



# Sekolah Global Indo-Asia

## Programme of Inquiry

### SY 2024 - 2025



	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
<b>Grade Level</b>	<p>An inquiry into the nature of the self; 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>An inquiry into orientation in place and time; personal histories; 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>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<b>K1</b>	<p><b>Central Idea:</b> Awareness of our personal characteristics and ability help us understand who we are and others around us.</p> <p><b>Subject Focus:</b> Social Studies, PSPE, Language.</p> <p><b>Key Concepts:</b> Perspective, Form, Connection.</p> <p><b>Related Concepts:</b> Differences, Characteristics (likes &amp; dislikes), Social interaction.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Our characteristics and ability.</li> <li>• Our differences and similarities.</li> <li>• Ways we accept differences through play.</li> </ul> <p><b>Learner Profile:</b> Caring, Open-Minded, Communicators.</p> <p><b>Approaches to Learning:</b> Social and Communication skills.</p>		<p><b>Central Idea:</b> Children express themselves in many different 'languages' through play and exploration.</p> <p><b>Subject Focus:</b> Arts, Language.</p> <p><b>Key Concepts:</b> Form, Function, Causation.</p> <p><b>Related Concepts:</b> Play, Exploration, Communication, Creativity.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different forms of play.</li> <li>• Using our creativity to express ourselves.</li> <li>• Communicating through play.</li> </ul> <p><b>Learner Profile:</b> Risk-takers, Balanced, Communicators, Reflective.</p> <p><b>Approaches to Learning:</b> Communication, Social and Self-management skills.</p>	<p><b>Central Idea:</b> Understanding changes in living things and non-living things help us make sense of the world.</p> <p><b>Subject Focus:</b> Science, Mathematics, Arts.</p> <p><b>Key Concepts:</b> Form, Change, Causation.</p> <p><b>Related Concepts:</b> Transformation, Process, Life cycle, Physical changes.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Living things and non-living things.</li> <li>• How living things and nonliving things go through changes.</li> <li>• How we grow and change.</li> </ul> <p><b>Learner Profile:</b> Inquirers, Thinkers, Knowledgeable.</p> <p><b>Approaches to Learning:</b> Research and Thinking skills.</p>	<p><b>Central Idea:</b> Communities function effectively when rules and routines are shared with all members.</p> <p><b>Subject Focus:</b> Social Studies, Mathematics.</p> <p><b>Key Concepts:</b> Function, Causation, Responsibility.</p> <p><b>Related Concepts:</b> Rules, Routines, Communities, Consequences.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• School and classroom communities.</li> <li>• Purposes of rules and routines.</li> <li>• Reaching agreement.</li> </ul> <p><b>Learner Profile:</b> Communicators, Caring, Principled</p> <p><b>Approaches to Learning:</b> Self-management and Social skills.</p>	

<p><b>K2</b></p>	<p><b>Central Idea:</b> Families influence our identities through upbringing.</p> <p><b>Subject Focus:</b> Social Studies, Language, PSPE.</p> <p><b>Key Concepts:</b> Form, Function, Connection.</p> <p><b>Related Concepts:</b> Differences, Belonging, Roles, Interdependence.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences in families.</li> <li>• Our family upbringing.</li> <li>• My family tree and history.</li> </ul> <p><b>Learner Profile:</b> Communicators, Caring, Thinkers.</p> <p><b>Approaches to Learning:</b> Communication and Social skills.</p>		<p><b>Central Idea:</b> Play creates opportunities for growth and skills development.</p> <p><b>Subject Focus:</b> Arts, Social Studies, Language.</p> <p><b>Key Concepts:</b> Connection, Function, Causation.</p> <p><b>Related Concepts:</b> Communication, Relationship, Interaction.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Learning through play.</li> <li>• How play extends our thinking.</li> <li>• Developing positive relationships through play.</li> </ul> <p><b>Learner Profile:</b> Risk-takers, Open-minded, Caring.</p> <p><b>Approaches to Learning:</b> Thinking, Social and Communication skills.</p>	<p><b>Central Idea:</b> Our senses help us discover the world around us.</p> <p><b>Subject Focus:</b> Science, Mathematics.</p> <p><b>Key Concepts:</b> Form, Perspective. Function.</p> <p><b>Related Concepts:</b> Senses, Body parts, Perception, Protection.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Our senses.</li> <li>• The world without senses.</li> <li>• Senses in other living things.</li> </ul> <p><b>Learner Profile:</b> Knowledgeable, Inquirers, Communicators.</p> <p><b>Approaches to Learning:</b> Thinking and Research skills.</p>	<p><b>Central Idea:</b> Each one of us shares a responsibility to help create a safe environment.</p> <p><b>Subject Focus:</b> Social Studies, PSPE.</p> <p><b>Key Concepts:</b> Causation, Change, Responsibility.</p> <p><b>Related Concepts:</b> Safety, Rules, Procedures Organization.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Safety inside and outside our home.</li> <li>• Safety at school.</li> <li>• Making safe choices.</li> <li>• Organization to keep us safe.</li> </ul> <p><b>Learner Profile:</b> Balanced, Principled, Reflective.</p> <p><b>Approaches to Learning:</b> Self-management and Social skills.</p>	
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K3	<p><b>Central Idea:</b> Relationships with others contribute to our well-being and can affect the way we feel and behave.</p> <p><b>Subject Focus:</b> PSPE, Language.</p> <p><b>Key Concepts:</b> Perspective, Connection, Function.</p> <p><b>Related Concepts:</b> Relationship, Feeling, Friendship, Well-being.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Why relationships matter.</li> <li>• How relationships affect our well-being.</li> <li>• What makes a good relationship.</li> </ul> <p><b>Learner Profile:</b> Communicators, Caring, Reflective.</p> <p><b>Approaches to Learning:</b> Social, Communication, and Self-management skills.</p> <p><b>Text type</b> Personal Recount.</p>		<p><b>Central Idea:</b> People use celebrations to express important events in their lives.</p> <p><b>Subject Focus:</b> Arts, Social Studies, Mathematics.</p> <p><b>Key Concepts:</b> Form, Causation, Responsibility.</p> <p><b>Related Concepts:</b> Celebration, Beliefs, Cultures, Traditions.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Features of celebrations.</li> <li>• Reasons for celebrations.</li> <li>• How celebration is connected to cultures, traditions and beliefs.</li> </ul> <p><b>Learner Profile:</b> Open-minded, Inquirers, Risk Takers.</p> <p><b>Approaches to Learning:</b> Social and Communication skills.</p> <p><b>Text type</b> Personal Recount.</p>	<p><b>Central Idea:</b> Understanding the weather phenomena helps us learn about their benefits and challenges to living things.</p> <p><b>Subject Focus:</b> Science, Mathematics.</p> <p><b>Key Concepts:</b> Change, Causation, Connection.</p> <p><b>Related Concepts:</b> Weather, Season, Temperature, Benefit, Challenges.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Weather phenomena.</li> <li>• Causes of changes in weather.</li> <li>• How weather affects our daily life.</li> </ul> <p><b>Learner Profile:</b> Inquirers, Knowledgeable, Risk-takers.</p> <p><b>Approaches to Learning:</b> Thinking and Research skills.</p> <p><b>Text type</b> Narrative.</p>	<p><b>Central Idea:</b> Communities develop systems to work towards common goals.</p> <p><b>Subject Focus:</b> Social Studies, PSPE, Language.</p> <p><b>Key Concepts:</b> Function, Responsibility, Change.</p> <p><b>Related Concepts:</b> System, Community, Roles.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Systems and why do we need them.</li> <li>• Systems in the communities.</li> <li>• How systems change based on the needs of the community.</li> </ul> <p><b>Learner Profile:</b> Balanced, Principled, Communicators.</p> <p><b>Approaches to Learning</b> Social, Self-management and Communication skills.</p> <p><b>Text type</b> Narrative.</p>	<p><b>Central Idea:</b> Minibeasts have a role in the habitat they live in and their existence impacts the ecosystem.</p> <p><b>Subject Focus:</b> Science, Social Studies.</p> <p><b>Key Concepts:</b> Form, Function, Connection.</p> <p><b>Related Concepts:</b> Invertebrates, Ecosystem, Roles, Impact.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Types of minibeasts.</li> <li>• The importance of minibeasts in the ecosystem.</li> <li>• How humans and minibeast interact.</li> </ul> <p><b>Learner Profile:</b> Thinkers, Knowledgeable, Caring.</p> <p><b>Approaches to Learning:</b> Thinking and Research skills.</p> <p><b>Text type</b> Informative.</p>
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Grade 1	<p><b>Central Idea:</b> The choices we make can affect our health and well-being.</p> <p><b>Subject Focus:</b> Mathematics, Science, PSPE.</p> <p><b>Key Concepts:</b> Form, Connection, Responsibility.</p> <p><b>Related Concepts:</b> Choices, Balance, Impact, Physical and Mental health, Well-being.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The concept of well-being.</li> <li>• Physical and mental health.</li> <li>• How our lifestyle choices affect our physical and mental health.</li> </ul> <p><b>Learner Profile:</b> Balanced, Thinkers, Reflective.</p> <p><b>Approaches to Learning:</b> Self-management and Thinking skills.</p> <p><b>Text type</b> Narrative Text.</p>	<p><b>Central Idea:</b> Learning about our family histories enables us to discover our cultural origins and develop historical awareness.</p> <p><b>Subject Focus:</b> Language, PSPE, Social Studies.</p> <p><b>Key Concepts:</b> Perspective, Function, Responsibility.</p> <p><b>Related Concepts:</b> History, Evidence, Culture, Identity.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Our family histories.</li> <li>• How our family history shapes our identity.</li> <li>• Ways to preserve our culture.</li> </ul> <p><b>Learner Profile:</b> Caring, Open-minded, Inquirers.</p> <p><b>Approaches to Learning:</b> Research and Social skills.</p> <p><b>Text type</b> Personal Recount.</p>	<p><b>Central Idea:</b> Artists use various objects and materials to express ideas, interests and beliefs.</p> <p><b>Subject Focus:</b> Arts, Language.</p> <p><b>Key Concepts:</b> Causation, Perspective, Change.</p> <p><b>Related Concepts:</b> Characteristics, Beliefs, Creativity, Expression.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Objects and materials used by artists.</li> <li>• How an artwork reflects its artist ideas, interest and beliefs.</li> <li>• Process of making artwork.</li> </ul> <p><b>Learner Profile:</b> Communicators, Open-minded, Risk-takers.</p> <p><b>Approaches to Learning:</b> Communication and Self-management skills.</p> <p><b>Text type</b> Procedural Text</p>	<p><b>Central Idea:</b> The Earth position in the solar system regulates life on Earth.</p> <p><b>Subject Focus:</b> Science, Mathematics.</p> <p><b>Key Concepts:</b> Form, Causation, Function.</p> <p><b>Related Concepts:</b> System, Cycle, Movement, Rotation, Time.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of the Earth, sun and moon.</li> <li>• How the position of the Earth, sun and moon affects each other.</li> <li>• How the sun and moon regulate life.</li> </ul> <p><b>Learner Profile:</b> Thinkers, Knowledgeable, Inquirers.</p> <p><b>Approaches to Learning:</b> Thinking and Research skills.</p> <p><b>Text type</b> Informative Text.</p>	<p><b>Central Idea:</b> Many products go through a process of change before they are used or consumed.</p> <p><b>Subject Focus:</b> Science, Language, Mathematics.</p> <p><b>Key Concepts:</b> Function, Change, Connection.</p> <p><b>Related Concepts:</b> Origin, Needs, Process, Distribution.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Origin of the product.</li> <li>• Changes products go through.</li> <li>• Distribution of products.</li> </ul> <p><b>Learner Profile:</b> Communicators, Principled, Knowledgeable.</p> <p><b>Approaches to Learning:</b> Research and Communication Skills.</p> <p><b>Text type</b> Procedural Text.</p>	<p><b>Central Idea:</b> Living things interact with each other to sustain each other's needs.</p> <p><b>Subject Focus:</b> Science, Social Studies.</p> <p><b>Key Concepts:</b> Connection, Function, Responsibility.</p> <p><b>Related Concepts:</b> Interaction, Relationship, Role, Food chain, Initiative.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The world of plants and animals.</li> <li>• Interaction between humans, animals and plants.</li> <li>• The role of plants and animals in the environment.</li> </ul> <p><b>Learner Profile:</b> Caring, Principled, Reflective.</p> <p><b>Approaches to Learning:</b> Thinking and Social Skills.</p> <p><b>Text type</b> Entertain.</p>
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<p><b>Grade</b> <b>2</b></p>	<p><b>Central Idea:</b> Learning about our rights as children can help us use our voice to act.</p> <p><b>Subject Focus:</b> Social studies, PSPE.</p> <p><b>Key Concepts:</b> Perspective, Causation, Responsibility.</p> <p><b>Related Concepts:</b> Rights, Consequences, Challenges.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Our rights in different community.</li> <li>• The differences between rights and responsibilities and how they are connected.</li> <li>• How we use our voice to act.</li> </ul> <p><b>Learner Profile:</b> Open-Minded, Reflective, Principled.</p> <p><b>Approaches to Learning:</b> Self-management, Social and Communication skills.</p> <p><b>Text type</b> Recount text.</p>	<p><b>Central Idea:</b> Physical features of certain locations impact human settlements and ways of life.</p> <p><b>Subject Focus:</b> Social studies, Mathematics, Language.</p> <p><b>Key Concepts:</b> Form, Change, Connection.</p> <p><b>Related Concepts:</b> Physical features, Geography, Adaptation, Impact.</p> <p><b>Lines of Inquiry:</b> Natural and man-made geographical features. How geographical features change over time. Impacts of geographical features on humans.</p> <p><b>Learner Profile:</b> Communicators, Thinkers, Knowledgeable.</p> <p><b>Approaches to Learning:</b> Thinking, Research and Communication Skills.</p> <p><b>Text type</b> Informative text.</p>	<p><b>Central Idea:</b> Performance is a powerful tool that can influence feelings and ideas.</p> <p><b>Subject Focus:</b> Arts, PSPE.</p> <p><b>Key Concepts:</b> Form, Function, Perspective, Responsibility.</p> <p><b>Related Concepts:</b> Performance, Expression, Interpretation, Appreciation, Roles.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Performance and its expressive ways.</li> <li>• How performance can be interpreted.</li> <li>• Collaboration in creating a performance.</li> </ul> <p><b>Learner Profile:</b> Communicators, Risk Takers, Balanced.</p> <p><b>Approaches to Learning:</b> Social, Communication, Thinking Skills.</p> <p><b>Text type</b> Narrative text.</p>	<p><b>Central Idea:</b> Production and design process depend on the properties of raw materials.</p> <p><b>Subject Focus:</b> Science, Mathematics.</p> <p><b>Key Concepts:</b> Function, Connection, Perspective.</p> <p><b>Related Concepts:</b> Materials, Properties, Design, Innovation.</p> <p><b>Lines of Inquiry:</b> Properties and uses of materials. How properties of materials influence the design process. Design and function of products.</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable, Risk-takers.</p> <p><b>Approaches to Learning:</b> Research, Self- management and Thinking skills.</p> <p><b>Text type</b> Procedural text.</p>	<p><b>Central Idea:</b> Cities consist of interconnected services, goods and systems to meet the needs of urban communities.</p> <p><b>Subject Focus:</b> Social Studies, Mathematics, PSPE.</p> <p><b>Key Concepts:</b> Form, Connection, Change.</p> <p><b>Related Concepts:</b> Needs &amp; Wants, Urban community, Goods and Services, Interconnectedness.</p> <p><b>Lines of inquiry:</b> Characteristics of urban communities. The inter- connectedness between the goods and services in a community. The needs of growing cities.</p> <p><b>Learner Profile:</b> Inquirers, Caring, Balanced.</p> <p><b>Approaches to Learning:</b> Social, Thinking and Research Skills.</p> <p><b>Text type</b> Informative text.</p>	<p><b>Central Idea:</b> Marine life provides many benefits to people and is vital to our survival.</p> <p><b>Subject Focus:</b> Science, Language.</p> <p><b>Key Concepts:</b> Form, Causation, Change.</p> <p><b>Related Concepts:</b> Marine life, Ecosystem, Interdependence, Survival, Initiative.</p> <p><b>Lines of inquiry:</b> Life below water. The importance of marine life to our survival. Ways to help protect marine life.</p> <p><b>Learner Profile:</b> Open-minded, Caring, Knowledgeable.</p> <p><b>Approaches to Learning:</b> Social, Thinking and Research skills.</p> <p><b>Text type</b> Persuasive text.</p>
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<p style="text-align: center;"><b>Grade 3</b></p>	<p><b>Central Idea:</b> Our personal beliefs and culture may influence the way we live and interact with others.</p> <p><b>Subject Focus:</b> PSPE, Social studies.</p> <p><b>Key Concepts:</b> Form, Causation Responsibility.</p> <p><b>Related Concepts:</b> Beliefs, Cultures, Presumption, Bias.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Beliefs and culture.</li> <li>● How beliefs and cultures influence the way we live.</li> <li>● Ways to accept and respect differences.</li> </ul> <p><b>Learner Profile:</b> Open-minded, Caring, Reflective.</p> <p><b>Approaches to Learning:</b> Communication and Social skills.</p> <p><b>Text type :</b> Recount.</p>	<p><b>Central Idea:</b> Exploration leads to discovery, opportunity, new connections and understanding.</p> <p><b>Subject Focus:</b> Social studies, Language.</p> <p><b>Key Concepts:</b> Change, Causation, Perspective.</p> <p><b>Related Concepts:</b> Exploration, Discovery, Impact, Challenge, Benefit.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● How exploration and discovery change overtime.</li> <li>● Reasons for exploration.</li> <li>● Benefit and challenges of exploration and discoveries.</li> </ul> <p><b>Learner Profile:</b> Risk-takers, Inquirers, Open-minded.</p> <p><b>Approaches to Learning:</b> Thinking and Research skills.</p> <p><b>Text type :</b> Inform.</p>	<p><b>Central Idea:</b> Authors and illustrators use a variety of strategies to inform and to entertain different audiences.</p> <p><b>Subject Focus:</b> Language, Arts.</p> <p><b>Key Concepts:</b> Form, Function, Connection, Perspective.</p> <p><b>Related Concepts:</b> Communication, Fiction &amp; Nonfiction, Creativity.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Fiction and non-fiction books.</li> <li>● Strategies to inform and entertain different audiences.</li> <li>● Purpose of illustrations in a book.</li> </ul> <p><b>Learner Profile:</b> Risk-takers, Thinkers, Communicators.</p> <p><b>Approaches to Learning:</b> Thinking and Communication skills.</p> <p><b>Text type :</b> Entertain.</p>	<p><b>Central Idea:</b> Physical and chemical changes create challenges and benefits to the people and the environment.</p> <p><b>Subject Focus:</b> Science, Mathematics.</p> <p><b>Key Concepts:</b> Change, Causation, Function.</p> <p><b>Related Concepts:</b> Physical &amp; Chemical changes, Properties, Transformation, Solid, Liquid, Gas, Impact.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>● How matter goes through physical changes.</li> <li>● Practical applications of physical and chemical changes.</li> <li>● Benefit and challenges of physical and chemical changes.</li> </ul> <p><b>Learner Profile:</b> Knowledgeable, Thinkers, Inquirers.</p> <p><b>Approaches to Learning:</b> Research and Self-management skills.</p> <p><b>Text type :</b> Instruct.</p>	<p><b>Central Idea:</b> The future of work is influenced by technology innovations, which create opportunities for new skills development.</p> <p><b>Subject Focus:</b> Social studies, PSPE.</p> <p><b>Key Concepts:</b> Change, Form, Perspective.</p> <p><b>Related Concepts:</b> Technology, Artificial Intelligence, Impact, Workforce, Skills.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Workforce in 21st century.</li> <li>● Skills and characteristics required in the world of work.</li> <li>● How technology influences the workforce.</li> </ul> <p><b>Learner Profile:</b> Principled, Balanced, Knowledgeable.</p> <p><b>Approaches to Learning:</b> Communication, Self-management and Social skills.</p> <p><b>Text type :</b> Explain.</p>	<p><b>Central Idea:</b> Living things share available resources in order to survive.</p> <p><b>Subject Focus:</b> Science, Mathematics, Social studies.</p> <p><b>Key Concepts:</b> Change, Responsibility, Perspective.</p> <p><b>Related Concepts:</b> Finite &amp; infinite, resources, Survival, Sustainability.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● How resources change over time.</li> <li>● How the earth limited resources are shared.</li> <li>● Sustainable practices.</li> </ul> <p><b>Learner Profile:</b> Balanced, Caring, Principled.</p> <p><b>Approaches to Learning:</b> Thinking and Research skills.</p> <p><b>Text type :</b> Persuade.</p>
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<p style="text-align: center;"><b>Grade 4</b></p>	<p><b>Central Idea:</b> Understanding the interaction of our body systems can contribute to our personal health and well-being.</p> <p><b>Subject Focus:</b> Science, PSPE, Mathematics.</p> <p><b>Key Concepts:</b> Form, Connection, Function, Change.</p> <p><b>Related Concepts:</b> Structure, Systems, Interdependence, Values, Well-being.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Our body systems.</li> <li>● The interdependence of our body systems.</li> <li>● Factors that affect the function of our systems.</li> <li>● How physical health contributes to our well-being.</li> </ul> <p><b>Learner Profile:</b> Thinkers, Inquirers, Balanced.</p> <p><b>Approaches to Learning:</b> Thinking, Research, Self-management skills.</p> <p><b>Text type</b> Inform.</p>	<p><b>Central Idea:</b> Human migration is a response to challenges, risks, and opportunities.</p> <p><b>Subject Focus:</b> Social Studies, Language.</p> <p><b>Key Concepts:</b> Perspective, Change, Responsibility.</p> <p><b>Related Concepts:</b> Migration, Impact, Adaptability, Challenges.</p> <p><b>Lines of Inquiry:</b> Why people migrate. How migration impacts the migrants. Host communities' response to migration.</p> <p><b>Learner Profile:</b> Knowledgeable, Caring, Reflective.</p> <p><b>Approaches to Learning:</b> Research, Communication, and Social skills.</p> <p><b>Text type</b> Recount.</p>	<p><b>Central Idea:</b> Poetry is a unique way of expressing perspectives and feelings.</p> <p><b>Subject Focus:</b> Language, Arts.</p> <p><b>Key Concepts:</b> Form, Perspective, Change.</p> <p><b>Related Concepts:</b> Structure, Interpretation, Expression, Creativity.</p> <p><b>Lines of inquiry:</b> Structures of poetry. Expressing perspectives and feelings through poetry. The expression of poetry over time.</p> <p><b>Learner Profile:</b> Communicators, Risk-takers, Open-minded.</p> <p><b>Approaches to Learning:</b> Communication, Self-management and Thinking skills.</p> <p><b>Text type</b> Describe.</p>	<p><b>Central Idea:</b> Understanding the continual changing nature of the Earth contributes to human existence.</p> <p><b>Subject Focus:</b> Science, Social studies, Mathematics.</p> <p><b>Key Concepts:</b> Change, Causation, Responsibility.</p> <p><b>Related Concepts:</b> Transformation (human vs nature), Movement, Disaster, Survival, Adaptation.</p> <p><b>Lines of Inquiry:</b> Changing nature of the Earth. How the changing nature of the Earth affects life. Ways humans manage the effect of the changing nature.</p> <p><b>Learner Profile:</b> Reflective, Inquirers, Thinkers.</p> <p><b>Approaches to Learning:</b> Thinking and Research skills.</p> <p><b>Text type</b> Persuade.</p>	<p><b>Central Idea:</b> People create organisations to address problems and support human development.</p> <p><b>Subject Focus:</b> Social Studies, Language.</p> <p><b>Key Concepts:</b> Function, Connection, Perspective.</p> <p><b>Related Concepts:</b> Organisations, Role, Systems, Needs.</p> <p><b>Lines of inquiry:</b> Purposes of organisations. Strategies for problem-solving. How organisations meet the needs of people.</p> <p><b>Learner Profile:</b> Open-minded, Communicators, Principled.</p> <p><b>Approaches to Learning:</b> Social and Self- management skills.</p> <p><b>Text type</b> Narrative.</p>	<p><b>Central Idea:</b> Biodiversity relies on maintaining the balance of organisms within systems.</p> <p><b>Subject Focus:</b> Science, Mathematics.</p> <p><b>Key Concepts:</b> Connection, Function, Causation.</p> <p><b>Related Concepts:</b> Systems, Balance, Biodiversity, Interdependence, Roles.</p> <p><b>Lines of inquiry:</b> Factors that influence biodiversity. The importance of a balanced biodiversity. Human's role in sustaining biodiversity.</p> <p><b>Learner Profile:</b> Balanced, Caring, Knowledgeable.</p> <p><b>Approaches to Learning:</b> Thinking and Research skills.</p> <p><b>Text type</b> Explanatory.</p>
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Grade 5	<p><b>Central Idea:</b> Individuals face physical and emotional changes as they grow, develop and progress through life.</p> <p><b>Subject Focus:</b> Science, PSPE.</p> <p><b>Key Concepts:</b> Change, Causation, Responsibility.</p> <p><b>Related Concepts:</b> Growth, Puberty, Adolescence, Consequence, Initiative, Hygiene.</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Changes that occur as we grow and develop.</li> <li>• How we overcome the challenges of puberty.</li> <li>• Personal responsibilities as we grow.</li> </ul> <p><b>Learner Profile:</b> Knowledgeable, Caring, Balanced.</p> <p><b>Approaches to Learning:</b> Self-management and Social skills.</p> <p><b>Text type</b> Inquire.</p>	<p><b>Central Idea:</b> Geography helps us understand the interaction between countries, locally and globally.</p> <p><b>Subject Focus:</b> Social Studies, Mathematics, Language.</p> <p><b>Key Concepts:</b> Form, Causation, Connection.</p> <p><b>Related Concepts:</b> Similarities &amp; differences, Geography, Cause &amp; effect, Interaction, Interdependence.</p> <p><b>Lines of Inquiry:</b> Geography of Indonesia. How geography influences a country. How Indonesia's geography affects its global interaction.</p> <p><b>Learner Profile:</b> Knowledgeable, Open-minded, Communicators.</p> <p><b>Approaches to Learning:</b> Thinking, Research and Communication skills.</p> <p><b>Text type</b> Describe.</p>	<p><b>Central Idea:</b> Media can be used to communicate issues and may influence people to take action.</p> <p><b>Subject Focus:</b> Arts, Language, Social Studies.</p> <p><b>Key Concepts:</b> Function, Perspective, Responsibility.</p> <p><b>Related Concepts:</b> Media, Creativity, Interpretation, Perception, Provocation.</p> <p><b>Lines of inquiry:</b> Media and its use. The different ways media can affect people. How to use media effectively to communicate issues.</p> <p><b>Learner Profile:</b> Communicators, Risk-takers, Open-minded.</p> <p><b>Approaches to Learning:</b> Thinking and Communication skills.</p> <p><b>Text type</b> Explain.</p>	<p><b>Central Idea:</b> Energy comes in different forms and can be changed in different ways to support human life.</p> <p><b>Subject Focus:</b> Science, Mathematics.</p> <p><b>Key Concepts:</b> Form, Change, Responsibility.</p> <p><b>Related Concepts:</b> Energy, Transformation, Technology, Sustainability.</p> <p><b>Lines of Inquiry:</b> Sources of energy. How energy is used and transformed. Sustainable and affordable energy.</p> <p><b>Learner Profile:</b> Inquirers, Knowledgeable, Reflective.</p> <p><b>Approaches to Learning:</b> Research and Thinking skills.</p> <p><b>Text type</b> Inform.</p>	<p><b>Central Idea:</b> Economic activity relies on systems of production and consumption of goods and services.</p> <p><b>Subject Focus:</b> Social Studies, Mathematics, Language.</p> <p><b>Key Concepts:</b> Function, Connection, Perspective.</p> <p><b>Related Concepts:</b> Production, Consumption, Goods, Services, Supply &amp; demand, Roles, Initiative.</p> <p><b>Lines of inquiry:</b> The role of supply and demand. How supply and demand affect suppliers, goods, services and prices. The role of consumers in creating demand. Our responsibility as consumers toward sustainable living.</p> <p><b>Learner Profile:</b> Risk-takers, Communicators, Thinkers.</p> <p><b>Approaches to Learning:</b> Social, Communication and Self-management skills.</p> <p><b>Text type</b> Persuade.</p>	<p><b>Central Idea:</b> Responses to crises can support or obstruct solutions to peace and justice.</p> <p><b>Subject Focus:</b> Social Studies, PSPE.</p> <p><b>Key Concepts:</b> Causation, Perspective, Responsibility.</p> <p><b>Related Concepts:</b> Conflict, Peace, Justice, Equity, Complexity.</p> <p><b>Lines of inquiry:</b> Root causes of crises. Solutions to create peace and justice at multiple levels locally and globally. Intended and unintended consequences of actions.</p> <p><b>Learner Profile:</b> Caring, Reflective, Principled.</p> <p><b>Approaches to Learning:</b> Communication, Social and Self-management skills.</p> <p><b>Text type</b> Explain.</p>
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