<table>
<thead>
<tr>
<th>Who We Are</th>
<th>Where We Are In Place and Time</th>
<th>How We Express Ourselves</th>
<th>How The World Works</th>
<th>How We Organise Ourselves</th>
<th>Sharing The Planet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAR 5-6 year olds</strong></td>
<td><strong>Central Idea</strong></td>
<td><strong>Central Idea</strong></td>
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<td><strong>Central Idea</strong></td>
<td><strong>Central Idea</strong></td>
</tr>
<tr>
<td>Being active helps us stay healthy</td>
<td>People develop ways of knowing where we are in place and time</td>
<td>People express themselves in a variety of ways</td>
<td>Our activity is usually connected to Earth’s natural cycles</td>
<td>School is organised so that we can learn.</td>
<td>Plants help people and other living things survive</td>
</tr>
<tr>
<td>Related concepts: connection, responsibility</td>
<td>Key concepts: form, perspective</td>
<td>Key concepts: function, causation, connection</td>
<td>Related concepts: cycles, interaction</td>
<td>Key concepts: connection, responsibility</td>
<td>Related concepts: interdependence, systems</td>
</tr>
<tr>
<td>Lines of inquiry</td>
<td>Lines of inquiry</td>
<td>Lines of inquiry</td>
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<td>Lines of inquiry</td>
</tr>
<tr>
<td>We keep ourselves healthy in many ways</td>
<td>There are many ways we can express ourselves.</td>
<td>There are many ways we can express ourselves.</td>
<td>There are many ways we can express ourselves.</td>
<td>What our school looks like</td>
<td>What plants provide for us and other living things</td>
</tr>
<tr>
<td>Being active can be lots of fun</td>
<td>People write for different reasons.</td>
<td>People write for different reasons.</td>
<td>People write for different reasons.</td>
<td>How our school is organised</td>
<td>The structure of a plant</td>
</tr>
<tr>
<td><strong>Prep 5-6 year olds</strong></td>
<td><strong>Central Idea</strong></td>
<td><strong>Central Idea</strong></td>
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<td><strong>Central Idea</strong></td>
</tr>
<tr>
<td>We are all unique individuals, but share similarities</td>
<td>People and places change over time.</td>
<td>People and places change over time.</td>
<td>Understanding the properties of materials can help us solve problems.</td>
<td>There are things we can do to keep ourselves safe</td>
<td>Living things have certain requirements to grow and stay healthy</td>
</tr>
<tr>
<td>Key concepts: form, connection</td>
<td>Key concepts: perspective</td>
<td>Key concepts: perspective</td>
<td>Key concepts: responsibility</td>
<td>Related concepts: identity, diversity</td>
<td>Key concepts: form, responsibility</td>
</tr>
<tr>
<td>Lines of inquiry</td>
<td>Lines of inquiry</td>
<td>Lines of inquiry</td>
<td>Lines of inquiry</td>
<td>Lines of inquiry</td>
<td>Lines of inquiry</td>
</tr>
<tr>
<td>What makes me unique</td>
<td>Ways of discovering history</td>
<td>Ways of expressing ourselves</td>
<td>Behaviour, uses and features of materials</td>
<td>Safety inside and outside the home</td>
<td>Characteristics of living things</td>
</tr>
<tr>
<td>Recognising similarities and differences between myself and others</td>
<td>Ways of recording and sharing history</td>
<td>How our imagination helps us consider other perspectives</td>
<td>Changing properties of materials</td>
<td>Safety at school</td>
<td>Our needs and the needs of other living things</td>
</tr>
<tr>
<td>Family celebrations</td>
<td>How things have changed over times</td>
<td>How imagination helps us solve problems</td>
<td>Manipulation of materials for specific purposes</td>
<td>Making safe choices</td>
<td>Our responsibility for the well-being of other living things</td>
</tr>
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<td>Who We Are</td>
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<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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### 1/2 2015 6-8 year olds

<table>
<thead>
<tr>
<th>Central Idea</th>
<th>Our senses help us to understand the world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key concepts: function, perspective</td>
<td>Related concepts: diversity</td>
</tr>
<tr>
<td>Lines of inquiry</td>
<td>How our senses work</td>
</tr>
<tr>
<td>• How our senses work</td>
<td>We can gather specific information from using our senses</td>
</tr>
<tr>
<td>• Our senses help us determine our perspective of the world</td>
<td>The things we sense are produced by a range of sources</td>
</tr>
<tr>
<td>Central Idea</td>
<td>Homes reflect the local culture, economy and local environment</td>
</tr>
<tr>
<td>Key concepts: form, causation</td>
<td>Related concepts: culture,</td>
</tr>
<tr>
<td>Related concepts: communication</td>
<td>Lines of inquiry</td>
</tr>
<tr>
<td>• Different types of homes</td>
<td>• Impact of culture on homes</td>
</tr>
<tr>
<td>• Impact of environment on homes</td>
<td>• Impact of economy on homes</td>
</tr>
<tr>
<td>• There are many ways to tell a story</td>
<td>• There are many reasons to tell a story</td>
</tr>
<tr>
<td>Central Idea</td>
<td>Through stories, people express their ideas creatively.</td>
</tr>
<tr>
<td>Key concepts: function, perspective</td>
<td>Related concepts: communication</td>
</tr>
<tr>
<td>Lines of inquiry</td>
<td>• There are many ways to tell a story</td>
</tr>
<tr>
<td>• How living things change over their life time</td>
<td></td>
</tr>
<tr>
<td>Central Idea</td>
<td>Mixing materials creates new products</td>
</tr>
<tr>
<td>Key concepts: change, connection</td>
<td>Related concepts: production</td>
</tr>
<tr>
<td>Lines of inquiry</td>
<td>• Everyday materials can be changed in a variety of ways</td>
</tr>
<tr>
<td>• A variety of techniques can be used to mix materials</td>
<td>• We combine materials for a variety of purposes</td>
</tr>
<tr>
<td>• Factors that affect the kinds of transport available</td>
<td>• How transport meets the needs of the community.</td>
</tr>
</tbody>
</table>

### 1/2 2016 6-8 year olds

<table>
<thead>
<tr>
<th>Central Idea</th>
<th>Decisions we make influence our personal health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key concepts: connection, responsibility</td>
<td>Related concepts: balance, well-being</td>
</tr>
<tr>
<td>Related concepts: culture, lifestyles</td>
<td>Lines of inquiry</td>
</tr>
<tr>
<td>• Daily habits and routines (hygiene, sleep, play, eating)</td>
<td>• Balanced choices</td>
</tr>
<tr>
<td>• Consequences of choices</td>
<td>Related concepts: culture, media, pattern</td>
</tr>
<tr>
<td>Central Idea</td>
<td>Historical artefacts and sites help us learn about life in the past.</td>
</tr>
<tr>
<td>Key concepts: reflection, connection</td>
<td>Related concepts: culture, lifestyles</td>
</tr>
<tr>
<td>Related concepts: form, function, causation</td>
<td>Lines of inquiry</td>
</tr>
<tr>
<td>• Family life in the past was different to family life today</td>
<td>• Communities in the past were different to communities today</td>
</tr>
<tr>
<td>Central Idea</td>
<td>A variety of signs and symbols facilitate local and global communication</td>
</tr>
<tr>
<td>Key concepts: form, function, causation</td>
<td>Related concepts: culture, media, pattern</td>
</tr>
<tr>
<td>Related concepts: communication, pattern</td>
<td>Lines of inquiry</td>
</tr>
<tr>
<td>• What are signs and symbols?</td>
<td>• How are signs and symbols used to communicate?</td>
</tr>
<tr>
<td>• Why are signs and symbols used to communicate around the world?</td>
<td>Central Idea</td>
</tr>
<tr>
<td>All living things go through a process of change</td>
<td></td>
</tr>
<tr>
<td>Key concepts: change</td>
<td>Central Idea</td>
</tr>
<tr>
<td>Related concepts: cycles, transformation</td>
<td>Central Idea</td>
</tr>
<tr>
<td>Lines of inquiry</td>
<td>Developmental stages of various living things</td>
</tr>
<tr>
<td>• Living things grow, change and have offspring similar to themselves</td>
<td>• How living things change over their life time</td>
</tr>
<tr>
<td>• How food is produced</td>
<td>• Different ways of processing food</td>
</tr>
<tr>
<td>• Food can change due to different processes</td>
<td>Central Idea</td>
</tr>
<tr>
<td>Central Idea</td>
<td>Our personal choices can affect and change our environment</td>
</tr>
<tr>
<td>Key concepts: responsibility, reflection</td>
<td>Related concepts: sustainability</td>
</tr>
<tr>
<td>Related concepts: adaptation, evolution</td>
<td></td>
</tr>
<tr>
<td>Lines of inquiry</td>
<td>• Adapts to the physical and some are behavioural</td>
</tr>
<tr>
<td>• The conditions that lead to adaptation</td>
<td>• Animals live in or adapt to places where their needs are met</td>
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### 3/4 2015 8–10 year olds

**Central Idea**
Humans think and learn in a range of ways

**Key concepts:** function, perspective, reflection

**Related concepts:** diversity

**Lines of inquiry**
- How does the human brain work?
- Different learning styles
- How do we know the best way for us to learn?

**Central Idea**
People move throughout the world for a variety of reasons

**Key concepts:** causation, perspective, connection

**Related concepts:** population, pattern

**Lines of inquiry**
- The reasons why people migrate
- Effects of migration on communities, cultures and individuals

**Central Idea**
Through the arts people use different forms of expression to convey their thoughts, feelings, emotions and culture.

**Key concepts:** form, perspective

**Related concepts:** perception, self-expression

**Lines of inquiry**
- The different art forms
- The influences on how we create and interpret different art forms

**Central Idea**
Understanding and harnessing forces makes our lives easier

**Key concepts:** function, connection

**Related concepts:** force, inventions

**Lines of inquiry**
- The different forces which exist
- The ways humans harness forces

### 3/4 2016 8–10 year olds

**Central Idea**
The human body is made up of many systems

**Key concepts:** function, connection, responsibility

**Related concepts:** systems

**Lines of inquiry**
- How systems in the human body work
- The interdependence of the systems in the human body
- How we can keep our body systems healthy

**Central Idea**
A nation’s identity is influenced by its history

**Key concepts:** causation, perspective

**Related concepts:** history, impact

**Lines of inquiry**
- The impact of discoveries, and social changes
- Key historical events and their impact

**Central Idea**
People recognize important events through celebrations and traditions

**Key concepts:** form, perspective

**Related concepts:** beliefs, culture, values

**Lines of inquiry**
- Many traditional celebrations are recognised around the world
- How and why people celebrate
- Similarities and differences between various celebrations
- The meaning of symbols and emblems

**Central Idea**
The production and transfer of heat has positive and negative consequences

**Key concepts:** change, connection

**Related concepts:** chemistry

**Lines of inquiry**
- How heat is produced and transferred
- The ways humans use heat in their everyday lives
- The consequences of heat production and transfer

**Central Idea**
People use currency as a means of trade

**Key concepts:** function, connection, form

**Related concepts:** systems

**Lines of inquiry**
- The role of currency in society
- Different currencies
- Goods and services

**Central Idea**
Animal life is affected by human decisions.

**Key concepts:** responsibility and causation

**Related concepts:** conservation, adaptation, sustainability

**Lines of inquiry**
The responsibility humans have towards animal life
- The way humans have impacted animal life
- The natural occurrences that have/do impact animal life

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**Version 16 updated December 2015**
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**5/6 2015 10-12 year olds**

**Central Idea**
Like all humans, children have rights and responsibilities.

**Key concepts:** perspective, causation

**Related concepts:** behaviour, responsibility

**Lines of inquiry**
- Our rights and responsibilities
- Consequences of the removal of rights and responsibilities.
- The different perspectives of rights and responsibilities

**Central Idea**
A nation’s story has many perspectives

**Key concepts:** perspective, causation

**Related concepts:** geography, heritage, culture, identity

**Lines of inquiry**
- Migration helps shape nations
- Individuals and groups contributed to the development of Australian society
- Changes to Australian society throughout the 20th century

**Central Idea**
Performance is a powerful tool that can shape beliefs, ideas and opinions.

**Key concepts:** responsibility, reflective, function

**Related concepts:** communication

**Lines of inquiry**
- Performance can be undertaken in a variety of ways
- There are a diverse range of techniques used in performance

**Central Idea**
Energy may be converted from one form to another

**Key concepts:** form, function, change

**Related concepts:** transformation

** Lines of inquiry**
- There are different forms of energy
- Energy can be transformed
- Renewable and sustainable energy

**Central Idea**
Supply and demand of goods and services is dependent on a range of factors.

**Key concepts:** function, connection, causation

**Related concepts:** supply and demand

**Lines of inquiry**
- Causes of supply and demand
- Supply and demand are connected?
- Factors that affect a business

**Central Idea**
Human use of the environment can bring about conflict.

**Key concepts:** perspective, causation, connection

**Related concepts:** conflict

**Lines of inquiry**
- Causes of conflict
- Positive and negative actions in conflict resolution

**5/6 2016 10-12 year olds**

**Central Idea**
Many different belief systems are held around the world.

**Key concepts:** perspective, causation

**Related concepts:** diversity, beliefs

**Lines of inquiry**
- What we believe
- Diversity
- The impact of beliefs on society

In 2016 the Grade 6 Exhibition will be carried out under the theme of “Who We Are”

**Central Idea**
Significant people and events shaped colonial Australia

**Key concepts:** reflection, connection

**Related concepts:** lifestyles, culture, diversity

**Lines of inquiry**
- What we wrote may contain a message or purpose
- What different techniques writers use to elicit feelings/emotions/ideas?
- How language is used to express and explore ideas, feelings and emotions

**Central Idea**
Language is a way to express and explore ideas, feelings and emotions

**Key concepts:** perspective, reflection, form

**Related concepts:** opinion, interpretation

**Lines of inquiry**
- Chemical and physical changes. How/why?
- Applications and implications of change in materials

**Central Idea**
Materials can undergo permanent or temporary changes

**Key concepts:** causation, change

**Related concepts:** transformation, measurement

**Lines of inquiry**
- How different forms of government work
- Human and environmental consequences of governmental decisions
- The changes that governmental decisions have caused

**Central Idea**
Ecological balance can be affected in a variety of ways

**Key concepts:** connection, responsibility

**Related concepts:** biodiversity, interdependence, systems

**Lines of inquiry**
- Ecosystems need each other to thrive and survive.
- Ways in which organisms are connected to each other
- How human interaction with the environment can affect the balance of systems

Version 16 updated December 2015