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| <p>TRANSDISCIPLINARY THEMES</p> | <p>Who we are An inquiry into identity as individuals and as a part of a collective through:</p> <ul style="list-style-type: none"> Physical, emotional, social and spiritual health and well-being Relationships and belonging Learning and growing | <p>Where we are in place and time An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> Periods, events and artefacts Communities, heritage, culture and environment Natural and human drivers of movement, adaptation and transformation | <p>How we express ourselves An inquiry into the diversity of voice, perspectives and expression through:</p> <ul style="list-style-type: none"> Inspiration, imagination, creativity Personal, social and cultural modes and practices of communication Intentions, perceptions, interpretations and responses | <p>How the world works An inquiry into understandings of the world and phenomenon through:</p> <ul style="list-style-type: none"> Patterns, cycles, systems Diverse practices, methods and tools Discovery, design, innovation: possibilities and impacts | <p>How we organize ourselves An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> Interactions within and between social and ecological systems Approaches to livelihood and trade practices: intended and unintended consequences Representation, collaboration and decision-making | <p>Sharing the planet An inquiry into interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> Rights, responsibilities and dignity of all pathways to just, peaceful and reimagined futures Nature, complexity, coexistence and wisdom |
| <p>NURSERY</p> | <p>Central idea: Each one of us is unique in many ways. Specified concepts: Function, Connection, Responsibility Additional concepts: Similarities and differences, diversity, Identity Lines of inquiry</p> <ul style="list-style-type: none"> My identity Appreciating differences Caring for self. <p>Approaches to learning: Social, Research skills IBLP attributes: Reflective, Open-minded, Communicator</p> | | <p>Central idea: Through play we express our feelings and ideas and come to new understandings. Specified concepts: Function, Change, Perspective Additional concepts: Interpretation, Creativity, Communication Lines of inquiry</p> <ul style="list-style-type: none"> Communicating through play Imaginative use of everyday materials Different games and toys <p>Approaches to learning: Social, Communication skills IBLP attributes: Caring, Balanced, Risk-taker</p> | | <p>Central idea: Communities make efforts to create transportation systems that meet their needs. Specified concepts: Form, Change, Responsibility Additional concepts: Component, safety, impact Lines of inquiry</p> <ul style="list-style-type: none"> Features of transportation systems Purpose for using transportation Evolution of transport systems <p>Approaches to learning: Thinking, Self-management skills IBLP attributes: Inquirer, Thinker</p> | <p>Central idea: Plants sustain life on Earth and play a role in our lives. Specified concepts: Change, Causation, Responsibility Additional concepts: Interdependence, Appreciation Lines of inquiry</p> <ul style="list-style-type: none"> Caring for plants Products we derive from plants Life cycle of plants <p>Approaches to learning: Thinking, Research skills IBLP attributes: Knowledgeable, Principled, Inquirer</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"> T R A N S D I S C I P L I N A R Y T H E M E S </p> | <p>Who we are An inquiry into identity as individuals and as a part of a collective through:</p> <ul style="list-style-type: none"> • Physical, emotional, social and spiritual health and well-being • Relationships and belonging • Learning and growing | <p>Where we are in place and time An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> • Periods, events and artefacts • Communities, heritage, culture and environment • Natural and human drivers of movement, adaptation and transformation | <p>How we express ourselves An inquiry into the diversity of voice, perspectives and expression through:</p> <ul style="list-style-type: none"> • Inspiration, imagination, creativity • Personal, social and cultural modes and practices of communication • Intentions, perceptions, interpretations and responses | <p>How the world works An inquiry into understandings of the world and phenomenon through:</p> <ul style="list-style-type: none"> • Patterns, cycles, systems • Diverse practices, methods and tools • Discovery, design, innovation: possibilities and impacts | <p>How we organize ourselves An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> • Interactions within and between social and ecological systems • Approaches to livelihood and trade practices: intended and unintended consequences • Representation, collaboration and decision-making | <p>Sharing the planet An inquiry into interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> • Rights, responsibilities and dignity of all • Pathways to just, peaceful and reimagined futures • Nature, complexity, coexistence and wisdom |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);"> K i n d e r g a r t e n </p> | <p>Central idea: People’s relationships with each other can have an impact on well-being. Specified concepts: Function, Connection, Responsibility Additional concepts: Interdependence, Belonging, Roles Lines of inquiry</p> <ul style="list-style-type: none"> • Relationships around us • Ways in which relationships influence us • Roles and responsibility in relationships <p>Approaches to learning: Social, Self-management skills IBLP attributes: Open-minded, Reflective, Principled</p> | <p>Central idea: Homes reflect cultural influences and local conditions. Specified concepts: Function, Change, Perspective Additional concepts: Culture, Needs, Ownership, Locality Lines of inquiry</p> <ul style="list-style-type: none"> • What constitutes a home • How homes reflect family values • How homes reflect local culture • Factors that determine where people live <p>Approaches to learning: Communication, Social, Research skills IBLP attributes: Caring, Knowledgeable, Thinker</p> | <p>Central idea: Stories can engage their audience and communicate meaning. Specified concepts: Form, Connection, Perspective Additional concepts: Communication, Characterization, Expression Lines of inquiry</p> <ul style="list-style-type: none"> • How to construct an effective story • What stories can convey • How stories are created and shared • Feelings and emotions that stories evoke <p>Approaches to learning: Thinking, Research, Social skills IBLP attributes: Communicator, Risk-taker, Reflective</p> | <p>Central idea: The Earth’s natural cycles influence the activity of living things. Specified concepts: Causation, Change, Responsibility Additional concepts: Cycles, Interaction, Pattern, Impact Lines of inquiry</p> <ul style="list-style-type: none"> • Natural cycles (e.g. night and day, weather patterns, seasons) • The actions people take in response to Earth’s natural cycles • Patterns of behaviour in living things related to Earth’s natural cycles <p>Approaches to learning: Research, Self-management, Thinking skills IBLP attributes: Principled, Inquirer, Balanced</p> | | |

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| <p>Central idea: Our learning and development is guided by our characteristics, abilities and interests.</p> <p>Specified concepts: Form, Causation, Perspective</p> <p>Additional concepts: Self-awareness, Character, Choices</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Physical, social and emotional characteristics. • Personal abilities and interests. • What determines our choices. <p>Approaches to learning: Thinking, Communication, Self-management skills</p> <p>IBLP attributes: Thinker, Balanced, Reflective</p> | <p>Central idea: Learning about changes from the past helps make connections with the present.</p> <p>Specified concepts: Change, Connection, Perspective</p> <p>Additional concepts: Progress, Continuity, Heritage</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Changes from the past • Practices continuing till date • Impact of changes from past. <p>Approaches to learning: Research, Social, Thinking skills</p> <p>IBLP attributes: Inquirer, Open-minded</p> | <p>Central idea: Celebrations and traditions are expressions of shared beliefs and values.</p> <p>Specified concepts: Causation, Connection, Perspective</p> <p>Additional concepts: Culture, Beliefs, Values, Belonging</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Why people celebrate • Features of traditions and celebrations • Symbolic representations of celebrations and traditions • What meaning people assign to celebrations and traditions <p>Approaches to learning: Communication, Social, Research skills</p> <p>IBLP attributes: Caring, Open-minded, Reflective</p> | <p>Central idea: All living things go through a process of change.</p> <p>Specified concepts: Form, Change, Connection.</p> <p>Additional concepts: Cycles, Transformation, Similarities and differences</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different life cycles • How living things change over their lifetime • Factors that can influence life cycles <p>Approaches to learning: Research, Thinking skills</p> <p>IBLP attributes: Knowledgeable, Caring, Reflective</p> | <p>Central idea: People interact in different spaces as a part of a community.</p> <p>Specified concepts: Function, Connection, Responsibility</p> <p>Additional concepts: Citizenship, Participation, Access</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different spaces (physical and virtual) • Ways people interact in public spaces • Our responsibility towards public spaces <p>Approaches to learning: Thinking, Social, Self-management skills</p> <p>IBLP attributes: Communicator, Principled, Risk-taker</p> | <p>Central idea: Animals and people interact in different ways in different contexts.</p> <p>Specified concepts: Function, Connection, Responsibility</p> <p>Additional concepts: Characteristics, Needs, Interdependence</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The different roles animals play in people’s lives • Suitability of particular animals for specific functions • Our responsibility for the well-being of animals <p>Approaches to learning: Self-management, Social skills</p> <p>IBLP attributes: Open-minded, Knowledgeable</p> |

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| <p>Grade 2</p> <p>Central idea: Making balanced choices enables us to create well-being</p> <p>Specified concepts: Connection, Causation, Responsibility</p> <p>Additional concepts: Choice, Influence, Awareness, Lifestyle</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What is a balanced lifestyle • Impacts of lifestyle on people • Making informed lifestyle choices <p>Approaches to learning: Communication, Self-management skills</p> <p>IBLP attributes: Thinker, Balanced, Reflective</p> | <p>Central idea: The Earth’s physical geography impacts how people interact with it.</p> <p>Specified concepts: Form, Causation, Change</p> <p>Additional concepts: Landscape, Settlement and Transformation, Occupations</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Landforms around the world • Opportunities and challenges presented by physical environment of a place • Impact of human action on Earth’s geography <p>Approaches to learning: Social, Research skills</p> <p>IBLP attributes: Inquirer, Open-Minded</p> | <p>Central idea: Signs and symbols are part of human-made systems that facilitate local and global communication.</p> <p>Specified concepts: Form, Function, Perspective</p> <p>Additional concepts: Culture, Pattern, Access, Information</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What are signs and symbols • How visual language facilitates communication • Specialized systems of communication <p>Approaches to learning: Thinking, Communication, Self-management skills</p> <p>IBLP attributes: Thinker, Open-minded, Knowledgeable</p> | <p>Central idea: Simple machines can make our life easier</p> <p>Specified concepts: Form, Function, Causation</p> <p>Additional concepts: Needs, design, creativity</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different types of simple machines • Application of simple machines • Designing solutions <p>Approaches to learning: Self-management, Thinking skills</p> <p>IBLP attributes: Open-minded, Knowledgeable, Risk-Taker</p> | <p>Central idea: Products may undergo change before they are consumed or used.</p> <p>Specified concepts: Function, Change, Responsibility</p> <p>Additional concepts: Components, Process, Purpose</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Origins of products • Changes products go through • Distribution of products • How people select the products they use <p>Approaches to learning: Thinking, Research skills</p> <p>IBLP attributes: Communicator, Inquirer, Reflective</p> | <p>Central idea: Our choices have an impact on ecosystems.</p> <p>Specified concepts: Connection, Causation, Responsibility</p> <p>Additional concepts: Ecosystems, Interconnectedness, Behavioral adaptations</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How living things survive in different ecosystems • Impact of human choices on ecosystems • Sustainable practices. <p>Approaches to learning: Research, Social, Self-Management skills</p> <p>IBLP attributes: Caring, Principled, Knowledgeable</p> |
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| <p>G r a d e 3</p> | <p>Central idea: Choices of role models reflect the beliefs and values of individuals and societies. Specified concepts: Function, Perspective, Responsibility Additional concepts: Identity, Peer pressure, Opinion Lines of inquiry</p> <ul style="list-style-type: none"> • What determines our beliefs and values • How and why role models are chosen • Influence of role models on our choices and actions <p>Approaches to learning: Thinking, Social, Communication skills IBLP attributes: Inquirer, Thinker, Reflective</p> | <p>Central idea: Learning about events in the past helps us make connections with the present Specified concepts: Change, Connection, Perspective Additional concepts: Impact, Bias, History, Influence Lines of inquiry</p> <ul style="list-style-type: none"> • The ways in which significant events may be recognized, locally and/or globally • How a significant event has an impact on a community • Why viewpoints differ about significant events <p>Approaches to learning: Thinking, Communication and Research skills IBLP attributes: Inquirer, Open-minded, Reflective</p> | <p>Central idea: Types of media contributes to creating effective messages for target audiences Specified concepts: Function, Connection, Responsibility Additional concepts: Media, Advertising, Propaganda Lines of inquiry</p> <ul style="list-style-type: none"> • Creating effective messages to influence target audiences • Critical evaluation of messages in different media • How people respond to messages <p>Approaches to learning: Thinking, Communication, Social skills IBLP attributes: Risk-taker, Principled, Reflective</p> | <p>Central idea: Changes in the Earth and its atmosphere have impacts on the ways people live their lives. Specified concepts: Form, Causation, Responsibility Additional concepts: Geology, Atmosphere, Natural disasters, Cooperation Lines of inquiry</p> <ul style="list-style-type: none"> • Ways in which Earth and it's atmosphere changes • Natural disasters due to Earth's changes • Preparedness for natural disasters <p>Approaches to learning: Social, Self-management, Research skills IBLP attributes: Communicator, Balanced, Knowledgeable</p> | <p>Central idea: Marketplaces facilitate the exchange of goods and services needed by a community. Specified concepts: Form, Connection, Responsibility Additional concepts: Fair trade, Markets Lines of Inquiry:</p> <ul style="list-style-type: none"> • Types of markets. • Different systems that have been used to exchange goods and services. • Factors that determine price of a good or service <p>Approaches to learning: Social, Self-management, Research skills IBLP attributes: Thinker, Principled, Knowledgeable</p> | <p>Central idea: People can make choices to support the sustainability of the Earth's resources. Specified concepts: Connection, Perspective, Responsibility Additional concepts: Lifestyle, Waste, Conservation Lines of inquiry</p> <ul style="list-style-type: none"> • Earth's finite and infinite resources • The balance between meeting human needs and the use of limited resources <p>Approaches to learning: Thinking, Social, Self-management skills IBLP attributes: Caring, Balanced, Risk-taker</p> |
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| <p>G r a d e 4</p> | <p>Central idea: The effective interactions between human body systems contribute to health and survival. Specified concepts: Form, Connection, Responsibility Additional concepts: Interdependence, Health, Systems Lines of inquiry</p> <ul style="list-style-type: none"> • Body systems and how they work • How body systems are interdependent • Impact of lifestyle choices on the body <p>Approaches to learning: Thinking, Self-management skills IBLP attributes: Balanced, Knowledgeable, Reflective</p> | <p>Central idea: Explorations and discoveries of the past contribute to development in the present. Specified concepts: Function, Connection, Perspective Additional concepts: Impact, Navigation, Colonialism, Development Lines of inquiry</p> <ul style="list-style-type: none"> • Reasons for exploration (historical and personal) • How explorations have taken place over time • The consequences of exploration <p>Approaches to learning: Thinking, Research, Communication skills IBLP attributes: Inquirer, Risk-taker, Communicator</p> | <p>Central idea: Throughout history, people have interacted with each other and communicated using artforms. Specified concepts: Form, Change, Perspective Additional concepts: Aesthetics, Creativity, Metaphor Lines of inquiry</p> <ul style="list-style-type: none"> • How people communicate through arts • How art works provide insight and information • The role of arts in different cultures, places and times • Development of art forms over time <p>Approaches to learning: Thinking, Communication, Social skills IBLP attributes: Open-minded, Knowledgeable, Reflective</p> | <p>Central idea: Energy may be converted, transformed and used to support human progress. Specified concepts: Form, Change, Responsibility Additional concepts: Conservation, Progress, Technology Lines of inquiry</p> <ul style="list-style-type: none"> • Different forms of energy sources (renewable and non-renewable) • How energy is used (transformation) • Sustainable energy practices <p>Approaches to learning: Thinking, Social, Research skills IBLP attributes: Knowledgeable, Balanced, Inquirer</p> | <p>Central idea: People use their knowledge of business to create entrepreneurial ideas. Specified concepts: Function, Connection, Responsibility Additional concepts: Interdependence, Equilibrium, Rights Lines of inquiry</p> <ul style="list-style-type: none"> • How do entrepreneurs take production decisions • Fair pricing of goods and services • Protecting consumer rights <p>Approaches to learning: Social, Self-management Skills IBLP attributes: Risk-taker, Principled, Thinker</p> | <p>Central idea: Children worldwide encounter a range of challenges, risks and opportunities. Specified concepts: Form, Causation, Responsibility Additional concepts: Equality, Rights, Resilience Lines of inquiry</p> <ul style="list-style-type: none"> • Challenges, risks and opportunities that children encounter (local and global) • How children respond to challenges, risks and opportunities • Ways in which individuals and organizations work to protect children from risk <p>Approaches to learning: Self-management, Social, Thinking skills IBLP attributes: Caring, Communicator, Reflective</p> |
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| G r a d e 5 | <p>Central idea: People’s cultural background has an impact on their beliefs, values and actions. Specified concepts: Form, Connection, Perspective Additional concepts: Interpretation, Identity, Subjectivity Lines of inquiry</p> <ul style="list-style-type: none"> • What constitutes culture • How people use different experiences to inform their perspectives • The connections between beliefs and values, and the actions taken in response to them <p>Approaches to learning: Social, Research skills IBLP attributes: Knowledgeable, Open-minded, Risk-taker</p> | <p>Central idea: People migrate for different reasons which impacts individuals and communities. Specified concepts: Causation, Change, Perspective Additional concepts: Population, Settlement, Diversity, Refugees Lines of inquiry</p> <ul style="list-style-type: none"> • The reasons why people migrate • Migration throughout history • Effects of migration on communities, cultures and individuals <p>Approaches to learning: Social, Communication, Self-management skills IBLP attributes: Inquirer, Open-minded, Reflective</p> | <p>Central idea: Developing a sense of self involves understanding of physical and emotional changes. Specified concepts: Form, Connection, Perspective Additional concepts: Identity, Body language, Self-regulation, conduct Lines of inquiry</p> <ul style="list-style-type: none"> • Physical and emotional changes • Influence of physical, social and emotional changes on our behaviour. • Taking ownership of our behaviour <p>Approaches to learning: Social, Communication, Self-management skills IBLP attributes: Thinker, Balanced, Reflective</p> | <p>Central idea: Understanding materials helps us to decide its usage. Specified concepts: Form, Function, Change Additional concepts: Transformation, Properties Lines of inquiry</p> <ul style="list-style-type: none"> • Properties of materials • Changes materials undergo • Using materials for specific purpose <p>Approaches to learning: Research, Thinking skills IBLP attributes: Principled, Risk-taker, Knowledgeable</p> | <p>Central idea: Decisions made by governing systems impact the life of the community. Specified concepts: Function, Connection, Responsibility Additional concepts: Equality, Citizenship, Governance, Law, Politics Lines of inquiry</p> <ul style="list-style-type: none"> • Governance around us • How decisions of governing systems impact citizens • The rights and responsibilities of citizens <p>Approaches to learning: Social, Communication skills, Self- management skills IBLP attributes: Knowledgeable, Balanced, Inquirer</p> | <p>Central idea: Human beings can contribute to maintaining ecological balance and conserving biodiversity. Specified concepts: Change, Connection, Responsibility Additional concepts: Balance, Biodiversity, Interconnectedness, Conservation Lines of inquiry</p> <ul style="list-style-type: none"> • Ways in which organisms are interdependent in an ecosystem • Factors that influence ecological balance • Ways to maintain biodiversity <p>Approaches to learning: Research, Thinking skills IBLP attributes: Thinker, Inquirer, Caring</p> |

****Note :**

- Learning and teaching process will be driven by
- Agency - voice, choice and ownership in learning for the learner, learning and teaching and the learning community
- The Exhibition will be a unit of inquiry and decided by students of Grade 5 to mark the culmination of the Primary Years Programme