



# Program of Inquiry Overview

## 2019 – 2020

### KG – Grade 6



VERTICAL MAPPING

	UOI 1	UOI 2	UOI 3	UOI 4
	08/09/2019 – 31/10/2019 [8 weeks]	03/11/2019 – 19/12/2019 [7 weeks]	05/01/2020 – 05/03/2020 [9 weeks]	08/03/2020 – 21/05/2020 [9 weeks]
KG 1	<b>WHO WE ARE</b> Every day I can learn more about me and who I am	<b>HOW THE WORLD WORKS</b> Understanding materials determines how people use them.	<b>SHARING THE PLANET</b> Living things have specific needs in order to grow and stay healthy.	<b>HOW WE EXPRESS OURSELVES</b> We use self-expression to communicate our ideas and feelings.
KG 2	<b>WHO WE ARE</b> Making and keeping friends are important life skills.	<b>SHARING THE PLANET</b> Plants are an important part of our environment.	<b>HOW WE ORGANISE OURSELVES</b> People play different roles in communities to which they belong.	<b>HOW WE EXPRESS OURSELVES</b> Through play we express our feelings and ideas and come to new understandings.
GRADE 1	<b>WHO WE ARE</b> Family relationships contribute to shaping our identity.	<b>WHERE WE ARE IN PLACE AND TIME</b> The history of my country can teach me about myself.	<b>HOW WE ORGANISE OURSELVES</b> Journeys create opportunities that need to be planned for.	<b>HOW WE EXPRESS OURSELVES</b> Stories can engage their audience and communicate meaning

	UOI 1	UOI 2	UOI 3	UOI 4	UOI 5	UOI 6
	08/09/2019 – 10/10/2019 [5 weeks]	13/10/2019 – 21/11/2019 [5.5 weeks]	24/11/2019 – 16/01/2020 [5.5 weeks]	19/01/2020 – 27/02/2020 [6 weeks]	01/03/2020 – 16/04/2020 [5 weeks]	19/04/2020 – 21/05/2020 [5 weeks]
GRADE 2	<b>WHO WE ARE</b> Citizens of a community have rights and responsibilities.	<b>WHERE WE ARE IN PLACE AND TIME</b> Homes may be influenced by a variety of factors.	<b>SHARING THE PLANET</b> Animals depend on their habitat for survival.	<b>HOW THE WORLD WORKS</b> Light comes from varying sources and affects us in different ways.	<b>HOW WE ORGANISE OURSELVES</b> Communication connects people and communities.	<b>HOW WE EXPRESS OURSELVES</b> The natural world inspires creative expression.
GRADE 3	<b>HOW WE ORGANISE OURSELVES</b> Communities work together to make and follow agreements.	<b>HOW WE EXPRESS OURSELVES</b> People recognize important events through celebrations and traditions.	<b>WHO WE ARE</b> The choices we make contribute to the well being of ourselves and others.	<b>HOW THE WORLD WORKS</b> People apply their understanding of forces to improve, invent, and create.	<b>SHARING THE PLANET</b> Water is a natural resource that sustains our planet and all living things.	<b>WHERE WE ARE IN PLACE AND TIME</b> Interpreting artefacts provides insight into peoples' histories.
GRADE 4	<b>WHO WE ARE</b> Knowledge of our cultural heritage provides an insight into how we relate to others.	<b>SHARING THE PLANET</b> Children worldwide encounter a range of challenges, risks and opportunities.	<b>HOW THE WORLD WORKS</b> The earth experiences changes caused by geological forces.	<b>WHERE WE ARE IN PLACE AND TIME</b> Exploration can lead to discoveries, opportunities and new understanding.	<b>HOW WE ORGANISE OURSELVES</b> Communities organise systems to manage their environment.	<b>HOW WE EXPRESS OURSELVES</b> Through the arts people use different forms of expression to convey their uniqueness.
GRADE 5	<b>HOW THE WORLD WORKS</b> Matter exists in different forms which can be changed and used for a variety of purposes.	<b>SHARING THE PLANET</b> Living things are interdependent and affect the balance of ecosystems.	<b>WHO WE ARE</b> Body systems work together for health and survival.	<b>HOW WE ORGANISE OURSELVES</b> Economic activity relies on the system of production, exchange and the consumption of goods and services.	<b>HOW WE EXPRESS OURSELVES</b> Creative expression provides ways to communicate ideas and emotions.	<b>WHERE WE ARE IN PLACE AND TIME</b> Migration is a response to human circumstances and challenges.
GRADE 6	<b>HOW THE WORLD WORKS</b> Energy is transformed and used to support communities.	<b>HOW WE ORGANISE OURSELVES</b> Government systems facilitate societal decision making.	<b>WHERE WE ARE IN PLACE AND TIME</b> Evidence of past societies can be used to make connections to the present day.	<b>WHO WE ARE</b> <b>PYP EXHIBITION</b>	<b>HOW WE EXPRESS OURSELVES</b> People use sounds words and images to inform, entertain and persuade specific audiences.	<b>SHARING THE PLANET</b> Small steps can lead to global change and a more peaceful world.

# 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; and what it means to be human.

KG1	KG2	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
<p><b>CENTRAL IDEA</b> Every day I can learn more about me and who I am.</p> <p><b>CONCEPTS</b> Function, Form, Perspective</p> <p><b>RELATED CONCEPTS</b> Identity Growth</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>This is my body</li> <li>All about me</li> <li>Similarities and differences between ourselves and others</li> </ul> <p><b>SKILLS</b> Communication: Listening Research: Observation Self-Management: Gross motor skills Social: Cooperating Thinking: Acquisition of knowledge</p> <p><b>LEARNER PROFILE</b> Knowledgeable Communicator Inquirers</p> <p><b>TD SUBJECTS</b> PSPE Science English</p>	<p><b>CENTRAL IDEA</b> Making and keeping friends are important life skills.</p> <p><b>CONCEPTS</b> Function, Causation, Responsibility</p> <p><b>RELATED CONCEPTS</b> Cooperation Friendship</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Developing friendships</li> <li>Managing friendships</li> <li>The importance of friendships</li> </ul> <p><b>SKILLS</b> Communication: Speaking Research: Observing Self-Management: Informed choices Social: Cooperating Thinking: Dialectical thought</p> <p><b>LEARNER PROFILE</b> Caring Open Minded</p> <p><b>TD SUBJECTS</b> PSPE Social Studies English</p>	<p><b>CENTRAL IDEA</b> Family relationships contribute to shaping our identity.</p> <p><b>CONCEPTS</b> Function, Responsibility, Change</p> <p><b>RELATED CONCEPTS</b> Identity Roles</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Diversity of families</li> <li>Roles and responsibilities within the family</li> <li>How families influence who we become</li> </ul> <p><b>SKILLS</b> Communication: Listening Research: Formulating questions Self-management: Fine motor skills Social: Accepting responsibility Thinking: Acquisition of knowledge</p> <p><b>LEARNER PROFILE</b> Principled Caring Balanced</p> <p><b>TD SUBJECTS</b> Social Studies PSPE</p>	<p><b>CENTRAL IDEA</b> Citizens of a community have rights and responsibilities.</p> <p><b>CONCEPTS</b> Form, Causation, Responsibility</p> <p><b>RELATED CONCEPTS</b> Rights Community</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Describing citizenship</li> <li>Rights and responsibilities of citizens in a community</li> <li>Our responsibilities as a citizen [locally and globally]</li> </ul> <p><b>SKILLS</b> Communication: Listening: Research: Presenting Research Findings Self management: Organisation Social: Cooperating Thinking: Dialectical thought</p> <p><b>LEARNER PROFILE</b> Reflective Principled</p> <p><b>TD SUBJECTS</b> PSPE Social Studies English</p>	<p><b>CENTRAL IDEA</b> The choices we make contribute to the well being of ourselves and others.</p> <p><b>CONCEPTS</b> Function, Connection, Responsibility</p> <p><b>RELATED CONCEPTS</b> Wellness Choices Responsibility</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Roles and behaviours within friendships</li> <li>Our actions affect others</li> <li>Building a culture of care</li> </ul> <p><b>SKILLS</b> Communication: Speaking Research: Formulating questions Self-management: Healthy lifestyle Social: Cooperating Thinking: Acquisition of knowledge</p> <p><b>LEARNER PROFILE</b> Reflective Balanced Risk Taker</p> <p><b>TD SUBJECTS</b> PSPE Science English</p>	<p><b>CENTRAL IDEA</b> Knowledge of our cultural heritage provides an insight into how we relate to others.</p> <p><b>CONCEPTS</b> Form, Perspective, Connection</p> <p><b>RELATED CONCEPTS</b> Culture Identity</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Understanding cultural heritage</li> <li>Cultural similarities and differences</li> <li>Living together in a multicultural community</li> </ul> <p><b>SKILLS</b> Communication: Writing Research: Organising Data Self Management: Time Management Social: Respecting Others Thinking: Comprehension</p> <p><b>LEARNER PROFILE</b> Principled Open Minded Caring</p> <p><b>TD SUBJECTS</b> Social Studies Art English</p>	<p><b>CENTRAL IDEA</b> Body systems work together for health and survival.</p> <p><b>CONCEPTS</b> Form, Function, Responsibility</p> <p><b>RELATED CONCEPTS</b> Health Systems</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Form and function of body systems</li> <li>Interconnectedness of body systems</li> <li>Maintaining healthy body systems</li> </ul> <p><b>SKILLS</b> Communication: Listening Research: Presenting research findings Self-Management: Healthy Lifestyle Social: Respecting others Thinking: Application</p> <p><b>LEARNER PROFILE</b> Knowledgeable Balanced Communicator</p> <p><b>TD SUBJECTS</b> PSPE Science English</p>	<p><b>CENTRAL IDEA</b></p> <p><b>PYP EXHIBITION</b></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; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.

KG1	KG2	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
		<p><b>CENTRAL IDEA</b> The history of my country can teach me about myself.</p> <p><b>CONCEPTS</b> Change, Form, Function</p> <p><b>RELATED CONCEPTS</b> Culture History</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>• Oman then and now</li> <li>• Events, artefacts and traditions of Omani culture</li> <li>• How artefacts and traditions are passed through generations</li> </ul> <p><b>SKILLS</b> Communication: Listening Research: Present research findings Self-management: Fine motor skills Social: Respecting others Thinking: Analysis</p> <p><b>LEARNER PROFILE</b> Inquirer Knowledgeable</p> <p><b>TD SUBJECTS</b> Music Social Studies English Science</p>	<p><b>CENTRAL IDEA</b> Homes may be influenced by a variety of factors.</p> <p><b>CONCEPTS</b> Form, Causation, Change</p> <p><b>RELATED CONCEPTS</b> Landscape Settlement</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>• Different types of homes</li> <li>• Environmental influences on homes</li> <li>• Changes to homes over time</li> </ul> <p><b>SKILLS</b> Communication: Listening Research: Interpreting Data Self management: Spacial Awareness Social: Resolving Conflict Thinking: Comprehension</p> <p><b>LEARNER PROFILE</b> Thinker Reflective</p> <p><b>TD SUBJECTS</b> Social Studies Science Art</p>	<p><b>CENTRAL IDEA</b> Interpreting artefacts provides insight into peoples' histories.</p> <p><b>CONCEPTS</b> Form, Function, Responsibility</p> <p><b>RELATED CONCEPTS</b> Artefacts History</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>• How people analyze artefacts</li> <li>• What artefacts tell us about history</li> <li>• Preserving our history through artefacts</li> </ul> <p><b>SKILLS</b> Communication: Listening Research: Recording data</p> <p>Self-Management: Informed choices Social: Group decision making Thinking: Analysis</p> <p><b>LEARNER PROFILE</b> Principled Thinker Caring</p> <p><b>TD SUBJECTS</b> Art Social Studies English Music</p>	<p><b>CENTRAL IDEA</b> Exploration can lead to discoveries, opportunities and new understanding.</p> <p><b>CONCEPTS</b> Causation, Connection, Change</p> <p><b>RELATED CONCEPTS</b> Space Discovery</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>• Reasons for exploration</li> <li>• Evolution of exploration</li> <li>• Ways exploration has changed our society</li> </ul> <p><b>SKILLS</b> Communication: Speaking Research: Collecting Data Self Management: Spatial Awareness Social: Cooperating Thinking: Analysis</p> <p><b>LEARNER PROFILE</b> Communicator Inquirer Risk Taker</p> <p><b>TD SUBJECTS</b> Science Maths Social Studies</p>	<p><b>CENTRAL IDEA</b> Migration is a response to human circumstances and challenges.</p> <p><b>CONCEPTS</b> Causation, Change, Perspective</p> <p><b>RELATED CONCEPTS</b> Population Settlement Diversity Refugee</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>• The reasons why people migrate</li> <li>• Migration throughout history</li> <li>• Effects on migration on communities, cultures and individuals</li> </ul> <p><b>SKILLS</b> Communication: Reading Research: Collecting data Self-Management: Fine motor skills Social: Group-decision making Thinking: Dialectical thought</p> <p><b>LEARNER PROFILE</b> Thinker Open-minded Reflective</p> <p><b>TD SUBJECTS</b> Social Studies English PSPE</p>	<p><b>CENTRAL IDEA</b> Evidence of past societies can be used to make connections to the present-day.</p> <p><b>CONCEPTS</b> Form, Causation, Connection</p> <p><b>RELATED CONCEPTS</b> History Revolution Civilizations</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>• Characteristics of historical societies</li> <li>• How leaders affect change</li> <li>• The influence of past societies on the present day</li> </ul> <p><b>SKILLS</b> Communication: Writing Research: Recording Data Self-Management: Time Management Social: Resolving Conflict Thinking: Analysis</p> <p><b>LEARNER PROFILE</b> Knowledgeable Inquirer Risk taker</p> <p><b>TD SUBJECTS</b> Art Social Studies English Music</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.

KG1	KG2	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
<b>CENTRAL IDEA</b> We use self-expression to communicate our ideas and feelings.	<b>CENTRAL IDEA</b> Through play we express our feelings and ideas and come to new understandings.	<b>CENTRAL IDEA</b> Stories can engage their audience and communicate meaning.	<b>CENTRAL IDEA</b> The natural world inspires creative expression.	<b>CENTRAL IDEA</b> People recognize important events through celebrations and traditions.	<b>CENTRAL IDEA</b> Through the arts people use different forms of expression to convey their uniqueness.	<b>CENTRAL IDEA</b> Creative expression provides ways to communicate ideas and emotions.	<b>CENTRAL IDEA</b> People use sounds, words and images to inform, entertain and persuade specific audiences.
<b>CONCEPTS</b> Form, Function, Causation	<b>CONCEPTS</b> Form, Connection, Function	<b>CONCEPTS</b> Form, Connection, Perspective	<b>CONCEPTS</b> Form, Perspective, Connection	<b>CONCEPTS</b> Form, Function, Connection	<b>CONCEPTS</b> Perspective, Connection, Responsibility	<b>CONCEPTS</b> Form, Causation, Connection	<b>CONCEPTS</b> Function, Form, Perspective
<b>RELATED CONCEPTS</b> Self-expression Communication	<b>RELATED CONCEPTS</b> Imagination Creativity Communication	<b>RELATED CONCEPTS</b> Expression Opinion	<b>RELATED CONCEPTS</b> Interpretation Self-expression	<b>RELATED CONCEPTS</b> Beliefs Relationships Identity	<b>RELATED CONCEPTS</b> Beliefs Purpose Relationships	<b>RELATED CONCEPTS</b> Communication Purpose expression	<b>RELATED CONCEPTS</b> Communication Expression Audience
<b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>Self-expression through drawing and painting</li> <li>Communicating feelings and ideas with words</li> <li>Expression through music, dance and drama</li> </ul>	<b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>Forms of play</li> <li>Imaginative use of everyday materials</li> <li>Communicating through play</li> </ul>	<b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>How stories are created and shared</li> <li>What stories can convey</li> <li>Feelings and emotions that stories evoke</li> </ul>	<b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>Forms of creative expression</li> <li>How artists express their appreciation of the natural world</li> <li>How the natural world inspires our own creativity</li> </ul>	<b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>Different types of celebrations</li> <li>How and why people celebrate</li> <li>Similarities and differences between local and global celebrations</li> </ul>	<b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>Individuals are unique</li> <li>The diverse ways in which people express themselves</li> <li>The role of the arts in culture and society</li> </ul>	<b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>Elements of creative expression</li> <li>Selecting the appropriate medium to communicate</li> <li>Conveying new understandings</li> </ul>	<b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>The use of sound, words and imagery in different kinds of media</li> <li>How design elements support communication</li> <li>The role of art, music and language in forming perceptions</li> </ul>
<b>SKILLS</b> Communication: Writing Research: Planning Self-management: Organisation Social: Accepting Responsibility Thinking: Analysis	<b>SKILLS</b> Communication: Writing Research: Presenting research findings Self-Management Skills: Organisation Social Skills: Adopting a variety of group roles Thinking Skills: Synthesis	<b>SKILLS</b> Communication: Writing Research: Organising Self-Management: Time Management Social: Group Decision Making Thinking: Comprehension	<b>SKILLS</b> Communication: Speaking Research: Collecting Data Self-Management :Fine Motor Skills Social: Respecting others Thinking: Analysis	<b>SKILLS</b> Communication: Speaking Research: Planning Self-management: Organisation Social: Respecting others Thinking: Synthesis	<b>SKILLS</b> Communication: Non Verbal Research: Presenting Findings Self-Management: Organization Social: Adopting a variety of group Thinking: Evaluation	<b>SKILLS</b> Communication: Speaking Research: Planning Self-Management: Time-management Social: Adopting a variety of group roles Thinking: Synthesis	<b>SKILLS</b> Communication: Non verbal Research: Planning Self-Management: Safety Social: Group decision making Thinking: Synthesis
<b>LEARNER PROFILE</b> Risk taker Reflective	<b>LEARNER PROFILE</b> Inquirer Risk taker Communicator	<b>LEARNER PROFILE</b> Communicator Reflective Open minded	<b>LEARNER PROFILE</b> Inquirer Balanced Open minded	<b>LEARNER PROFILE</b> Open minded Communicator	<b>LEARNER PROFILE</b> Open minded Inquirers Balanced	<b>LEARNER PROFILE</b> Reflective Thinker Balanced	<b>LEARNER PROFILE</b> Communicator Principled Knowledgeable
<b>TD SUBJECTS</b> Art English Music	<b>TD SUBJECTS</b> Music English PSPE	<b>TD SUBJECTS</b> Art English PSPE	<b>TD SUBJECTS</b> Art Music English	<b>TD SUBJECTS</b> Art Music English	<b>TD SUBJECTS</b> Music Art PSPE English	<b>TD SUBJECTS</b> Music Art PSPE English	<b>TD SUBJECTS</b> Art Music English PSPE

# 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; and the impact of scientific and technological advances on society and on the environment.

KG1	KG2	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
<b>CENTRAL IDEA</b> Understanding materials determines how people use them.			<b>CENTRAL IDEA</b> Light comes from varying sources and affects us in different ways.	<b>CENTRAL IDEA</b> People apply their understanding of forces to improve, invent and create.	<b>CENTRAL IDEA</b> The earth experiences changes caused by geological forces.	<b>CENTRAL IDEA</b> Matter exists in different forms which can be changed and used for a variety of purposes.	<b>CENTRAL IDEA</b> Energy is transformed and used to support communities.
<b>CONCEPTS</b> Form, Function, Perspective			<b>CONCEPTS</b> Form, Causation, Connection	<b>CONCEPTS</b> Form, Function, Connection	<b>CONCEPTS</b> Form, Causation, Change	<b>CONCEPTS</b> Form, Change, Function	<b>CONCEPTS</b> Function, Responsibility, Change
<b>RELATED CONCEPTS</b> Properties Classification			<b>RELATED CONCEPTS</b> Forms of energy Transformation of energy	<b>RELATED CONCEPTS</b> Forces Innovation Efficiency	<b>RELATED CONCEPTS</b> Geography Landscape	<b>RELATED CONCEPTS</b> Properties Transformation	<b>RELATED CONCEPTS</b> Energy Finite resources Sustainability
<b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>What things are made of</li> <li>Using different materials for different things</li> <li>Sorting materials</li> </ul>			<b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>Sources of light</li> <li>Shadows and the way light behaves</li> <li>The importance of light</li> </ul>	<b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>Different kinds of forces</li> <li>Simple machines and how they operate</li> <li>Using forces to create and invent</li> </ul>	<b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>Natural features of the earth</li> <li>Causes behind earth's physical changes</li> <li>Earth has changed and will continue to change</li> </ul>	<b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>Properties of matter</li> <li>Chemical and physical changes</li> <li>Applications and implications of change in matter</li> </ul>	<b>LINES OF INQUIRY</b> <ul style="list-style-type: none"> <li>How sources of energy are converted into usable forms</li> <li>Environmental impact of fossil fuels</li> <li>Sustainable energy practices</li> </ul>
<b>SKILLS</b> Communication: Speaking Research: Recording data Self-Management: Fine motor skills Social: Respecting others Thinking: Comprehension			<b>SKILLS</b> Communication: Writing Research: Presenting research findings Self-Management: Safety Social: Adopting a variety of group roles Thinking: Acquisition of knowledge	<b>SKILLS</b> Communication: Non Verbal Research: Interpreting data Self-Management: Gross motor Social: Accepting responsibility Thinking: Dialectal thoughts	<b>SKILLS</b> Communication: Reading Research: Formulating Questions Self-Management: Safety Social: Group Decision Thinking: Synthesis	<b>SKILLS</b> Communication: Writing Research: Observing Self-Management: Organisation Social: Cooperating Thinking: Analysis	<b>SKILLS</b> Communication: Listening Research: Collecting Data Self-Management: Spatial Awareness Social Skills: Cooperating. Thinking Skills: Application
<b>LEARNER PROFILE</b> Knowledgeable Thinkers			<b>LEARNER PROFILE</b> Inquirer Reflective Knowledgeable	<b>LEARNER PROFILE</b> Risk taker Inquirer Thinker	<b>LEARNER PROFILE</b> Thinker Knowledgeable Communicator	<b>LEARNER PROFILE</b> Inquirer Reflective Communicator	<b>LEARNER PROFILE</b> Inquirer Principled Balanced
<b>TD SUBJECTS</b> Science Maths Art			<b>TD SUBJECTS</b> Maths Science English	<b>TD SUBJECTS</b> Science Maths PSPE	<b>TD SUBJECTS</b> Science Maths Social Studies	<b>TD SUBJECTS</b> Science Maths English	<b>TD SUBJECTS</b> Science Music English

# 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.

KG1	KG2	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	<p><b>CENTRAL IDEA</b> People play different roles in communities to which they belong.</p> <p><b>CONCEPTS</b> Form, Function, Responsibility</p> <p><b>RELATED CONCEPTS</b> Systems Citizenship</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"><li>• Various communities we belong to</li><li>• How communities are organized</li><li>• Roles of people in our community</li></ul> <p><b>SKILLS</b> Communication: Reading Research: Recording data Self- management skills: Spatial awareness Social Skills: Respecting others Thinking skills: Acquisition of knowledge</p> <p><b>LEARNER PROFILE</b> Open minded Reflective</p> <p><b>TD SUBJECTS</b> Social Studies English Maths</p>	<p><b>CENTRAL IDEA</b> Journeys create opportunities that need to be planned for.</p> <p><b>CONCEPTS</b> Function, Connection, Causation</p> <p><b>RELATED CONCEPTS</b> Needs Communities Service</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"><li>• Journeys and their purpose</li><li>• Different types of transport for different purposes</li><li>• How to plan for a journey</li></ul> <p><b>SKILLS</b> Communication: Non-verbal communication Research: Planning Self-Management: Safety Social: Resolving Thinking: Dialectical thought</p> <p><b>LEARNER PROFILE</b> Communicator Inquirer Thinker</p> <p><b>TD SUBJECTS</b> English Maths Social Studies</p>	<p><b>CENTRAL IDEA</b> Communication connects people and communities.</p> <p><b>CONCEPTS</b> Form, Function, Change</p> <p><b>RELATED CONCEPTS</b> Behaviour Communication Progress</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"><li>• Forms of communication</li><li>• Communicating for a purpose</li><li>• Communication past to present</li></ul> <p><b>SKILLS</b> Communication: NonVerbal Research: Observing Self-Management :Gross Motor Skills Social: Accepting Responsibility Thinking: Synthesis</p> <p><b>LEARNER PROFILE</b> Communicator Thinker</p> <p><b>TD SUBJECTS</b> Social Studies English Science</p>	<p><b>CENTRAL IDEA</b> Communities work together to make and follow agreements.</p> <p><b>CONCEPTS</b> Form, Function, Perspective</p> <p><b>RELATED CONCEPTS</b> Citizenship Organisations Communities</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"><li>• Characteristics of a successful community</li><li>• The way members of a community work together</li><li>• My role in a successful community</li></ul> <p><b>SKILLS</b> Communication: Writing Research: Observing Self-management: Codes of behaviour Social: Resolving conflict Thinking: Metacognition</p> <p><b>LEARNER PROFILE</b> Principled Reflective Perspective</p> <p><b>TD SUBJECTS</b> English Social Studies PSPE</p>	<p><b>CENTRAL IDEA</b> Communities organise systems to manage their environment.</p> <p><b>CONCEPTS</b> Form, Function Connection</p> <p><b>RELATED CONCEPTS</b> Systems Community</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"><li>• Developing systems that lead to a functional community</li><li>• The ways environments around the world are used and managed</li><li>• The balance between industry and caring for the environment</li></ul> <p><b>SKILLS</b> Communication: Listening Research: Formulating questions Self-Management: Safety Social: Resolving conflict Thinking: Acquisition of knowledge</p> <p><b>LEARNER PROFILE</b> Inquirer Caring Thinker</p> <p><b>TD SUBJECTS</b> Maths Social Studies Science</p>	<p><b>CENTRAL IDEA</b> Economic activity relies on the system of production, exchange and the consumption of goods and services.</p> <p><b>CONCEPTS</b> Function, Connection, Responsibility</p> <p><b>RELATED CONCEPTS</b> Marketing Trade Supply and demand</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"><li>• The role of supply and demand</li><li>• The distribution of goods and services</li><li>• Our responsibility as producers and consumers</li></ul> <p><b>SKILLS</b> Communication: Non-verbal communication Research: Formulating Questions Self-Management: Codes of behaviour Social: Resolving conflict Thinking: Evaluation</p> <p><b>LEARNER PROFILE</b> Risk Taker Principled Reflective</p> <p><b>TD SUBJECTS</b> English Maths Social Studies</p>	<p><b>CENTRAL IDEA</b> Government systems facilitate societal decision making.</p> <p><b>CONCEPTS</b> Form, Function,Perspective</p> <p><b>RELATED CONCEPTS</b> Governments Legislation</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"><li>• Structure of various governments</li><li>• Roles of people in government</li><li>• Impact of government decisions on citizens</li></ul> <p><b>SKILLS</b> Communication: Reading Research: Organising Data Self-Management: Organisation Social: Respecting others Thinking: Comprehension</p> <p><b>LEARNER PROFILE</b> Communicator Knowledgeable Open minded</p> <p><b>TD SUBJECTS</b> English Social Studies PSPE</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.

KG1	KG2	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
<p><b>CENTRAL IDEA</b> Living things have specific needs in order to grow and stay healthy.</p> <p><b>CONCEPTS</b> Function, Connection Responsibility</p> <p><b>RELATED CONCEPTS</b> Growth Habitat Plants</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Living and nonliving things.</li> <li>Where living things grow</li> <li>Looking after living things.</li> </ul> <p><b>SKILLS</b> Communication: Reading Research: Formulating questions Self-management: Spatial awareness Social: Resolving conflicts Thinking: Application</p> <p><b>LEARNER PROFILE</b> Thinkers Principled</p> <p><b>TD SUBJECTS</b> Science Maths Social Studies</p>	<p><b>CENTRAL IDEA</b> Plants are an important part of our environment.</p> <p><b>CONCEPTS</b> Change, Function, Responsibility</p> <p><b>RELATED CONCEPTS</b> Consequences Initiative</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>What plants provide for us and other living things</li> <li>How plants grow</li> <li>Caring for plants</li> </ul> <p><b>SKILLS</b> Communication: Listening Research: Organising data Self-Management: Safety Social: Accepting responsibility Thinking: Comprehension</p> <p><b>LEARNER PROFILE</b> Inquirer Thinker Caring</p> <p><b>TD SUBJECTS</b> Art Social Studies Science</p>		<p><b>CENTRAL IDEA</b> Animals depend on their habitat for survival.</p> <p><b>CONCEPTS</b> Connection, Causation, Responsibility</p> <p><b>RELATED CONCEPTS</b> Interdependence Conservation Adaptation</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Different types of habitats</li> <li>Survival features of animals</li> <li>Human impact on natural habitats.</li> </ul> <p><b>SKILLS</b> Communication Reading Research: Recording Data Self management: Informed Choices Social: Group Decision Making Thinking: Metacognition</p> <p><b>LEARNER PROFILE</b> Principled Caring Risk taker</p> <p><b>TD SUBJECTS</b> Social Studies Science English</p>	<p><b>CENTRAL IDEA</b> Water is a natural resource that sustains our planet and all living things.</p> <p><b>CONCEPTS</b> Causation, Connection, Responsibility</p> <p><b>RELATED CONCEPTS</b> Resources Sustainability Systems [water cycle]</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>The role of water in sustaining life.</li> <li>The uneven distribution of earth's water.</li> <li>Our responsibility with water and its consumption</li> </ul> <p><b>SKILLS</b> Communication: Reading Research: Collecting data Self-Management: Spatial awareness Social: Adopting a variety of roles: Thinking: Comprehension</p> <p><b>LEARNER PROFILE</b> Caring Thinkers Reflective</p> <p><b>TD SUBJECTS</b> Social Studies English Science</p>	<p><b>CENTRAL IDEA</b> Children worldwide encounter a range of challenges, risks and opportunities.</p> <p><b>CONCEPTS</b> Causation, Perspective, Function</p> <p><b>RELATED CONCEPTS</b> Consequences Rights Equality</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Challenges, risks and opportunities that children encounter [local and global]</li> <li>How children respond to challenges, risks and opportunities.</li> <li>Individuals and organisations work to protect children from risk.</li> </ul> <p><b>SKILLS</b> Communication: Writing Research: Planning Self Management: Informed choices Social: Accepting Thinking: Dialectical thought</p> <p><b>LEARNER PROFILE</b> Caring Principled Knowledgeable</p> <p><b>TD SUBJECTS</b> Social Studies PSPE English</p>	<p><b>CENTRAL IDEA</b> Living things are interdependent and affect the balance of ecosystems.</p> <p><b>CONCEPTS</b> Causation, Connection Responsibility,</p> <p><b>RELATED CONCEPTS</b> Balance Biodiversity Interdependence</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Types of ecosystems</li> <li>How living things rely on an ecosystem to survive</li> <li>Personal choices have lasting effects on ecosystems</li> </ul> <p><b>SKILLS</b> Communication: Speaking Research: Organising Data Self-Management: Informed choices Social: Accepting responsibility Thinking: Acquisition of knowledge</p> <p><b>LEARNER PROFILE</b> Caring Principled Risk Taker</p> <p><b>TD SUBJECTS</b> Social Studies Science English</p>	<p><b>CENTRAL IDEA</b> Small steps can lead to global change and a more peaceful world.</p> <p><b>CONCEPTS</b> Form, Perspective, Responsibility</p> <p><b>RELATED CONCEPTS</b> Citizenship Initiative Opinion</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Issues that affect us as global citizens</li> <li>Change makers in our world</li> <li>Aspiring towards a better world</li> </ul> <p><b>SKILLS</b> Communication: Speaking Research: Formulating questions Self-Management: Social: Accepting responsibility Thinking: Acquisition of knowledge</p> <p><b>LEARNER PROFILE</b> Balanced Communicator Open minded</p> <p><b>TD SUBJECTS</b> Social Studies English PSPE</p>