

Grade	An inquiry into Who We Are an exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.	An inquiry into Where We Are in Time and Place an exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilizations.	An inquiry into How We Express Ourselves an exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.	An inquiry into How The World Works an exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.	An inquiry into How we Organize Ourselves an exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.	An inquiry into Sharing the Planet an exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.
1	<p>HUMAN SYSTEMS</p> <p>The human body is made up of various systems that help us live and grow.</p> <p>Lines of inquiry:</p> <p>The systems of the body (form) What our body needs to live (connection) How our body grows (function)</p> <p>KEY CONCEPTS: form, connection, function</p> <p>RELATED CONCEPTS: growth, interdependence, health, movement, patterns, shape, stability, structure, systems, waste material</p> <p>Curricular Focus: PSPE: personal education – health Science and technology: living things - ourselves</p> <p>5 weeks</p> <p>1</p>	<p>THERE’S NO PLACE LIKE HOME</p> <p>People’s need for shelter depends where they are in the world.</p> <p>Lines of inquiry:</p> <p>Varieties of shelters (form) World Geography (form) Relationship between shelters’ structures and climate & location (function & connection) Relationship between structure and culture (function & connection)</p> <p>KEY CONCEPTS: connection function, culture, tradition</p> <p>RELATED CONCEPTS: adaptation, culture, tradition</p> <p>Curricular Focus: social Studies: geography – the built environment, place society - cultures</p> <p>6 weeks</p> <p>2</p>	<p>LIGHTS CAMERA ACTION</p> <p>Drama is a powerful means to express feelings opinions and ideas.</p> <p>Lines of inquiry:</p> <p>Forms of drama (form) Expressing feelings, ideas and opinions through drama (function) Features of script writing (language arts – form, function) How, music, sets and special effects help support the drama (function)</p> <p>KEY CONCEPT: function</p> <p>RELATED CONCEPTS: Improvisation, dramatic tension, inspiration, interpretation, culture, entertainment, difference</p> <p>Curricular Focus: the arts: drama (all strands) PSPE: personal education – self concept</p> <p>5 weeks</p> <p>3</p>	<p>WHAT’S THE MATTER?</p> <p>Materials have different properties and this determines their uses</p> <p>Lines of inquiry:</p> <p>Classifying materials by their properties (form) The different states of matter (change, causation) How properties determine the suitability of a material for a purpose. (function)</p> <p>KEY CONCEPTS: function, form</p> <p>RELATED CONCEPTS: change, causation, differences, similarities, freezing, melting, patterns, properties, shape, stability,</p> <p>Curricular Focus: science: materials and matter – solids, liquids & gases,</p> <p>6 weeks</p> <p>5</p>	<p>FROM FARM TO TABLE</p> <p>Food goes through many stages of production before reaching us.</p> <p>Lines of inquiry:</p> <p>Food around the world (form) The stages food products go through from origin to consumption (change, causation, function) The difference between processed and unprocessed foods (change) Food storage, preservation and safety (function)</p> <p>KEY CONCEPTS: change, causation function</p> <p>RELATED CONCEPTS: form, distribution, preservation, systems, dependence, resources</p> <p>Curricular Focus: social studies: geography-the built environment, society - systems</p> <p>5 weeks</p> <p>4</p>	<p>REDUCE, REUSE, RECYCLE</p> <p>We can reduce the amount of rubbish by reducing, reusing and recycling materials we use.</p> <p>Lines of inquiry:</p> <p>The things people throw away (form) The impact of rubbish on the environment (connection) Systems of recycling, reducing and reusing (responsibility)</p> <p>KEY CONCEPTS: responsibility, connection</p> <p>RELATED CONCEPTS: causation, surplus, conservation, initiative</p> <p>Curricular Focus: Social Studies: Geography – The built environment, the natural environment. science: living things PSPE: social education – environmental understanding</p> <p>6 weeks</p> <p>6</p>
2	<p>HEALTH AND WELLBEING</p> <p>A balance between food, exercise and relaxation helps to keep our body healthy.</p> <p>Lines of inquiry:</p> <p>What it means to be healthy (form) A healthy diet (form) How exercise contributes to a healthy body (connection) Ways to relax (function) Our responsibilities in maintaining a healthy body (responsibility)</p> <p>KEY CONCEPTS: form, function, connection, responsibility</p> <p>RELATED CONCEPTS: growth, feeding, shape</p> <p>Curricular focus: PSPE: personal education – health PE – health related exercise, science and living things</p> <p>5 weeks</p> <p>5</p>	<p>ANCIENT CIVILIZATIONS</p> <p>Ancient civilizations of the past still influence societies today</p> <p>Lines of inquiry:</p> <p>Ancient civilizations - Chinese, Thai, Greek (form) Connection between ancient civilizations and modern day societies (connection)</p> <p>KEY CONCEPTS: Form, connection</p> <p>RELATED CONCEPTS: chronology, historical inquiry, historical evidence, primary and secondary sources</p> <p>Curricular Focus: social studies: history & geography</p> <p>6 weeks</p> <p>6</p>	<p>THE ARTY PARTY</p> <p>You can learn to express yourself by experiencing the arts of other cultures</p> <p>Lines of inquiry:</p> <p>Art in a variety of forms (form) Cultural Art forms and opinions about them (form and perspective) Cultural Dance Forms and opinions about them (form and perspective) Cultural Music forms and opinions about them (form and perspective) dance reflect different cultures. (connection)</p> <p>KEY CONCEPTS: form, perspective</p> <p>RELATED CONCEPTS: dramatic tension, inspiration, interpretation</p> <p>Curricular Focus: the arts: music – performing, creating, listening PSPE: personal education – self concept, PE – dance, spatial awareness, art,</p> <p>5 weeks</p> <p>2</p>	<p>SIMPLE MACHINES</p> <p>Simple machines make our life easier</p> <p>Lines of inquiry:</p> <p>The 6 simple machines (form) The forces affecting simple machines (function) The effects simple machines have on our lives (connection) Making more complex machines from simple machines (connection)</p> <p>KEY CONCEPTS: function, connection</p> <p>RELATED CONCEPTS: form, properties, shape, stability, structure, variations, movement, speed</p> <p>Curricular Focus: science and technology: forces and energy – movement</p> <p>6 weeks</p> <p>3</p>	<p>WHEN DISASTER STRIKES</p> <p>By working together we can reduce the negative impact of natural disasters (on society and the environment)</p> <p>Lines of inquiry:</p> <p>Causes of different natural disasters (causation) Effects of natural disasters on humans (connection) Ways humans work together to respond natural disasters (connection)</p> <p>KEY CONCEPTS causation, connection</p> <p>RELATED CONCEPTS: empathy, cooperation, charities, NGOs</p> <p>Curricular Focus: social studies: society systems, geography – the natural environment</p> <p>6 weeks</p> <p>4</p>	<p>GOING, GOING, GONE</p> <p>Because of the actions of humans, some animals are extinct and others are endangered.</p> <p>Needs of animals - food, water and habitat (form) Causes of animal extinction (causation) Specific animals which are under the threat of extinction (form & causation) Ways in which this situation can be reversed Needs of animals - food and habitat (responsibility)</p> <p>KEY CONCEPTS: causation responsibility</p> <p>RELATED CONCEPTS: adaptation, conservation, food chain, exploitation, extinction, interdependence, preservation.</p> <p>Curricular Focus: science and technology: living things – ourselves, plants, animals Social Studies: geography - the natural environment PSPE: social education –</p> <p>5 weeks</p> <p>1</p>

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3	<p>ACTION STATIONS</p> <p>Our Actions have an affect on ourselves and others</p> <p>Lines of inquiry:</p> <p>Current Actions/Reactions in Grade 3 and effects of such action (causation, connection perspective) Current Actions/Reactions in the world and effects of such action (causation, connection perspective) Conflict Resolution both within our school and beyond (responsibility)</p> <p>KEY CONCEPTS: responsibility, perspective</p> <p>RELATED CONCEPTS: dependability, friendship cooperation, conflict resolution, difference, justice, opinion, role</p> <p>Curricular Focus: PSPE: personal education – self, safety social education PE: team/cooperative games</p> <p>4 weeks</p> <p>Tri-semester 2 part 2</p>	<p>THE GLOBAL VILLAGE</p> <p>Settlements are found in similar types of locations, all over the world often for very similar reasons.</p> <p>Lines of inquiry:</p> <p>World geography, (continents, oceans, mountains, rivers and major cities) (form) Major economic and domestic factors determining the location (and growth) of settlements (causation) Economic and domestic factors determining the location of contrasting settlements -case studies (connection)</p> <p>KEY CONCEPTS causation, connection</p> <p>RELATED CONCEPTS: mapping, climate, appreciation</p> <p>Curricular Focus: geography – settlements, mapping, world geography</p> <p>6 weeks</p> <p>1</p>	<p>TELL ME MORE</p> <p>A good story is imaginative, organized, contains carefully selected words and contains a plot.</p> <p>Lines of inquiry:</p> <p>Stories from around the world (form) The Six Traits of Writing - with an emphasis on content/ideas, organization, and word choice – (form function) Story structure and content (form function)</p> <p>KEY CONCEPTS: function, form,</p> <p>RELATED CONCEPTS: genre, story structure, theme, illustration, influence</p> <p>Curricular Focus: the arts: visual language arts: Mmta-language, literature</p> <p>6 weeks</p> <p>3</p>	<p>IT'S SHOCKING</p> <p>Electricity is very useful to mankind when produced and used appropriately</p> <p>Lines of inquiry:</p> <p>Circuits and electrical appliances (function) How electricity is generated (change) Electrical Safety (responsibility) Uses of Electricity (connection)</p> <p>KEY CONCEPTS: connection, responsibility</p> <p>RELATED CONCEPTS: energy, change, function, conservation, safety, pollution</p> <p>Curricular Focus: science and technology: forces and energy</p> <p>6 weeks</p> <p>2</p>	<p>MARVELLOUS MALLS</p> <p>Shopping malls are designed and organized to serve the community and retailers.</p> <p>Lines of inquiry:</p> <p>The good and services ‘needs’ of humans in their daily lives. (form) How malls are organized (form, function connection) How their design is related to their function - including safety (function)</p> <p>KEY CONCEPTS: function, connection</p> <p>RELATED CONCEPTS: advertising, communication, transport, safety, security</p> <p>Curricular Focus: social studies: Society – self, systems, communities, cultures PSPE: personal education –</p> <p>5 weeks</p> <p>6</p>	<p>WATERY WORRIES</p> <p>Water is a finite resource in infinite demand.</p> <p>Lines of inquiry:</p> <p>The water cycle (function) Water pollution and effects (causation & connection) How we can protect the water supply (responsibility) KEY</p> <p>CONCEPTS: causation, responsibility</p> <p>RELATED CONCEPTS: condensation & evaporation, freezing & melting, seasons, waste, pollution</p> <p>Curricular Focus: science: earth and space – land/water social studies: geography – he built environment, the natural environment PSPE: environmental understanding</p> <p>5</p>
4	<p>ALL FOR ONE AND ONE FOR ALL</p> <p>Teamwork and Cooperation make life easier</p> <p>Lines of inquiry:</p> <p>The positive ‘attributes’ (skills, attitudes, knowledge, actions) of the individuals in groups and we belong (form) The benefits of cooperation and teamwork (form) Our responsibility when we are working in teams and groups (responsibility)</p> <p>KEY CONCEPTS: responsibility, causation</p> <p>RELATED CONCEPTS: dependability, friendship, cooperation, conflict resolution, difference, justice, opinion,</p> <p>Curricular Focus: PSPE: personal education – self, safety social education PE: team/cooperative games</p> <p>4 weeks</p> <p>Tri-semester 3 part 2</p>	<p>HEROES</p> <p>Heroes of the past have influenced the societies of today.</p> <p>Lines of inquiry:</p> <p>What makes a hero (perspective) Heroes of the past and present (form, perspective) How heroes have influenced society (reflection)</p> <p>KEY CONCEPTS: perspective, reflection</p> <p>RELATED CONCEPTS: chronology, heroes, society, authority, justice, power, revolution, role, tradition, values, social control</p> <p>Curricular Focus: social studies, PSHE: history – significant people, chronology</p> <p>6 weeks</p> <p>5</p>	<p>FESTIVALS OF LIGHT</p> <p>Light plays a significant role in many religious festivals</p> <p>Lines of inquiry:</p> <p>Festivals of light worldwide (form) The ways people celebrate festival of light (form) The significance of light in these festivals (connection)</p> <p>KEY CONCEPTS: connection, form</p> <p>RELATED CONCEPTS: religion, celebration, values</p> <p>Curricular Focus: social studies, religion</p> <p>5 weeks</p> <p>2</p>	<p>OUT OF THIS WORLD</p> <p>Planet Earth’s cycles are affected by its movement within the Solar System</p> <p>Lines of inquiry:</p> <p>The Solar System (form) How the Earth Moves (form, function) Earth’s Cycles and the way they affect us (causation and connection)</p> <p>KEY CONCEPTS: causation and connection</p> <p>RELATED CONCEPTS: day, night, seasons, lunar months, time, energy</p> <p>Curricular Focus: science and technology: earth and space forces and energy – gravity, light, heat,</p> <p>5 weeks</p> <p>3</p>	<p>NGO’s</p> <p>Non Governmental Organizations provide a social support system for less privileged people of the world</p> <p>Lines of inquiry:</p> <p>Type and range of NGOs (form) Social support systems provided by NGOs (function) Ways we can get involved (responsibility)</p> <p>KEY CONCEPTS: function and responsibility</p> <p>RELATED CONCEPTS: charity, cooperation, dependence, global citizenship</p> <p>Curricular Focus: social studies human systems</p> <p>5 weeks</p> <p>4</p>	<p>GLOBAL WARNING</p> <p>People’s behaviors are having an affect on the world’s climate</p> <p>Lines of inquiry:</p> <p>Climatic regions around the world. (form) How and why weather patterns are changing (change, causation) The impact of climate changes (causation) Our responsibility for reducing global warming (responsibility)</p> <p>KEY CONCEPTS: causation, change and responsibility</p> <p>RELATED CONCEPTS: weather, climate, pollution, waste, energy, renewable energy</p> <p>Curricular Focus: earth science</p> <p>5 weeks</p> <p>1</p>

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5	<p>CHANGES AND CHOICES</p> <p>Our minds and bodies change as we grow up and so do the choices we face</p> <p>Lines of inquiry:</p> <p>Physical and emotional changes during puberty (change, causation) How peer pressure affects decision making. (connection) Making informed objective choices (responsibility)</p> <p>KEY CONCEPTS: change, causation, responsibility</p> <p>RELATED CONCEPTS: peer pressure, puberty, conflict resolution, anger management,</p> <p>Curricular Focus: PSPE: personal education, science – living things, the human body</p> <p>3 weeks</p> <p>6</p>	<p>GREAT JOURNEYS</p> <p>Throughout history explorers have searched and traveled to improve the quality of their lives and the lives of others</p> <p>Lines of inquiry:</p> <p>Explorers and their journeys (global case studies) form Push and pull factors triggering exploration causation (causation) The positive and negative results of exploration change (connection, perspective)</p> <p>KEY CONCEPTS: perspective, causation, connection</p> <p>RELATED CONCEPTS: chronology,</p> <p>Curricular Focus: social studies, history – significant people, geography – world geography</p> <p>6 weeks</p> <p>Tri-semester 1 part 1</p>	<p>PERSUASION</p> <p>The media can change and manipulate a person's perceptions and affect one's choices</p> <p>Lines of inquiry:</p> <p>Forms of media (form) Techniques that are used to effectively communicate media messages including advertising strategies (function) The cause & effect of media messages on society (perspective) Making informed choices as a consumer (responsibility)</p> <p>KEY CONCEPTS: function, responsibility</p> <p>RELATED CONCEPTS: advertising, persuasion, media,</p> <p>Curricular Focus: language arts – persuasive writing, art, music</p> <p>5 weeks</p> <p>Tri-semester 2 part 1</p>	<p>UP, UP AND AWAY</p> <p>Technological advancements have greatly improved aviation.</p> <p>Lines of inquiry:</p> <p>What constitutes flight? (function) How forces combine to produce flight (connection) Technological advancements in aviation (change) The impact of flight and aviation on the world (causation)</p> <p>KEY CONCEPTS: change and function</p> <p>RELATED CONCEPTS: forces</p> <p>Curricular Focus: science and technology: forces and energy</p> <p>6weeks</p> <p>Tri-semester 1 part 2</p>	<p>PEOPLE'S POLITICS</p> <p>Different governing systems give a varying amount of rights to their citizens.</p> <p>Lines of inquiry:</p> <p>Types of government systems (form, function) Ways and limitations to influence governments (causation, responsibility) Our responsibility as citizens (responsibility)</p> <p>KEY CONCEPTS: causation and responsibility</p> <p>RELATED CONCEPTS: fairness, democracy, monarchy, dictatorship, communism, influence, human rights,</p> <p>Curricular Focus: social studies human systems</p> <p>5 weeks</p> <p>Tri-semester 2 part 2</p>	<p>THE GRADE 5 EXHIBITION</p> 