



	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
	<i>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.</i>	<i>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 to global perspectives</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
Grade 0	<p>Central idea : Every day I can learn more about who I am and what I can do.</p> <p>Key concepts: form, perspective, reflection</p> <p>Lines of inquiry: -myself as a part of my family -my physical characteristics -my feelings, likes and</p>	<p>Central idea: Our personal histories help us understand our world.</p> <p>Key concepts: change, reflection, perspective</p> <p>Lines of inquiry: -the countries and cultures we come from (uniqueness) -respect for others -traditional food, games,</p>	<p>Central idea: Nursery rhymes are a way to develop language and tell stories.</p> <p>Key concepts: form, function, perspective</p> <p>Lines of inquiry: -the sequence of events -the role of rhymes and songs -songs and rhymes</p>	<p>Central idea: Materials behave and interact in certain ways, which determine how people use them.</p> <p>Key concepts: perspective, causation, change</p> <p>Lines of inquiry: -behaviour of materials -changing properties of materials -manipulation and</p>	<p>Central idea: People have different jobs and share responsibilities.</p> <p>Key concepts: form, responsibility, change</p> <p>Lines of inquiry: -different kinds of jobs -the importance, duties and responsibilities of</p>	<p>Central idea: Animals and people interact in different ways in different context.</p> <p>Key concepts: connection, perspective, responsibility</p> <p>Lines of inquiry: -the different roles animals play in peoples' lives -suitability of particular animals for specific</p>



	dislikes	dress	around the world	application of materials to new purposes	different professions -the person I want to be in the future	functions -responsibility for the well-being of animals
Grade 1	<p>Central idea: Making balanced choices about daily routines enables us to have a healthy lifestyle.</p> <p>Key concepts: function, causation, reflection</p> <p>Lines of inquiry: -daily habits and routines (hygiene, sleep, play, eating and safety) -balanced choices in eating, road mindedness, school and house chores and consequences of them - the importance of leading a healthy lifestyle</p>	<p>Central idea: The way we travel has changed throughout time.</p> <p>Key concepts: form, change, causation</p> <p>Lines of inquiry: -traveling around the world-exploring the continents and their main countries -means of transport have changed throughout the time -the influence of transport on the ability to travel</p>	<p>Central idea: People create art and music forms to express their feelings.</p> <p>Key concepts: reflection, perspective, form</p> <p>Lines of inquiry: -reflecting on our feelings, types of emotions - discovering different branches of art (drama plays, music, works of art) -expressing our emotions using the branches of art</p>	<p>Central idea: Different animals live, grow and change within different habitats.</p> <p>Key concepts: form, change, function</p> <p>Lines of inquiry: - animals around us - living things change over their lifetime (life cycles) - different animals live in a different habitat</p>	<p>Central idea: Communities satisfy the needs of people in a different way.</p> <p>Key concepts: function, connection, responsibility</p> <p>Lines of inquiry: -public places and community helpers serve the needs of the community -the interaction between town and village -the features of a well-balanced community</p>	<p>Central idea: Our personal choices can change the environment.</p> <p>Key concepts: responsibility, connection, perspective</p> <p>Lines of inquiry: - how different materials can be reused - the way waste affects the environment - things we do in order to protect the environment</p>
Grade 2	<p>Central idea: Choices of role models reflect the beliefs and values of individual and societies.</p>	<p>Central idea: All houses have features that make them unique.</p>	<p>Central idea: No matter where we live celebrations unite people.</p>	<p>Central idea: Different sources of energy help us to make our life easier.</p>	<p>Central idea: Products we use go through many different processes before they get to us.</p>	<p>Central idea: Plants have an impact on the environment.</p>



	<p>Key concepts: reflection, perspective, causation,</p> <p>Lines of inquiry: -what determines our beliefs and values -how and why role models are chosen -influence of role models on our choices and actions -disabilities of other people being an opportunity to help</p>	<p>Key concepts: form, causation, perspective</p> <p>Lines of inquiry: -the human need for homes -our own homes (past-present-future) -how shelters are built and which materials are used -why there are different kinds of shelters</p>	<p>Key concepts: reflection, connection, perspective</p> <p>Lines of inquiry: -kinds of festivals and ways of celebrations -identification with the family and its traditions -tolerance towards other cultures</p>	<p>Key concepts: Responsibility, form, function</p> <p>Lines of inquiry: -Forms of energy - How we use energy -Energy saving -Ways of using energy in the past and present</p>	<p>Key concepts: Connection, function, change</p> <p>Lines of inquiry: -The kinds of products people make and use -The places where the goods are produced. -The processes material goes through to create the final product.</p>	<p>Key concepts: change, connection, responsibility</p> <p>Lines of inquiry: -Plants as living things -Structure of plants -The role of plants in the ecosystem -Our responsibility for plants</p>
Grade 3	<p>Central idea: Understanding our bodies helps us make responsible health choices.</p> <p>Key concepts: connection, responsibility, reflection</p> <p>Lines of inquiry: -The body is made up of different systems (digestive, circulatory, skeletal) that work</p>	<p>Central idea: Exploration and discovery brought change to people and places.</p> <p>Key concepts: causation, change, reflection</p> <p>Lines of inquiry: - Explorations in the: past, present and future -Reasons people explore -The impact of</p>	<p>Central idea: Different ways of communication inform and influence people.</p> <p>Key concepts: form, function, connection</p> <p>Lines of inquiry: -Ways of communication in the past, present and future</p>	<p>Central idea: Earth zones impact on our climate and living things around the world.</p> <p>Key concepts: form, connection, function</p> <p>Lines of inquiry: -Characteristic climate on the major Earth zones -The influence on</p>	<p>Central idea: Systems need to be in place to maintain organization in communities.</p> <p>Key concepts: form, connection, responsibility</p> <p>Lines of inquiry: - The concept of organization - Different systems of organization that we</p>	<p>Central idea: Natural resources are essential for our existence.</p> <p>Key concepts: form, causation, function</p> <p>Lines of inquiry: - What natural resources exist on Earth -How natural resources came into existence</p>



	<p>together to create living, working humans</p> <ul style="list-style-type: none"> -People must learn about good health to help them make positive and intelligent choices that promote healthy bodies and a fulfilling life -Knowing what creates a healthy lifestyle can be communicated in a variety of multimedia ways to help others also lead more positive, healthy and happy life 	<p>explorations and discoveries on our world today</p>	<ul style="list-style-type: none"> - Purpose of various types of communication -Communication makes life easier 	<p>people and on the shape of the land connected to the Earth zones</p> <ul style="list-style-type: none"> - Animals' and plants' adaptation to life in different Earth zones 	<p>belong to</p> <ul style="list-style-type: none"> - The comparison of different systems of organizations in communities 	<ul style="list-style-type: none"> - The importance of natural resources to human being
Grade 4	<p>Central idea: Our rights and responsibilities help shape who we are and who we can become.</p> <p>Key concepts: change, responsibility, causation</p> <p>Lines of inquiry: -Our rights, chores and responsibilities in a house and a classroom. -Similarities and differences between our</p>	<p>Central idea: Evidence of past civilizations can be used to make connections to present- day societies.</p> <p>Key concepts: form, change, connection</p> <p>Lines of inquiry: -Characteristics of civilizations and societies. -Connections between past and present.</p>	<p>Central idea: People communicate using different forms of art.</p> <p>Key concepts: form, perspective, change</p> <p>Lines of inquiry: -How people communicate through arts in different cultures, places and times.</p>	<p>Central idea: People explore the changes of the Earth and the universe to understand their impact on our lives.</p> <p>Key concepts: form, function, connection</p> <p>Lines of inquiry: -How the different components of the Earth are interrelated -Human responses to the Earth's changes</p>	<p>Central idea: Economic activity have different systems.</p> <p>Key concepts: function, causation, connection</p> <p>Lines of inquiry: -How goods are produced and distributed around the world. - How global</p>	<p>Central idea: Finding peaceful solutions to conflicts leads to a better quality of human life.</p> <p>Key concepts: perspective, causation, responsibility</p> <p>Lines of inquiry: -Causes of conflicts. -Conflict resolution, management and the consequences. -Living and working</p>



	families and between other cultures. -How the responsibilities help us to develop.	-Implications for the future. -Processes involved in collecting, analysing and validating evidence.	-Personal preference in appreciation of arts. -Books as an important form of traditional art.	-How the moon influences our planet	movements affects availability of goods. -The roles of people involved in production and distribution of food. -Fair Trade.	together peacefully.
Grade 5	<p>Central idea: Myths and beliefs can explain our world and what it means to be human.</p> <p>Key concepts: form, perspective, reflection</p> <p>Lines of inquiry: -Similarities and differences between belief systems (secular and faith-based) -How beliefs and values contribute to the formation and actions of communities -The impact of spiritual traditions on society today</p>	<p>Central idea: People migrate as a response to many factors.</p> <p>Key concepts: change, causation, responsibility</p> <p>Lines of inquiry: -Migration throughout history -The reasons why people migrate today -Effects of migration on communities, cultures and individuals</p>	<p>Central idea: People can use words and images to send different messages to different audiences.</p> <p>Key concepts: function, perspective, responsibility</p> <p>Lines of inquiry: -How images, text and music are used to influence behaviour of target audiences -Critical evaluation of messages presented in the media -How people respond to messages and propaganda</p>	Exhibition unit	<p>Central idea: Wealthy and poor countries can affect each other.</p> <p>Key concepts: causation, connection, reflection</p> <p>Lines of inquiry: -The rights and responsibilities of wealthy nations -What makes a wealthy nation wealthy -What impact can wealthy and poor nations have on each other</p>	<p>Central idea: The balance in our ecosystems has an impact on all of us.</p> <p>Key concepts: responsibility, perspective, reflection</p> <p>Lines of inquiry: -How disturbing one area of an ecosystem affects other areas -How living and non-living things are connected -Our role in maintaining the balance now and in the future</p>