



	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>Transdisciplinary Theme</b>	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.	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 civilisations, from local and global perspectives.	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.	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.	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.	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.
<b>Central idea</b>	Changes people experience at different stages of their lives affect their evolving sense of self.	Our view of history shapes the way we view the present.	How we present ourselves projects aspects of our identity.	Human understanding of energy transformation leads to innovative energy solutions.	Government systems influence the lives of citizens.	
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>The physical, social and emotional changes that happen during adolescence.</li> <li>Recognizing how our development effects our sense of self.</li> <li>Rites of passage around the world.</li> </ul>	<ul style="list-style-type: none"> <li>Historical perceptions</li> <li>Examining history to find answer to existing problems</li> <li>Significant historical events which have impacted the present</li> </ul>	<ul style="list-style-type: none"> <li>What is identity</li> <li>Key aspects of our identity</li> <li>The ways in which appearance and behavior influence our perceptions</li> <li>The influence of culture and social norms</li> </ul>	<ul style="list-style-type: none"> <li>Different sources of energy</li> <li>Transformation of energy</li> <li>Sustainable and innovative energy solutions</li> </ul>	<ul style="list-style-type: none"> <li>Different systems of governance</li> <li>The impact of governance on societies and individuals</li> <li>The rights and responsibility of citizens</li> </ul>	
<b>Subject focus</b>	Literacy, Math, Social Studies, PSPE, The Arts, Information Technology, Science	Literacy, Math, Social Studies, PSPE, Information Technology	Literacy, Math, Social Studies, PSPE	Literacy, Math, Social Studies, Science	Social Studies, PSPE	Literacy, Math, Social Studies, PSPE, The Arts, Information Technology, Science, Library
<b>Key concepts</b>	Causation, Change, Reflection	Causation, Connection, Perspective	Function, Causation, Perspective	Form, Change, Responsibility	Change, Connection, Responsibility	Form, Function, Causation, Change, Connection, Perspective, Responsibility, Reflection

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<b>Related concepts</b>	<p>biological and physiological development, Systems: Networks the ways in which individuals, groups and societies interact,</p> <p>adolescence, biological and physiological change</p> <p>Communication, Identity, Networks</p>	<p>Causal relationships, Information evaluation</p> <p>Reliability, Relevance, Information Source</p> <p>History, Progress</p>	<p>Traditions.</p> <p>Customs, roles</p> <p>Perspective, Identity</p>	<p>Sustainability, Conservation of energy, Energy forms and their origins</p> <p>Pollution,</p> <p>Conservation, Consumption, Distribution</p>	<p>Coping with situations of change, challenge and adversity develops our resilience.</p> <p>Conflict/resolution</p> <p>A persona's self worth is reinforced and reflected in engagements with and/or service to others</p> <p>Cooperation, Freedom, Justice</p>	
<b>Learning experiences</b>	<p><b>Learner Profile Items:</b> Caring, Balanced, Reflective</p> <p><b>Attitudes:</b> Appreciation, Confidence, Curiosity, Empathy, Respect</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Organizing Data</p> <p><b>Self-management Skills:</b> Organization, Time Management</p> <p><b>Thinking Skills:</b> Comprehension, Application, Metacognition</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading</p>	<p><b>Learner Profile Items:</b> Communicators, Principled, Risk-takers (Courageous)</p> <p><b>Attitudes:</b> Confidence, Independence, Integrity</p> <p><b>Research Skills:</b> Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Organization, Time Management</p> <p><b>Thinking Skills:</b> Analysis, Synthesis, Evaluation</p> <p><b>Social Skills:</b> Respecting others</p> <p><b>Communication Skills:</b> Speaking, Reading, Presenting</p>	<p><b>Learner Profile Items:</b> Communicators, Open-minded, Reflective</p> <p><b>Attitudes:</b> Confidence, Empathy, Independence</p> <p><b>Self-management Skills:</b> Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Evaluation, Dialectical thought, Metacognition</p> <p><b>Communication Skills:</b> Writing, Non-verbal, Viewing</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable</p> <p><b>Attitudes:</b> Appreciation, Commitment, Creativity</p> <p><b>Research Skills:</b> Formulating Questions, Collecting Data, Organizing Data, Interpreting Data</p> <p><b>Self-management Skills:</b> Organization, Time Management</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Analysis, Synthesis</p> <p><b>Social Skills:</b> Group decision making, Adopting a variety of group roles</p> <p><b>Communication Skills:</b> Listening, Writing</p>	<p><b>Learner Profile Items:</b> Knowledgeable, Thinkers, Principled</p> <p><b>Attitudes:</b> Cooperation, Integrity, Respect, Tolerance</p> <p><b>Research Skills:</b> Collecting Data, Recording Data, Presenting Research</p> <p><b>Self-management Skills:</b> Fine Motor, Organization, Time Management</p> <p><b>Thinking Skills:</b> Analysis, Synthesis, Evaluation</p> <p><b>Social Skills:</b> Accepting Responsibility, Respecting others, Cooperating</p> <p><b>Communication Skills:</b> Listening, Speaking, Reading, Presenting</p>	<p><b>Learner Profile Items:</b> Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers (Courageous), Balanced, Reflective</p> <p><b>Attitudes:</b> Appreciation, Commitment, Confidence, Cooperation, Creativity, Curiosity, Empathy, Enthusiasm, Independence, Integrity, Respect, Tolerance</p> <p><b>Research Skills:</b> Formulating Questions, Observing, Planning, Collecting Data, Recording Data, Organizing Data, Interpreting Data, Presenting Research</p> <p><b>Self-management Skills:</b> Gross Motor, Fine Motor, Spatial Awareness, Organization, Time Management, Safety, Healthy Lifestyles, Codes of Behaviour, Informed Choices</p> <p><b>Thinking Skills:</b> Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition</p>