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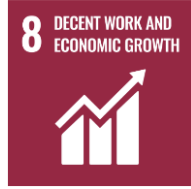


	Who we are An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> physical, emotional and spiritual health and well-being; relationships and belonging; learning and growing 	Where we are in place and time An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events and artifacts; communities, heritage, culture and environment; natural and human drivers of movement, adaptation and transformation. 	How we express ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity; personal, social, and cultural notes and practices of communication; intentions, perceptions, interpretations, and responses. 	How the world works An inquiry into the understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles, systems; diverse practices, methods, and tools; discovery, design, innovation, possibilities, and impacts 	How we organise ourselves An inquiry into systems, structures, and networks through: <ul style="list-style-type: none"> interactions with and between social and ecological systems; approaches to livelihoods and trade practice - intended and unintended consequences; representation, collaboration, and decision-making 	Sharing the Planet An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> rights, responsibilities, and dignity of all; pathways to just, peaceful, and reimagined futures; nature, complexity, coexistence, and wisdom
K1 3-4 yrs	K1 All About Me		K1 Patterns All Around	K1 Investigations	K1 Our Food	
	<u>Central Idea:</u> Every day I can learn about who I am and what I can do.		<u>Central Idea:</u> Patterns are all around us and help us make sense of the world	<u>Central Idea:</u> We investigate in different ways to become more knowledgeable.	<u>Central Idea:</u> Our food comes from many sources and is processed and transported in different ways.	
	<u>Lines of inquiry and specified concepts</u> <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) 		<u>Lines of inquiry and specified concepts:</u> <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) 	<u>Lines of inquiry and specified concepts:</u> <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 	<u>Lines of inquiry and specified concepts:</u> <ul style="list-style-type: none"> Sources of our food (Form) The processes food goes through before we eat it (Change) How food gets to us (Function) 	

						
	Additional Concepts Identity, Relationships, Learning, Growing		Additional Concepts Pattern, Repetition, Interpretation, Prediction	Additional Concepts Evidence, Behaviour, Prediction, Discovery	Additional 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.
	Lines of inquiry and specified concepts <ul style="list-style-type: none"> The different ways we learn (Function) The people in our community (Form) How and what we learn from others (Connection) 		Lines of inquiry and specified concepts: <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 	Lines of inquiry and specified concepts: <ul style="list-style-type: none"> The properties of light (Form) Sources of light (Function) Colour and how we perceive it (Causation) 		Lines of inquiry and specified concepts: <ul style="list-style-type: none"> Woodland habitats (Form) The needs, characteristics and behaviours of mini-beasts (Form) Life cycles of mini-beasts (Change)







			language (Perspective) 			<ul style="list-style-type: none"> Human impact on animal habitats (Responsibility) 
	<u>Additional Concepts</u> Learning, Community, Family		<u>Additional Concepts</u> Interpretation, Culture	<u>Additional Concepts</u> Colour theory, Energy		<u>Additional Concepts</u> Ecosystem, Growth, Interdependence
	<u>Learner Profile Attributes</u> Reflective, Open minded		<u>Learner Profile Attributes</u> Communicator, Reflective	<u>Learner Profile Attributes</u> Thinker, Knowledgeable		<u>Learner Profile Attributes</u> Caring, Inquirer
	<u>Subject Focus</u> PSPE, Language, Maths		<u>Subject Focus</u> Arts, Language, PSPE	<u>Subject Focus</u> Science, Arts		<u>Subject Focus</u> Science, Language, Maths
K3 5-6 yrs	K3 Me and My Senses	K3 Personal Histories	K3 Celebrations	K3 Materials	K3 Transport	K3 Waste
	<u>Central Idea:</u> We use our senses to find out about the world	<u>Central Idea:</u> Documenting personal histories allows us to reflect on and celebrate who we are and where we've come from.	<u>Central Idea:</u> Celebrations are a recognition of significant events and people around the world	<u>Central Idea:</u> Materials come from different sources and their properties influence how they are used.	<u>Central Idea:</u> Different types of transportation systems help us go from one place to another	<u>Central Idea:</u> Choices we make in our use of resources can help preserve the environment
	<u>Lines of inquiry and specified concepts:</u> <ul style="list-style-type: none"> How we use our five senses (Function) How our senses keep us safe (Connection) 	<u>Lines of Inquiry and specified concepts:</u> <ul style="list-style-type: none"> Significant people and places in my life (Form) 	<u>Lines of Inquiry and specified concepts:</u> <ul style="list-style-type: none"> The events people celebrate (form) The similarities and differences between 	<u>Lines of Inquiry and specified concepts:</u> <ul style="list-style-type: none"> Sources of everyday materials (Form) Properties of different materials (Form) 	<u>Lines of Inquiry and specified concepts:</u> <ul style="list-style-type: none"> The features of different modes of transport (Form) 	<u>Lines of Inquiry and specified concepts:</u> <ul style="list-style-type: none"> What happens to our waste (Function) How our choices impact the






<ul style="list-style-type: none"> How people experience the world without one of the senses (Perspective) 	<ul style="list-style-type: none"> Personal change from birth to present (Change) Reflecting on past experience (Perspective) 	<p>the celebrations of different cultures (connection)</p> <ul style="list-style-type: none"> The different ways people celebrate significant events (perspective)  	<ul style="list-style-type: none"> How different materials are used (Function and Change) 	<ul style="list-style-type: none"> How transport systems help us live our lives (Function) How transportation has changed over time (Change)   	<p>environment (Causation)</p> <ul style="list-style-type: none"> How our family, school and local Berlin community can help preserve the environment (Responsibility)   
<p>Additional Concepts Communication, Safety, Interdependence</p>	<p>Key Concepts Form, Change, Connection</p> <p>Additional Concepts Chronology, Memories, History</p>	<p>Additional Concepts Similarities, Differences, Beliefs</p>	<p>Additional Concepts Properties and uses of materials</p>	<p>Key Concepts Form, Function, Change</p> <p>Additional Concepts Chronology, Systems</p>	<p>Key Concepts Form, Causation, Responsibility</p> <p>Additional Concepts Conservation, Pollution</p>
<p>Learner Profile Attributes Communicator, Risk Taker</p>	<p>Learner Profile Attributes Reflective, Thinker</p>	<p>Learner Profile Attributes Open minded, Communicator</p>	<p>Learner Profile Attributes Inquirer, Knowledgeable</p>	<p>Learner Profile Attributes Knowledgeable, Reflective</p>	<p>Learner Profile Attributes Caring, Principled</p>
<p>Subject Focus Science, PSHE - Health</p>	<p>Subject Focus Social Studies - History</p>	<p>Subject Focus Social Studies, The Arts</p>	<p>Subject Focus Science</p>	<p>Subject Focus Social Studies, Maths</p>	<p>Subject Focus Science, Social Studies</p> 












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
	<p>Central Idea: Making balanced choices helps us to have a healthy lifestyle.</p>	<p>Central Idea: The Earth's physical geography is constantly changing due to natural actions.</p>	<p>Central Idea: There are many forms of communication that help people express themselves</p>	<p>Central Idea: People use simple machines every day to make their work and lives easier.</p>	<p>Central idea People in communities work together to help and support each other.</p>	<p>Central Idea: Animals need certain conditions in order to survive and thrive.</p>
	<p>Lines of inquiry and specified concepts: What our bodies need to be healthy</p> <ul style="list-style-type: none"> Daily habits and routines (hygiene, rest, play, diet) (Function) How balance is essential to a healthy lifestyle (Connection) Consequences of choices (Causation) 	<p>Lines of inquiry and specified concepts:</p> <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 	<p>Lines of inquiry and specified concepts:</p> <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) 	<p>Lines of inquiry and specified concepts:</p> <ul style="list-style-type: none"> Types of simple machines (Form) Different forces and their effect (Function) How simple machines make everyday life easier. (Connection) 	<p>Lines of inquiry and specified concepts</p> <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) 	<p>Lines of inquiry and specified concepts:</p> <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)  
	<p>Key Concepts Function, Connection, Causation</p> <p>Additional Concepts Balance, Choice, Routine</p>	<p>Key Concepts Form, Causation, Change</p> <p>Additional Concepts Landscape, Erosion,</p>	<p>Additional Concepts Symbol, Body Language, Communication</p>	<p>Additional Concepts Force, Invention, Efficiency</p>	<p>Additional Concepts Community, Organisation, Roles, Responsibilities</p>	<p>Additional Concepts Conservation, Adaptation, Ecosystem/Habitat</p>
	<p>Learner Profile Attributes Balanced, Reflective</p>	<p>Learner Profile Attributes Knowledgeable, Inquirers</p>	<p>Learner Profile Attributes Communicator, Thinker</p>	<p>Learner Profile Attributes Knowledgeable, Inquirer</p>	<p>Learner Profile Attributes Principled, Caring</p>	<p>Learner Profile Attributes Caring, Knowledgeable,</p>

						Principled
	<u>Subject Focus</u> Science	<u>Subject Focus</u> Social Studies	<u>Subject Focus</u> Languages, Visual Arts	<u>Subject Focus</u> Science	<u>Subject Focus</u> Social Studies	<u>Subject Focus</u> 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: The growth and transformation of plants are vital for ecosystems and human well-being	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 specified 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 specified concepts: <ul style="list-style-type: none"> • Why people explore (Perspective) • How exploration has changed over time (Change) • What we learn through exploration (causation)  	Lines of inquiry and specified 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 specified 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 specified 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 specified 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)  

	<u>Additional Concepts</u> Culture, Respect, Open-mindedness	<u>Additional Concepts</u> Discovery, Exploration	<u>Additional Concepts</u> Communication, Storytelling, Tradition	<u>Additional Concepts</u> Lifecycle Growth, Transformation	<u>Additional Concepts</u> Cooperation, Fair-trade, Production	<u>Additional Concepts</u> Conservation, Water cycle
	<u>Learner Profile Attributes</u> Inquirer, Open Minded	<u>Learner Profile Attributes</u> Inquirers, Risk-Taker	<u>Learner Profile Attributes</u> Communicators, Reflective	<u>Learner Profile Attributes</u> Thinker, Knowledgeable	<u>Learner Profile Attributes</u> Communicators, Principled	<u>Learner Profile Attributes</u> Caring, Principled
	<u>Subject Focus</u> Social studies, PSPE	<u>Subject Focus</u> Social studies, Maths	<u>Subject Focus</u> Social studies, Language, Art	<u>Subject Focus</u> Science, Language	<u>Subject Focus</u> Social studies, Maths	<u>Subject Focus</u> 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	Grade 3 Weather and Climate
	<u>Central Idea:</u> The human body is made up of different systems that work together to keep us alive and healthy.	<u>Central Idea:</u> Past civilizations shape present day systems and technologies	<u>Central Idea:</u> Digital technology is a tool we can use to investigate, collaborate, create and communicate.	<u>Central Idea:</u> Earth is part of an interconnected system that influences life on Earth.	<u>Central Idea:</u> Societies provide goods and services to satisfy needs and wants	<u>Central Idea:</u> Studying weather and climate patterns and their impact on communities can inspire responsible actions to address climate change.
	<u>Lines of inquiry and specified concepts:</u> <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) 	<u>Lines of inquiry and specified concepts:</u> <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) 	<u>Lines of inquiry and specified concepts:</u> <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 	<u>Lines of inquiry and specified concepts:</u> <ul style="list-style-type: none"> • The structure of the solar system (Function) • How our place in the solar system affects life on Earth (Causation) • How space exploration informs our understanding of Earth’s unique conditions (Connection) 	<u>Lines of inquiry and specified concepts:</u> <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) 	<u>Lines of inquiry and specified concepts:</u> <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)

			technology (Responsibility) 			
	Additional Concepts System, Interdependence, Health	Additional Concepts Continuity, System, Innovation	Additional Concepts Communication, Technology	Additional Concepts: Systems, gravity, orbit, rotation interdependence, exploration, discovery	Additional Concepts wants, needs, production, consumption, goods, services, marketing, advertising	Additional Concepts Weather, Climate
	Learner Profile Attributes Balanced, Thinker	Learner Profile Attributes Inquirer, Reflective	Learner Profile Attributes Communicator, Risk Taker	Learner Profile Attributes Knowledgeable, Inquirer	Learner Profile Attributes Communicator, Reflective	Learner Profile Attributes Knowledgeable, Caring
	Subject Focus Science, PSHE	Subject Focus Social Studies, Science	Subject Focus Arts, PSHE	Subject Focus Science, Language	Subject Focus Social Studies, Arts	Subject Focus Science, Social Studies
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
	Central Idea: People's values and beliefs shape their decisions and actions	Central Idea: Inventions and innovations have changed the way we live today and have implications for the future	Central Idea: The visual arts offer a variety of ways to explore and express ideas and feelings.	Central Idea: Transforming energy from one form to another allows us to use it in different ways	Central Idea: National and local governments have responsibilities to organize and develop their communities.	Central Idea: Human interaction with the environment can affect the balance of ecosystems.
	Lines of inquiry and specified concepts: <ul style="list-style-type: none"> • What we value and believe (Form) • Similarities and differences between 	Lines of inquiry and specified concepts: <ul style="list-style-type: none"> • Important inventions through time (Form) • Causes and effects of inventions and 	Lines of inquiry and specified concepts: <ul style="list-style-type: none"> • Different forms of art that are used to express ideas and values (Form) 	Lines of inquiry and specified concepts: <ul style="list-style-type: none"> • Forms of energy (Form) • How energy is transferred and transformed (Function) 	Lines of inquiry and specified concepts: <ul style="list-style-type: none"> • Different types and forms of government (Form) 	Lines of inquiry and specified concepts: <ul style="list-style-type: none"> • The components of an ecosystem (Function)

	<p>belief systems around the world (Connection)</p> <ul style="list-style-type: none"> How beliefs and values influence how we behave (Perspective) 	<p>innovations through time (Causation)</p> <ul style="list-style-type: none"> The responsibilities of inventors and society towards future generations (Responsibility) 	<ul style="list-style-type: none"> The design process in creating a piece of art (Function) How artists can change how people feel or think (Perspective) 	<ul style="list-style-type: none"> The impact of the energy choices we make in our everyday lives (Responsibility) 	<ul style="list-style-type: none"> How national and local governments function (Function) Government responsibilities (Responsibility) 	<ul style="list-style-type: none"> Relationships in an ecosystem (Connection) Factors that affect the balance of an ecosystem (Responsibility) 
	<p>Additional Concepts Beliefs, Values, Culture, Religion, Diversity</p>	<p>Additional Concepts Efficiency, Technological Advances, Chronology</p>	<p>Additional Concepts Values, creativity, audience</p>	<p>Additional Concepts Conservation of energy</p>	<p>Additional Concepts Government, Democracy, Dictatorship, Budget, System</p>	<p>Additional Concepts Adaptation, Interdependence, Ecosystem</p>
	<p>Learner Profile Attributes Open Minded, Reflective</p>	<p>Learner Profile Attributes Knowledgeable, Inquirer</p>	<p>Learner Profile Attributes Communicators, Reflective</p>	<p>Learner Profile Attributes Thinker, Inquirer</p>	<p>Learner Profile Attributes Principled, Open minded</p>	<p>Learner Profile Attributes Caring, Principled</p>
	<p>Subject Focus Social Studies, PSHE</p>	<p>Subject Focus Social Studies, Science</p>	<p>Subject Focus Visual Art, Languages</p>	<p>Subject Focus Science, Maths</p>	<p>Subject Focus Social Studies</p>	<p>Subject Focus Science, Social Studies</p>
Grade 5 10-11 yrs	<p>Grade 5 Changes Year long unit</p>	<p>Grade 5 Migration</p>	<p>Grade 5 Performance</p>	<p>Grade 5 Materials and Matter</p>	<p>Grade 5 The Journey of Stuff</p>	<p>Grade 5 EXHIBITION</p>
	<p>Central Idea: As they grow up, people experience physical and emotional changes which affect their evolving identity.</p>	<p>Central Idea: Human migration is a response to challenges, risks and opportunities.</p>	<p>Central Idea: Across cultures, places and times people have connected with others through dramatic performances.</p>	<p>Central Idea: Understanding the way materials behave and interact determines how people use them.</p>	<p>Central Idea: Understanding production and waste management systems allows people to make more informed choices about their use of resources</p>	<p>Central Idea: To be decided</p>
	<p>Lines of Inquiry and specified concepts:</p> <ul style="list-style-type: none"> The physical changes that occur during puberty (Change) 	<p>Lines of Inquiry and specified concepts:</p> <ul style="list-style-type: none"> The reasons why people migrate (Causation) 	<p>Lines of Inquiry and specified concepts:</p> <ul style="list-style-type: none"> The process involved in creating a dramatic 	<p>Lines of inquiry and specified concepts:</p> <ul style="list-style-type: none"> Properties of solids, liquids and gases (Function) 	<p>Lines of Inquiry and specified concepts:</p> <ul style="list-style-type: none"> How basic resources are used and recycled (Function) 	<p>Lines of Inquiry and specified concepts To be decided</p>

	<ul style="list-style-type: none"> Habits and routines that help people manage these changes (Function) The different influences on a person's identity over time (Perspective)    	<ul style="list-style-type: none"> How global events impact migration (Connection) How individuals and governments can support migrants (Responsibility)  	<p>performance (Function)</p> <ul style="list-style-type: none"> Dramatic performance from different times and cultures (Connection) Perspectives on performance (Perspective)  	<ul style="list-style-type: none"> Changes that occur in different materials (Change) How materials are used based upon their properties (Responsibility) 	<ul style="list-style-type: none"> How waste is managed locally and globally (Function) The environmental and human benefits and costs of recycling (Responsibility) 	
	<p>Additional Concepts Growth, Identity, Puberty</p>	<p>Additional Concepts Push and Pull Factors, Migration</p>	<p>Additional Concepts Performance, interpretation, communication</p>	<p>Additional Concepts Change of state, properties</p>	<p>Additional Concepts Systems, Environment, Sustainability</p>	<p>Additional Concepts To be decided</p>
	<p>Learner Profile Attributes Open Minded, Balanced, Reflective</p>	<p>Learner Profile Attributes Open-minded, Caring</p>	<p>Learner Profile Attributes Risk Takers, Communicator</p>	<p>Learner Profile Attributes Inquirer, Knowledgeable</p>	<p>Learner Profile Attributes Principled, Thinker, Communicator</p>	<p>Learner Profile Attributes All</p>
	<p>Subject Focus Science, PSHE</p>	<p>Subject Focus Social Studies, Maths</p>	<p>Subject Focus Social Studies, Arts</p>	<p>Subject Focus Science, Maths</p>	<p>Subject Focus Social Studies, Science</p>	<p>Subject Focus All subjects</p>

*Units may change