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|---------------------------------|---|--|---|---|---|---|
| KINDER 1 | 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. | Where we are in time and place An exploration of our orientation in place and time; of our personal histories; homes and journeys; discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives. | How we express ourselves An inquiry into the ways in which we discover and express our nature ideas, feelings, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | How the world works An inquiry into the natural world and its laws; the interaction between natural world and human societies; how humans use their understandings of scientific principles; the impact of scientific and technological advances on societies and on the environment. | How we organize ourselves An inquiry into the interconnectedness of human made systems and communities; the structure and function of organisations; societal decision making; economic activities and their impact on humankind and environment. | Sharing the planet An exploration of our rights and responsibilities as we try and share finite resources with other people, with other living things; of communities and of the relationships within and between them: access to equal opportunities; peace and conflict resolution. |
| Theme Focus | An inquiry into the nature of the self. | Orientation in place and time. Of our personal histories. | An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values. | | The structure and function of organisations. | |
| Central Idea | I can do things for myself and we can work and play together.. | We learn about the past from stories | Everyone has feelings and ideas that can be expressed in many ways. | | Families vary within and throughout the world | |
| Key and Related Concepts | Function Causation Responsibility. Consequences, Imitative, Behaviour | Perspective, Responsibility, change Morals, taboos, stories, History, Geography | Form, Function, perspective. Similarities and differences, imagination communication. | | Function, connection, responsibility. Systems, patterns, roles, behaviour, teamwork, relationships, network. | |
| Lines of Inquiry | Doing things independently. Cooperating with others. Exploring new things and relationships. | How stories help us learn Indigenous stories Stories presented in different ways. | Feelings and ideas Ways of expressing feelings and ideas Responds to expression of feelings and ideas | | Family Structures. Family celebrations. Family values within and across cultures. | |
| Learner Profile | Open-minded, balanced, caring. | Communicator reflective | Communicator, caring, reflective. | | Knowledgeable, thinker, principled, caring, reflective, risk-taker. | |

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| KINDER 3 | 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. | Where we are in time and place An exploration of our orientation in place and time; of our personal histories; homes and journeys; discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives. | How we express ourselves An inquiry into the ways in which we discover and express our nature ideas, feelings, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | How the world works An inquiry into the natural world and its laws; the interaction between natural world and human societies; how humans use their understandings of scientific principles; the impact of scientific and technological advances on societies and on the environment. | How we organize ourselves An inquiry into the interconnectedness of human made systems and communities; the structure and function of organisations; societal decision making; economic activities and their impact on humankind and environment. | Sharing the planet An exploration of our rights and responsibilities as we try and share finite resources with other people, with other living things; of communities and of the relationships within and between them: access to equal opportunities; peace and conflict resolution. |
| Theme Focus | Personal, physical, mental, social and spiritual health. | Orientation journeys and time. Of our personal histories. | An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values. | | The structure and function of organisations. | |
| Central Idea | Relationships are enhanced by learning about other people's perspectives, relationships with each other can have an impact on our well-being. | Living creatures take journeys for different reasons | Different games and sports are played for relaxation and enjoyment, express our feelings and ideas in order to come to new understandings | | Cities are designed to address human needs. | |
| Central Idea | | Interpretation of artefacts contribute to our understanding of peoples histories. | | | Different systems play different important roles in our lives | |
| Key and Related Concepts | Causation, Function and Responsibility: Cooperation, Friendship and Balance: Structure, role communication and behaviour, initiative, rights and values. | Causation, Change and responsibility Adaptations, Explorations, Artefacts, History value, Perspectives. | Form, connection, perspective. Similarities, differences, patterns, connectedness, beliefs, opinions, transformation, acceptance, fair play, creativity, imagination, respect, ownership, opinion fair-play originality | | Change, Responsibility causation Function, connection, responsibility. Structure adaptation, roles, Organization, behaviour, teamwork, relationships, network. | |
| Lines of Inquiry | Different views and perspectives Ways of creating understanding through good communication. Friendship and communication | The need for migrations How people analyse artefacts How creatures prepare for journeys How artefacts contribute to the understanding of the past. The impact of environmental changes on migration of living creatures. Why people keep or discard artefacts. | Reasons why people play different games and sports Features of different games and sports. The new games of our times. Creating and sharing different games and play | | The common elements of cities and their Purposes. The changing needs and requirements of cities Being a responsible citizen Rules and order for proper functioning of a system. | |
| Learner Profile | Knowledgeable, caring, inquirer, communicator. | Knowledgeable, Inquirers, Reflective | Open-minded, Balanced, Risktakers | | Knowledgeable, caring, reflective, principled, thinker, | |
| Learner Profile | Communicator, caring, reflective, risk-taker. | Inquirers, Reflective, Caring, risk takers | Reflective, caring, communicator, balanced | | Knowledgeable, thinker, principled, caring, reflective, risk-taker. | |
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| GRADE 1 | 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. | Where we are in time and place An exploration of our orientation in place and time; of our personal histories; homes and journeys; discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives. | How we express ourselves An inquiry into the ways in which we discover and express our nature ideas, feelings, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | How the world works An inquiry into the natural world and its laws; the interaction between natural world and human societies; how humans use their understandings of scientific principles; the impact of scientific and technological advances on societies and on the environment. | How we organize ourselves An inquiry into the interconnectedness of human made systems and communities; the structure and function of organisations; societal decision making; economic activities and their impact on humankind and environment. | Sharing the planet An exploration of our rights and responsibilities as we try and share finite resources with other people, with other living things; of communities and of the relationships within and between them: access to equal opportunities; peace and conflict resolution. |
| Theme focus | Human relationships, including families, friends, communities and cultures | The discoveries, explorations and migrations of humankind. | An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values. | An inquiry into the natural world and its laws. | Economic activities and their impact on humankind and the environment. | Communities and the relationships within and between them. |
| Central Idea | Communities work together to establish rights and responsibilities. | Exploration leads to discoveries and new understandings. | Communication uses languages and other tools. | Knowing the properties of light/sound enable us to use it accordingly. | An organization is where people share responsibilities towards a common purpose. | Our personal choices can change our environment. |
| Key and Related Concepts. | Form, Responsibility , Causation Citizenship, Rights, Roles | Perspective, Responsibility, Change Exploration, Navigation, Geography | Function, connection, perspective. Communication, opinion. culture | Connection function, Causation, Change Conservation, transformation. | Responsibility, Function, connection Communication, Employment | Form, connection, responsibility. living things- characteristics, needs, relationship identity, care, sustainability. |
| Lines of inquiry | The nature of rights and responsibilities Why communities have rules How individual actions uphold communities | Explorers of the past. Discoveries from exploration Results/impact and outcomes of exploration. | Different types of languages and tools for communication Why languages and tools for communication develop and change. How language helps humans develop a common understanding | Light/sound as an important resource for life Properties of light/sound Impact of light/sound on Earth's cycles (Conservation) | the types of jobs people do in their workplace the purpose and responsibilities of specific jobs How different jobs connect for the same purpose. | types of waste materials reducing, reusing and recycling different waste personal choices that can help sustain the environment |
| Learner Profile | Principled, open-minded, balanced. | Inquirer, open-minded, thinker. | Communicator, reflective. | Inquirer, knowledgeable, | Thinker, principled. | Thinker, caring. |

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| GRADE 2 | 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. | Where we are in time and place An exploration of our orientation in place and time; of our personal histories; homes and journeys; discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives. | How we express ourselves An inquiry into the ways in which we discover and express our nature ideas, feelings, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | How the world works An inquiry into the natural world and its laws; the interaction between natural world and human societies; how humans use their understandings of scientific principles; the impact of scientific and technological advances on societies and on the environment. | How we organize ourselves An inquiry into the interconnectedness of human made systems and communities; the structure and function of organisations; societal decision making; economic activities and their impact on humankind and environment. | Sharing the planet An exploration of our rights and responsibilities as we try and share finite resources with other people, with other living things; of communities and of the relationships within and between them: access to equal opportunities; peace and conflict resolution. |
| Theme Focus | Personal, physical, mental, social and spiritual health. | Orientation in place and time. Of our personal histories. | An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values. | How humans use their understanding of scientific principles. | The structure and function of organisations. | An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things. |
| Central Idea | Making balanced choices about daily routines enables us to have a healthy lifestyle. | All places on Earth have special features that distinguish them from other places | Different forms of art help us to express our thoughts and ideas. | Understanding the properties of air/water allow people to use them in better ways. | Communities provide interconnected services designed to meet people's needs. | Our daily lives create waste which may affect our environment. |
| Key and Related Concepts | Causation function and responsibility. Consequences, choice, Behaviour, well-being, initiative | Causation, Form, Change. Impact, Interconnectedness, Structure, transformation | Causation, perspective, Form Similarities, Differences, subjectivity, evidences, Creativity. | Form, function, causation. Properties, transformation and patterns | Function, connection, responsibility. Role, Interdependence, value | Form, causation, responsibility. Resources, Conservations, preservation sustainability. |
| Lines of inquiry | Daily habits and routines. Consequences of making choices.. Taking care of ourselves. | The physical features of Earth-Form Changing landforms of Earth-Change Physical features affect the lifestyle of the people- Causation | Ways in which people express themselves. The role of the Arts in expressing ourselves. Different types of Arts | The evidence of the existence of air/water What air and water can do and how we use it- function Our role in reducing air /water pollution-Responsibility | Reasons people live in a community - causation Services needed to support a community -function How services are connected to each other- connection | Waste in our society. Form How different forms of wastes affect the environment. causation Ways of reducing waste. Responsibility. |
| Learner Profile | Principled, balanced, caring reflective. | Communicator, reflective, inquirer. Open minded. | Thinker, risk-taker, balanced. Communicator. | Inquirer, knowledgeable. communicators | Caring, open-minded, communicator. | Caring, principled, reflective |

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| Theme Focus | Personal, physical, mental, social and spiritual health. | The discoveries, explorations and migrations of humankind. | Our appreciation of the aesthetic. | How humans use their understanding of scientific principles. | An inquiry into the interconnectedness of human-made systems and communities. | An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things. |
| Central Idea | Choices of role models reflect the beliefs and values of individuals and societies. | Exploration can impact people and places. | Imagination extends our ability to think, create and express ourselves. | The evolution of machines have brought change in our lives. | Marketplaces depend on the ability to produce goods and supply services. | Human actions can have an impact on the sustainability of world's natural resources |
| Key and Related Concepts | Causation Perspectives and responsibility. Role, systems, networks, interdependence, initiative, rights, impact, belief. | Form, causation, Change. Structure, properties, pattern, sequence, interdependence, relationships. | Form, Causation, function. Patterns, structures role, communication, opinion, beliefs subjectivity. | Change, Connection, function. Properties, role, systems, impact, consequences. | Form, perspective, responsibility. Communication, systems, subjectivity, opinion, citizenship values rights. | Form, causation, responsibility. Consequences, impact. adaptations, transformation, rights, citizenship, initiative. |
| Lines of inquiry | What determines our beliefs and values- Causation How and why role models are chosen- perspective Influence of role models on our choices and actions- responsibility. | Explorations in the: past, present and future- Form Reasons and impact of explorations- Causation Changes as a result of exploration. | How we demonstrate and enjoy our imagination - Function Language a widely used way to express - Form Imagination helps us to think and to find solutions- Causation | Simple machine and everyday use in our lives. Function. How machines have made our lives better. Change Machines and production/productivity. connection | Trade and market places. Form The tools for trade. Function The choices we make when we go to the market places. Perspectives/responsibility | Resources of the world - Form Impact of Human interactions on world's resources- Causation Sustainability of available resources- Responsibility. |
| Learner Profile | Thinker, reflective, open minded. | Inquirer, caring, communicator, balanced reflective. | Communicator, open-minded, risk-taker, inquirers. | Knowledgeable, principled balanced caring. | Thinker, principled, open-minded. | Thinker, principled, reflective, caring. |

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| GRADE 4 | 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. | Where we are in time and place An exploration of our orientation in place and time; of our personal histories; homes and journeys; discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives. | How we express ourselves An inquiry into the ways in which we discover and express our nature ideas, feelings, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | How the world works An inquiry into the natural world and its laws; the interaction between natural world and human societies; how humans use their understandings of scientific principles; the impact of scientific and technological advances on societies and on the environment. | How we organize ourselves An inquiry into the interconnectedness of human made systems and communities; the structure and function of organisations; societal decision making; economic activities and their impact on humankind and environment. | Sharing the planet An exploration of our rights and responsibilities as we try and share finite resources with other people, with other living things; of communities and of the relationships within and between them: access to equal opportunities; peace and conflict resolution. |
| Theme Focus | Beliefs and values. Human relationships, including families, friends, communities and cultures. | The relationships between, and the interconnectedness of individuals and civilizations, from local and global perspectives. | An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values. | An inquiry into the natural world and its laws. | Societal decision making. | Rights and responsibility in the struggle to share finite resources with other people and other living things. |
| Central Idea | Our behaviour and beliefs could be a result of our exposure to different cultural backgrounds. | Our past histories have contributed to the development of present time societies. | People can create or manipulate messages to target specific audiences. | Energy may be converted, transformed and used to support human progress. | People develop systems which help and improve their lives. | Over time, living things need to adapt in order to survive. |
| Key and Related Concepts | Causation, perspective, connection. Identity, diversity, religion, image, character | Form, change, causation. Discovery, progress. | Causation, function, perspective. Impact, pattern, opinion, role. | Function, connection, responsibility. Atmosphere, theory of origin, tectonic plate movement, impact. | Form, Change, responsibility. Structure, system, citizenship, role. | Form, causation, connection. Interdependence, balance. |
| Lines of inquiry | Behavior and belief form around the world. How and why culture affects behaviour and belief. Cultural similarities and differences | Our past historical features Historical contributions to present day societies. Implications for the future. | An insight into advertising and media. How information influence our perceptions. Responsible use of information and media. | Forms and uses of energy: function Storage and transformation of energy: connection. Sustainable energy practices: Responsibility. | Different systems developed to support people. Form The needs for improving existing systems. Change Our responsibilities in maintain the existing systems. Responsibility. | Understanding adaptation. Circumstances which lead to adaptation? How living thing adapt/respond to changes in the environment. |
| Learner Profile | Open-minded, balanced, Principled. | Knowledgeable, reflective. | Risk-taker, open-minded. | Inquirer, knowledgeable. | Knowledgeable, principled, risk-taker. | Reflective, principled. |

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| GRADE 5 | 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. | Where we are in time and place An exploration of our orientation in place and time; of our personal histories; homes and journeys; discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives. | How we express ourselves An inquiry into the ways in which we discover and express our nature ideas, feelings, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | How the world works An inquiry into the natural world and its laws; the interaction between natural world and human societies; how humans use their understandings of scientific principles; the impact of scientific and technological advances on societies and on the environment. | How we organize ourselves An inquiry into the interconnectedness of human made systems and communities; the structure and function of organisations; societal decision making; economic activities and their impact on humankind and environment. | Sharing the planet An exploration of our rights and responsibilities as we try and share finite resources with other people, with other living things; of communities and of the relationships within and between them; access to equal opportunities; peace and conflict resolution. |
| Theme Focus | Nature of self. Personal, social, physical mental and spiritual health. | Orientation in place and time. | Our appreciation of the aesthetic. The ways in which we reflect on and enjoy our creativity. | How humans use their understanding of scientific principles. | Economic activities and their impact on humanity and the environment. | Access to equal opportunities. Peace and conflict resolution. |
| Central Idea | Understanding how our bodies work, helps us to take good care of them. | Population density is a result of people movement and migration. | People can use the arts as a way of making the world a better place. | Continuous scientific innovations and discoveries have had both positive and negative impact on people's lives. | Industries play a vital role in changing the global society. | Finding peaceful solutions to conflicts may lead to a better quality of life. |
| Key and Related Concepts | Function, connection, Responsibility Relationships, interpretation, consequences, patterns. | Responsibility, connection, Causation. Impact, settlements, relationships | Form, perspective, Change. Creativity, perception, interpretation | Function, causation, responsibility. Transformation, progress, sustainability. | Function, connection, responsibility. Fair trade, interdependence. | Causation, perspective, responsibility. Rights, Consequences, Opinion and responsibility. |
| Lines of inquiry | The body systems. Function Our responsibility towards a healthy lifestyle and well being. Responsibility The connections of the different body systems. | The development of slums and densely populated areas. Causation The relationship between location and settlements. Connection. Impact of highly populated areas on the physical environment. | Art as a means of sending out information. Creating different forms of art for purposeful use. Art for a better world. | Positive and negative scientific innovations over time. Responsible use of the scientific/ technological items Effects of scientific advancements on people and the environment. | Types of industries. The different functions of the different industries Industrialisation and its impact on the society. | Causes of conflicts Conflict resolutions and management. Living and working together peacefully. |
| Learner Profile | Principled, open-minded, caring, reflective. | Inquirer, communicator, knowledgeable. | Communicator, open-minded, reflective | Risk-taker, inquirer, thinker. | Balanced, knowledgeable, risk-taker. | Caring, principled. |

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| GRADE 6 | 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. | Where we are in time and place An exploration of our orientation in place and time; of our personal histories; homes and journeys; discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives. | How we express ourselves An inquiry into the ways in which we discover and express our nature ideas, feelings, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | How the world works An inquiry into the natural world and its laws; the interaction between natural world and human societies; how humans use their understandings of scientific principles; the impact of scientific and technological advances on societies and on the environment. | How we organize ourselves An inquiry into the interconnectedness of human made systems and communities; the structure and function of organisations; societal decision making; economic activities and their impact on humankind and environment. | Sharing the planet An exploration of our rights and responsibilities as we try and share finite resources with other people, with other living things; of communities and of the relationships within and between them: access to equal opportunities; peace and conflict resolution. |
| Theme Focus | Rights and responsibilities. Human relationships including families, friends, communities and cultures. | Orientation in place and time. The relationships between, and the interconnectedness of individuals and civilisations, from local and global perspectives. | Our appreciation of the aesthetic. The ways in which we reflect on and enjoy our creativity. | An inquiry into the natural world and its laws. | Structure and function of organisations. | Access to equal opportunities. Peace and conflict resolution. |
| Central Idea | Understanding different cultures guides towards the evolution of our beliefs and values. | The world is a small global village. | Modern ways of communication provide opportunities, challenges and risks. | Matter can exist in different states and obeys several laws of nature. | Good governance and institutional organization lead to productivity. | There are different biomes around the world which sustain different livelihoods. |
| Key and Related Concepts | Responsibility, perspectives, change. Action, citizenship. | Form, connection, function. Development, economy. Interconnectedness, Media | Perspective, responsibility, Form Social media, communication. | Form, causation, change. Impact, properties, patterns. | Function, connection, causation. Values, interdependence, systems. | Causation, change, responsibility. Distribution, sustainability. |
| Lines of inquiry | Cultures around the world. Culture and our beliefs and values. Evolution of rights and responsibilities. | People around the modern world. Impact of technology on globalization. The needs and benefits of international mindedness in the modern world. | Modern approaches of communication. Challenges, opportunities and risks of modern communication. Principles of responsible use of modern communication systems. | The states of matter and the their properties. Form Changes of states of matter. Change/Causation Laws of nature and the states of matter. | Factors of good governance and organization. Function. Productivity as a product of good governance. Causation Entrepreneurship and good management of businesses. | Biomes around the world The importance of the balance of the biomes. Creating sustainable solutions for an environmental problem. |
| Learner Profile | Principled, caring, balanced, knowledgeable. | Inquirer, communicator, reflective. | Reflective, principled, open-minded. | Knowledgeable, principled, reflective. | Caring, knowledgeable, reflective, Principled. | Caring, reflective, principled, open-minded. |