

	<p>Sharing the planet An inquiry into <u>rights and responsibilities in the struggle to share finite resources with other people and with other living things</u>; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>	<p>Who we are An inquiry into the <u>nature of the self</u>; 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.</p>	<p>Where we are in place and time An inquiry into orientation in place and time; <u>personal histories</u>; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations from local and global perspectives.</p>	<p>How we express ourselves An inquiry into the <u>ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u>; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>How the world works An inquiry into the <u>natural world and its laws</u>; the interaction between the natural world (physical and biological) and human societies; <u>how humans use their understanding of scientific principles</u>; the impact of scientific and technological advances on society and on the environment.</p>	<p>How we organise ourselves An inquiry into the interconnectedness of human-made systems and communities; <u>the structure and function of organizations</u>; societal decision making; economic activities and their impact on humankind and the environment.</p>
<p>STAR 5-6 yr olds</p>	<p>Central idea: <i>Plants help people and other living things survive</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>What plants provide for us and other living things</i> • <i>The structure of a plant</i> • <i>Caring for living things</i> <p>Key concepts: <i>connection, responsibility</i></p> <p>Related concepts: <i>plants, systems</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Design and technology</i> • <i>Digital technology</i> • <i>Health</i> • <i>Science</i> 	<p>Central idea: <i>Being healthy helps ourselves, others and the community.</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>The ways we keep ourselves healthy</i> • <i>Being active can be lots of fun</i> • <i>Keeping others and myself safe</i> <p>Key concepts: <i>connection, responsibility</i></p> <p>Related concepts: <i>health, wellness</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Health</i> • <i>PE</i> 	<p>Central idea: <i>Family connects us to the past.</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Family history and objects connected to this</i> • <i>Family stories across time and places</i> • <i>Connecting the past and present</i> <p>Key concepts: <i>connection, change</i></p> <p>Related concepts: <i>family, heritage</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>History</i> • <i>English</i> • <i>Mathematics</i> 	<p>Central idea: <i>Creativity helps us to explore our feelings</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Identifying our feelings</i> • <i>Communicating our feelings</i> • <i>Using creativity to support how we are feeling</i> <p>Key concepts: <i>form, perspective</i></p> <p>Related concepts: <i>communication</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Health</i> • <i>Performing Arts</i> • <i>STEAM</i> • <i>Personal and social capability</i> 	<p>Central idea: <i>There are observable changes in our environment.</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Changes occur over time</i> • <i>Identifying changes in our world</i> • <i>Human adaptation with change</i> • <i>How things move</i> <p>Key concepts: <i>change, connection, causation</i></p> <p>Related concepts: <i>adaptation, discovery</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Science</i> 	<p>Central idea: <i>School is organised so we can learn.</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>What is school like</i> • <i>How does school work</i> • <i>How we can be organised so that we can learn</i> <p>Key concepts: <i>form, function</i></p> <p>Related concepts: <i>school, education</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Geography</i> • <i>History</i> • <i>Health</i> • <i>Science</i> • <i>English</i> • <i>Mathematics</i>

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<p>Foundatio n 5-6 yr olds</p>	<p>Central idea: <i>Living things have certain requirements to grow and stay healthy.</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Characteristics of living things</i> • <i>Our needs and the needs of other living things</i> • <i>Our responsibility for the well-being of other living things</i> <p>Key concepts: <i>form, responsibility</i></p> <p>Related concepts: <i>living-non-living, classification</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Science</i> • <i>Sustainability</i> 	<p>Central idea: <i>We are all diverse.</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>What makes us diverse</i> • <i>What makes us similar</i> • <i>How can we appreciate diversity</i> <p>Key concepts: <i>form, perspective</i></p> <p>Related concepts: <i>diversity, character, identity</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Health</i> • <i>History</i> • <i>Intercultural capability</i> • <i>Geography</i> • <i>Personal and Social capability</i> 	<p>Central idea: <i>We can use our imagination to express ourselves</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Trying new ways of expressing our creativity</i> • <i>How we express our imagination</i> • <i>How our imagination helps us consider other perspectives</i> • <i>The value of imagination</i> <p>Key concepts: <i>perspective</i></p> <p>Related concepts: <i>imagination, entertainment</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>English</i> • <i>Performing Arts</i> • <i>STEAM</i> 	<p>Central idea: <i>Our choices are connected to change</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Night and day cycles, local and global (dark and light)</i> • <i>Seasonal changes, local and global</i> • <i>How changes affect everyday life</i> <p>Key concepts: <i>connection, change</i></p> <p>Related concepts: <i>patterns, systems, cycles</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Geography</i> • <i>History</i> • <i>Science</i> • <i>Mathematics</i> • <i>English</i> 	<p>Central idea: <i>There are things we can do to keep ourselves safe</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Safety inside and outside of the home</i> • <i>Safety at school</i> • <i>Making safe choices</i> • <i>Organisations/people/procedures that help us stay safe</i> <p>Key concepts: <i>responsibility</i></p> <p>Related concepts: <i>independence</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Health</i> • <i>English</i>

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<p>Mod 2 6-8 yr olds Odd year</p>	<p>Central idea: <i>People interact with, use and value the natural environment in different ways (change)</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Resources humans and animals use</i> • <i>Interaction between humans and animals</i> <p>Key concepts:</p> <p>Related concepts: <i>ecology, conservation</i></p> <p>Curriculum links:</p>	<p>Central idea: <i>Knowing about culture helps us to appreciate others</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Culture in Australia</i> • <i>Understanding and acknowledging Indigenous culture</i> • <i>How can we appreciate culture</i> <p>Key concepts: <i>perspective, responsibility</i></p> <p>Related concepts: <i>culture, diversity, belonging</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Intercultural capability</i> • <i>History</i> 	<p>Central idea: <i>People are connected to place</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>What places are like</i> • <i>How and why people are connected to places</i> • <i>What makes places special</i> • <i>How we can care for places</i> <p>Key concepts: <i>connection, form</i></p> <p>Related concepts: <i>geography, identity</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Geography</i> • <i>Mathematics</i> 	<p>Central idea: <i>People creatively express themselves.</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>How people express themselves</i> • <i>How Indigenous people express their connections to place</i> • <i>How we can express our stories</i> <p>Key concepts: <i>function, perspective</i></p> <p>Related concepts: <i>expression, communication</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>English</i> • <i>Geography</i> 	<p>Central idea: <i>We change and combine materials for specific purposes</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Chemical and physical changes</i> • <i>Everyday materials can be changed in a variety of ways</i> • <i>Science skills</i> <p>Key concepts: <i>change, connection</i></p> <p>Related concepts: <i>chemical and physical changes, materials</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Science</i> 	<p>Central idea: <i>Humans use systems to be organised.</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Organisation</i> • <i>Systems communities use to be organised</i> • <i>Improving personal organisation.</i> <p>Key concepts: <i>connection, responsibility</i></p> <p>Related concepts: <i>organisation, systems</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Mathematics</i>

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<p>Mod 3 8-10 yr olds <u>Odd year</u></p>	<p>Central idea: <i>Human choices impact sustainability</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Earth's renewable and non-renewable resources</i> • <i>Local and global impact of human choices</i> • <i>Indigenous sustainable practices</i> <p>Key concepts: <i>function, responsibility</i></p> <p>Related concepts: <i>sustainability, resources</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Sustainability</i> • <i>English</i> • <i>Science</i> 	<p>Central idea: <i>There are factors that influence the health and wellbeing of a community</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>How communities can be active, safe and healthy</i> • <i>How being active develops relationships in a community</i> • <i>How we can promote the health and wellbeing of a community</i> <p>Key concepts: <i>change, responsibility</i></p> <p>Related concepts: <i>health, wellness, exercise, community</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Health</i> • <i>Personal and social capability</i> 	<p>Central idea: <i>Exploration has led to change.</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>The causes of exploration</i> • <i>The effects of exploration</i> • <i>How we use our knowledge about exploration to improve the future and strengthen relationships</i> <p>Key concepts: <i>causation, change</i></p> <p>Related concepts: <i>exploration, progress, conflict</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>History</i> • <i>Mathematics</i> • <i>Geography</i> 	<p>Central idea: <i>The Arts can be used as a form of expression</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>The different art forms</i> • <i>The influences on how we create and interpret different art forms</i> <p>Key concepts: <i>form, perspective</i></p> <p>Related concepts: <i>expression, appreciation</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Art</i> 	<p>Central idea: <i>Materials change with force and energy</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Properties of substances</i> • <i>How substances change</i> • <i>Forces affecting the behavior of objects</i> • <i>Energy transformation</i> <p>Key concepts: <i>change, form, function</i></p> <p>Related concepts: <i>materials, matter</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Science</i> 	<p>Central idea: <i>Governments make decisions to help citizens and communities</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>How decisions are made democratically</i> • <i>How local government contributes to communities</i> • <i>Why we make rules and laws their importance</i> • <i>How can I be an active citizen in the community</i> <p>Key concepts: <i>form, causation</i></p> <p>Related concepts: <i>government, citizenship</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Civics and citizenship</i>

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<p>Mod 4 10-12 <i>yr olds</i> <u>Odd year</u></p>	<p>Central idea: <i>The efforts to maintain peace and resolve conflict can help humans live harmoniously</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Peace and conflict affects all people</i> • <i>There are many different causes of conflict</i> • <i>Conflict can be managed in different ways</i> <p>Key concepts: <i>responsibility, perspective</i></p> <p>Related concepts: <i>peace, conflict</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Ethical capability</i> 	<p>Central idea: <i>Citizens around the world have rights</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>What it means to be an Australian citizen</i> • <i>Human rights for all ages across the world</i> • <i>How do we become globally responsible citizens</i> <p>Key concepts: <i>responsibility, perspective</i></p> <p>Related concepts: <i>citizenship, human rights</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Civics and citizenship</i> • <i>Ethical capability</i> • <i>English</i> 	<p>Central idea: <i>There are factors that shape places and influence interconnections</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>How places, people and cultures differ across the world</i> • <i>How people's connection to places affect their perception of them</i> • <i>How people and environments influence one another</i> • <i>Knowing about place improves the future</i> <p>Key concepts: <i>connection, change?</i></p> <p>Related concepts: <i>geography/place,</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Geography</i> • <i>Mathematics</i> 	<p>Central idea: <i>Developing skills in Performing Arts helps to express ourselves</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>How to follow musical instruction</i> • <i>How play instruments</i> • <i>How to follow written notation</i> • <i>Composing and changing ideas</i> • <i>Performing with others</i> • <i>Being a musician</i> <p>Key concepts: <i>form, function</i></p> <p>Related concepts:</p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Performing Arts</i> • <i>STEAM</i> • <i>Drama</i> • <i>Music</i> 	<p>Central idea: <i>Scientific investigations help us to better understand our world</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Science as a human endeavor</i> • <i>Chemical sciences</i> • <i>Earth and space sciences</i> • <i>Physical sciences</i> • <i>Science skills</i> <p>Key concepts: <i>change, causation</i></p> <p>Related concepts: <i>energy, materials, discovery, transformation</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Science</i> 	<p>Central idea: <i>Supply and demand is dependent on a range of factors</i></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • <i>Causes of supply and demand</i> • <i>Supply and demand are connected</i> • <i>Factors that affect a business</i> <p>Key concepts: <i>function, connection, causation</i></p> <p>Related concepts: <i>supply and demand</i></p> <p>Curriculum links:</p> <ul style="list-style-type: none"> • <i>Economics and business</i>