> • The role of supply and demand (Function) • Factors that influence consumers needs and wants (Causation) • Responsible marketing and advertising (Responsibility) 	<p><u>Lines of Inquiry and key concepts:</u></p> <ul style="list-style-type: none"> • Features of weather and weather patterns (Form) • How we measure, record and predict the weather (Function) • Actions to protect communities and address climate change (Responsibility) 
	<p>Related Concepts System, Interdependence, Health</p>	<p>Related Concepts Continuity, System, Innovation</p>	<p>Related Concepts Communication, Technology</p>	<p>Related Concepts: Systems, gravity, orbit, rotation interdependence, exploration, discovery</p>	<p>Related Concepts wants, needs, production, consumption, goods, services, marketing, advertising</p>	<p>Related Concepts Weather, Climate</p>
	<p>Learner Profile Attributes Balanced, Thinker</p>	<p>Learner Profile Attributes Inquirer, Reflective</p>	<p>Learner Profile Attributes Communicator, Risk Taker</p>	<p>Learner Profile Attributes Knowledgeable, Inquirer</p>	<p>Learner Profile Attributes Communicator, Reflective</p>	<p>Learner Profile Attributes Knowledgeable, Caring</p>
	<p>Subject Focus Science, PSHE</p>	<p>Subject Focus Social Studies, Science</p>	<p>Subject Focus Arts, PSHE</p>	<p>Subject Focus Science, Language</p>	<p>Subject Focus Social Studies, Arts</p>	<p>Subject Focus Science, Social Studies</p>
Grade 4 9-10 yrs	Grade 4 Values and Beliefs	Grade 4 Inventions and Innovations	Grade 4 Visual Arts	Grade 4 Energy	Grade 4 Government	Grade 4 Ecosystems
	<p>Central Idea: People's values and beliefs can inform the way they lead their lives or People's values and beliefs shape their decisions and actions</p>	<p>Central Idea: Inventions and innovations have changed the way we live today and have implications for the future</p>	<p>Central Idea: The visual arts offer a variety of ways to explore and express ideas and feelings.</p>	<p>Central Idea: Transforming energy from one form to another allows us to use it in different ways</p>	<p>Central Idea: National and local governments have responsibilities to organize and develop their communities.</p>	<p>Central Idea: Human interaction with the environment can affect the balance of ecosystems.</p>
	<p><u>Lines of Inquiry and key concepts:</u></p> <ul style="list-style-type: none"> • What we value and believe (Form) • Similarities and differences between belief systems around the world (Connection) • How beliefs and values influence how we behave (Perspective) 	<p><u>Lines of Inquiry and key concepts:</u></p> <ul style="list-style-type: none"> • Important inventions through time (Form) • Causes and effects of inventions and innovations through time (Causation) • The responsibilities of inventors and society towards future generations (Responsibility) 	<p><u>Lines of Inquiry and key concepts:</u></p> <ul style="list-style-type: none"> • Different forms of art that are used to express ideas and values (Form) • The design process in creating a piece of art (Function) • How artists can change how people feel or think (Perspective) 	<p><u>Lines of Inquiry and key concepts:</u></p> <ul style="list-style-type: none"> • Forms of energy (Form) • How energy is transferred and transformed (Function) • The impact of the energy choices we make in our everyday lives (Responsibility) 	<p><u>Lines of inquiry and key concepts:</u></p> <ul style="list-style-type: none"> • Different types and forms of government (Form) • How national and local governments function (Function) • Government responsibilities (Responsibility) 	<p><u>Lines of Inquiry and key concepts:</u></p> <ul style="list-style-type: none"> • The components of an ecosystem (Function) • Relationships in an ecosystem (Connection) • Factors that affect the balance of an ecosystem (Responsibility) 
	<p>Related Concepts Beliefs, Values, Culture, Religion, Diversity</p>	<p>Related Concepts Efficiency, Technological Advances, Chronology</p>	<p>Related Concepts Values, creativity, audience</p>	<p>Related Concepts Conservation of energy</p>	<p>Related Concepts Government, Democracy, Dictatorship, Budget, System</p>	<p>Related Concepts Adaptation, Interdependence, Ecosystem</p>

	Learner Profile Attributes Open Minded, Reflective	Learner Profile Attributes Knowledgeable, Inquirer	Learner Profile Attributes Communicators, Reflective	Learner Profile Attributes Thinker, Inquirer	Learner Profile Attributes Principled, Open minded	Learner Profile Attributes Caring, Principled
	Subject Focus Social Studies, PSHE	Subject Focus Social Studies, Science	Subject Focus Visual Art, Languages	Subject Focus Science, Maths	Subject Focus Social Studies	Subject Focus Science, Social Studies
Grade 5 10-11 yrs	Grade 5 Changes Year long unit	Grade 5 Migration	Grade 5 Performance	Grade 5 Materials and Matter	Grade 5 The Journey of Stuff	Grade 5 EXHIBITION
	Central Idea: As they grow up, people experience physical and emotional changes which affect their evolving identity.	Central Idea: Human migration is a response to challenges, risks and opportunities.	Central Idea: Across cultures, places and times people have connected with others through dramatic performances.	Central Idea: Understanding the way materials behave and interact determines how people use them.	Central Idea: Understanding production and waste management systems allows people to make more informed choices about their use of resources	Central Idea: To be decided
	Lines of Inquiry and key concepts: <ul style="list-style-type: none"> The physical changes that occur during puberty (change) Habits and routines that help people manage these changes (function) The different influences on a person's identity over time (perspective)    	Lines of Inquiry and key concepts: <ul style="list-style-type: none"> The reasons why people migrate (causation) How global events impact migration (connection) How individuals and governments can support migrants (responsibility)  	Lines of Inquiry and key concepts: <ul style="list-style-type: none"> The process involved in creating a dramatic performance (function) Dramatic performance from different times and cultures (connection) Perspectives on performance (perspective)  	Lines of Inquiry and key concepts: <ul style="list-style-type: none"> Properties of solids, liquids and gases (function) Changes that occur in different materials (change) How materials are used based upon their properties (responsibility) 	Lines of Inquiry and key concepts: <ul style="list-style-type: none"> How basic resource sare used and recycled (function) How waste is managed locally and globally (function) The environmental and human benefits and costs of recycling (responsibility) 	Lines of Inquiry and key concepts To be decided 
	Related Concepts Growth, Identity, Puberty	Related Concepts Push and Pull Factors, Migration	Related Concepts Performance, interpretation, communication	Related Concepts Change of state, properties	Related Concepts Systems, Environment, Sustainability	Related Concepts To be decided
	Learner Profile Attributes Open Minded, Balanced, Reflective	Learner Profile Attributes Open-minded, Caring	Learner Profile Attributes Risk Takers, Communicator	Learner Profile Attributes Inquirer, Knowledgeable	Learner Profile Attributes Principled, Thinker, Communicator	Learner Profile Attributes All
	Subject Focus Science, PSHE	Subject Focus Social Studies, Maths	Subject Focus Social Studies, Arts	Subject Focus Science, Maths	Subject Focus Social Studies, Science	Subject Focus All subjects

*Units may change