## Transdisciplinary Theme

<table>
<thead>
<tr>
<th>Grade: Discovery</th>
<th>Age: 3 - 4 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHO WE ARE</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>WHERE WE ARE IN PLACE AND TIME</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>HOW WE EXPRESS OURSELVES</strong></td>
<td>An inquiry into the way 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.</td>
</tr>
<tr>
<td><strong>HOW THE WORLD WORKS</strong></td>
<td>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 the environment.</td>
</tr>
<tr>
<td><strong>HOW WE ORGANISE OURSELVES</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>SHARING THE PLANET</strong></td>
<td>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</td>
</tr>
</tbody>
</table>

### Central Idea
- Identities change as we grow.
- Ideas and feelings can be communicated in a variety of modes.
- Materials can be manipulated to suit a range of purposes.
- People’s actions impact living things.

### An inquiry into:
- Our characteristics and abilities
- How abilities change
- Ways to reflect on growth
- Identifying and describing feelings and ideas
- Ways to communicate with others
- Responding to others
- What materials are used for
- Materials can be changed for a different purpose
- Materials can be manipulated to change form
- Living things in our environment
- How our actions make a difference
- Ways we can be responsible in our community

### Key Concepts
- Form, Change, Reflection
- Form, Connection
- Form, Change
- Causation, Responsibility

### Related Concepts
- Identity, Growth
- Feelings, Communication
- Materials, Cause & Effect
- Impact

### Subject Focus
- PE, Social Studies
- PSPE, Language
- Performing Arts, Visual Art, Science
- Science, PSEL, Social Studies

### Service Learning & UN SDG(s)
## PYP Programme of Inquiry
### 2018 - 2019

<table>
<thead>
<tr>
<th>Grade: Kindergarten 1</th>
<th>Age: 4-5 years old</th>
</tr>
</thead>
</table>

### Transdisciplinary Theme
- **WHO WE ARE**
  - 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.

- **WHERE WE ARE IN PLACE AND TIME**
  - 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.

- **HOW WE EXPRESS OURSELVES**
  - An inquiry into the way 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.

- **HOW THE WORLD WORKS**
  - 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 the environment.

- **HOW WE ORGANISE OURSELVES**
  - 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.

- **SHARING THE PLANET**
  - An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

### Central Idea
- Personal choices affect ourselves and the community.
- Storytelling allows us to share ideas, feelings and experiences.
- Water is a shared resource for living things that can be explored.
- Understanding living things helps us share our environment and resources.

### An inquiry into:
- How we are connected to the community
- What we do makes a difference
- Everyone has responsibility
- Ourselves as storytellers
- Communicating personal stories
- Storytelling in different ways
- Appreciating storytelling
- How water behaves
- Our responsibility with water
- Using skills as scientists to explore
- Observable characteristics of animals
- The life cycle of different living things
- The connection between animals and the environment

### Key Concepts
- Connection, Causation, Responsibility
- Form, Connection, Perspective
- Function, Responsibility
- Form, Connection, Change

### Related Concepts
- Problem solving, Community, Happiness
- Story, Imagination, Expression
- Conservation
- Habitat, Growth, Animals

### Subject Focus
- PSEL, PE, Performing Arts
- Language, Visual Arts, Performing Arts
- Science, Mathematics
- Science, Social Studies

---

---
## PYP Programme of Inquiry
### 2018 - 2019

**Grade: Kindergarten 2**  
**Age: 5 - 6 years old**

### Transdisciplinary Theme

<table>
<thead>
<tr>
<th><strong>WHO WE ARE</strong></th>
<th><strong>WHERE WE ARE IN PLACE AND TIME</strong></th>
<th><strong>HOW WE EXPRESS OURSELVES</strong></th>
<th><strong>HOW THE WORLD WORKS</strong></th>
<th><strong>HOW WE ORGANISE OURSELVES</strong></th>
<th><strong>SHARING THE PLANET</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>An inquiry into the way 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.</td>
<td>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 the environment.</td>
<td>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.</td>
<td>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</td>
</tr>
</tbody>
</table>

### Central Idea

**Awareness of my identity and abilities helps connect and develop our international community.**

- The design of structures is influenced by environmental factors, resources and purpose.  
- Artists express ideas and emotions for different purposes.  
- People organize themselves through a process to create goods and services for the community.

### An inquiry into:

- **Identity has many parts and can change over time**  
- **How we belong to different identity groups**  
- **Ways we are different, but equal**  
- **The impact of a growth mindset on our abilities**  
- **Materials and available resources**  
- **How structures are designed and constructed**  
- **Similarities and differences between the purpose of structures**  
- **Inspiration of artists**  
- **Different mediums for expression**  
- **Experiencing and appreciating a variety of art forms**  
- **The needs and wants of a community**  
- **Parts to make a whole**  
- **Process to create a good or service**  
- **Our responsibility as producers and consumers**

### Key Concepts

- Reflection, Perspective, Responsibility
- Form, Function, Connection
- Perspective, Reflection
- Form, Function, Responsibility

### Related Concepts

- Identity, Interest, Ability
- Design, Resources, Environment, Construction
- Expression, Inspiration, Creativity
- Process, Materials, Production

### Subject Focus

- PSEL, Language
- Social Studies, Science, Mathematics
- Performing Arts, Language
- Social Studies, Language

### Service Learning & UN SDG(s)

<table>
<thead>
<tr>
<th>5 Gender Equality</th>
<th>10 Reduced Inequality</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Sustainable Cities</td>
<td>12 Responsible Consumption and Production</td>
</tr>
<tr>
<td>Grade: 1</td>
<td>Age: 6 - 7 years old</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Transdisciplinary Theme</strong></td>
<td><strong>WHO WE ARE</strong>&lt;br&gt;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.</td>
</tr>
</tbody>
</table>

| **Central Idea**<br>Balance in our lives can promote health and well-being. | **The contributions of significant people affect the way we live.** | **Writers use poetry to share ideas and connect with others.** | **Sound and light affect our lives in many ways.** | **Communities have a set of routines and systems to help them function.** | **Understanding living things helps us share our environment and resources.** |

| **An inquiry into:**<br>● Ways we take care of ourselves<br>● A balanced lifestyle<br>● How our choices impact our health | ● Our personal histories<br>● Why a person becomes significant<br>● The effect of significant people on our lives | ● Forms and devices in poetry<br>● UN beliefs and values communicated through poetry<br>● Poetry as a form of expression<br>● The expression of poetry in many forms | ● The sources and properties of light and sound<br>● The manipulation of light and sound<br>● Ways light and sound help us experience our world | ● How routines and systems work<br>● The effect of routines and systems on communities<br>● How our choices impact a system and the community | ● Different environments of living things<br>● External features of living things<br>● Impact of humans on living things |

| **Key Concepts**<br>Form, Causation, Reflection | **Change, Reflection** | **Form, Reflection** | **Form, Function, Causation** | **Causation, Function, responsibility** | **Form, Connection, Causation** |

| **Related Concepts**<br>Choice, Well-being, Balance | **Contribution, Impact** | **Expression, Audience, Voice** | **Properties, Impact, Forms of Energy (electricity, light, sound)** | **Systems, Cooperation, Organization** | **Impact, Interconnectedness, Ecosystems** |

| **Subject Focus**<br>Science, PSEL, Social Studies, Language, PE | **Social Studies, Visual Art** | **Literacy, Performing Arts** | **Science, Performing Arts** | **Personal Social, Physical Education, Language** | **Social Studies, Science** |

<p>| <strong>Service Learning &amp; UN SDG(s)</strong> | | | | | |</p>
<table>
<thead>
<tr>
<th>Transdisciplinary Theme</th>
<th>Grade: 2</th>
<th>Age: 7 - 8 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHO WE ARE</td>
<td>WHO WE ARE</td>
<td>WHO WE ARE</td>
</tr>
<tr>
<td>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.</td>
<td>An inquiry into the way 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.</td>
<td>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 mankind and the environment.</td>
</tr>
<tr>
<td>WHERE WE ARE IN PLACE AND TIME</td>
<td>WHERE WE ARE IN PLACE AND TIME</td>
<td>WHERE WE ARE IN PLACE AND TIME</td>
</tr>
<tr>
<td>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.</td>
<td>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 the environment.</td>
<td>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</td>
</tr>
<tr>
<td>HOW WE EXPRESS OURSELVES</td>
<td>HOW WE EXPRESS OURSELVES</td>
<td>HOW WE EXPRESS OURSELVES</td>
</tr>
<tr>
<td>Arts and performance</td>
<td>Arts and performance</td>
<td>Arts and performance</td>
</tr>
<tr>
<td>Cultures express creativity in many ways.</td>
<td>Materials can be changed and used for different purposes.</td>
<td>Choices that digital citizens make impact the global community.</td>
</tr>
<tr>
<td>HOW THE WORLD WORKS</td>
<td>HOW THE WORLD WORKS</td>
<td>HOW THE WORLD WORKS</td>
</tr>
<tr>
<td>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 the environment.</td>
<td>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 mankind and the environment.</td>
<td>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</td>
</tr>
<tr>
<td>HOW WE ORGANISE OURSELVES</td>
<td>HOW WE ORGANISE OURSELVES</td>
<td>HOW WE ORGANISE OURSELVES</td>
</tr>
<tr>
<td>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 mankind and the environment.</td>
<td>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 mankind and the environment.</td>
<td>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</td>
</tr>
<tr>
<td>SHARING THE PLANET</td>
<td>SHARING THE PLANET</td>
<td>SHARING THE PLANET</td>
</tr>
<tr>
<td>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</td>
<td>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</td>
<td>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</td>
</tr>
</tbody>
</table>

**Central Idea**
- Our values shape our communities.
- Curiosity drives exploration to discover and understand the world.
- Cultures express creativity in many ways.
- Materials can be changed and used for different purposes.
- Choices that digital citizens make impact the global community.
- Actions people take to share limited resources.

**An inquiry into:**
- What is a community
- Our behaviors are influenced by our values.
- Tools used to navigate communities.
- Types of exploration
- How people explore
- Outcomes of exploration
- What culture is
- Forms of cultural expression
- Creation of cultural art forms
- Appreciation of cultural art forms
- How materials behave
- How materials can change
- Why materials are manipulated to suit a certain purpose.
- Purposes and forms of digital technology
- Online responsibilities
- Ways to evaluate media
- Reasons resources are limited (Causation)
- Causes of conflict (local & global) (Causation)
- Different views on how to manage limited resources (perspective)
- Our responsibility as global citizens (responsibility)

**Key Concepts**
- Function, Connection, Responsibility
- Form, Function, Causation
- Connection, Perspective, Reflection
- Form, Change, Causation
- Causation, Connection, Responsibility
- Causation, Responsibility, Perspective

**Related Concepts**
- Interdependence, Self regulation, Action
- Exploration, Geography, Time
- Culture, Beliefs, Expression
- Properties, Materials, Sustainability
- Networks, Choices, Digital citizenship
- Justice, Conflict, Rights, Agency

**Subject Focus**
- PSEL, Mathematics, Language, PE
- Social Studies, Mathematics, Language, PE
- Performing Arts, PSE, Language
- Science, Mathematics, Language, Visual Art, Performing Arts
- Social Studies, Language
- Social Studies, PSE

**Subject Learning & UN SDG(s)**
- UNESCO

**Subject Learning & UN SDG(s)**
# PYP Programme of Inquiry
## 2018 - 2019

<table>
<thead>
<tr>
<th>Grade: 3</th>
<th>Age: 8 - 9 years old</th>
</tr>
</thead>
</table>

### Transdisciplinary Theme

<table>
<thead>
<tr>
<th>WHO WE ARE</th>
<th>WHERE WE ARE IN PLACE AND TIME</th>
<th>HOW WE EXPRESS OURSELVES</th>
<th>HOW THE WORLD WORKS</th>
<th>HOW WE ORGANISE OURSELVES</th>
<th>SHARING THE PLANET</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>An inquiry into the way 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.</td>
<td>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 the environment.</td>
<td>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.</td>
<td>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</td>
</tr>
</tbody>
</table>

### Central Idea

- Knowing and appreciating what people believe can enable us to become global citizens.
- Understanding forces can help humans to design effective machines.
- Our economic activities affect people and impact the environment.
- The struggle to share the environment impacts living things.

### An inquiry into:

- Characteristics of a global citizen
- Experiences that shape our beliefs
- Similarities and differences among belief systems
- Space exploration and discoveries impacts our lives
- Earth is part of a larger interacting system
- The solar system is constantly changing
- Artists communicate their ideas in a variety of ways
- The choice of technique communicates an artist’s message
- Perspective influences an interpretation of the artist’s message
- Types of forces
- Simple machines in everyday lives
- Applying science knowledge to create effective machines
- Fairness and sustainability in growth and development
- The effects of economic activities and globalization
- Our power as consumers to effect change
- How living things uniquely adapt for survival
- The impact of changing environment
- Human perspectives on conservation and the effect on living things

### Key Concepts

- Perspective, connection, Reflection
- Form, Causation, perspective
- Causation, Perspective, responsibility
- Causation, connection, perspective

### Related Concepts

- tolerance, religion, culture
- exploration, space, cycles/time
- emotion, choice, message
- force, design
- choice, fairness
- adaptation, conservation, loss

### Subject Focus

- PSEL, Performing Arts
- Science, Visual Art, Language, Visual Art, Performing Arts, Language
- Science, PE
- Social Studies, PSEL
- Science
# PYP Programme of Inquiry
## 2018 - 2019

<table>
<thead>
<tr>
<th>Grade: 4</th>
<th>Age: 9 - 10 years old</th>
</tr>
</thead>
</table>

### Transdisciplinary Theme

<table>
<thead>
<tr>
<th><strong>WHO WE ARE</strong></th>
<th><strong>WHERE WE ARE IN PLACE AND TIME</strong></th>
<th><strong>HOW WE EXPRESS OURSELVES</strong></th>
<th><strong>HOW THE WORLD WORKS</strong></th>
<th><strong>HOW WE ORGANISE OURSELVES</strong></th>
<th><strong>SHARING THE PLANET</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>An inquiry into the way 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.</td>
<td>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 the environment.</td>
<td>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organization; societal decision-making; economic activities and their impact on humankind and the environment.</td>
<td>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</td>
</tr>
</tbody>
</table>

### Central Idea

| **Our body systems are affected by our choices.** | **Connections to our past and present influence future generations.** | **Understandings are expressed in many ways.** | **Earth’s surface changes over time as a result of natural processes and human activity.** | **Social enterprises consider purpose and market forces when creating products and services.** | **Children’s rights and responsibilities exist to enable equitable opportunities.** |

### An inquiry into:

| ● Different body systems | ● The different forms of heritage | ● Reflecting on our understanding allows us to have deeper self-awareness | ● Characteristics of the Earth’s surface | ● How social enterprises consider purpose and needs and wants | ● Children’s rights and equity |
| ● How body systems work | ● The connection between what is valued and what is preserved | ● Design thinking as a process to explore and express understanding | ● Factors that change Earth’s surface | ● The market forces that influence decision making | ● Circumstances that determine a child’s access to opportunities |
| ● The effect our choices have on our body systems | ● Who decides what is worth preserving | ● Making and building understanding through connecting with others | ● Impact of Earth’s changes | ● The process a social entrepreneur follows | ● The role of social responsibility and action |

### Key Concepts

| Form, Function, Causation | Form, Connection, Perspective | Connection, Reflection | Form, Change, Causation | Causation, Connection | Causation, Perspective, Responsibility |

### Related Concepts

| Health, Lifestyle, Choices, Systems | Heritage, Legacy | Identity, Design | Time, Pressure, Geology | Systems, Economics, Social responsibility | Equity (fairness), Social action, Circumstances |

### Subject Focus


### Service Learning & UN SDG(s)

- [Image of UNESCO logo]
- [Image of UN SDG logo]
- [Image of service learning activity]

- [Image of community service activity]
- [Image of sustainability initiative]
- [Image of global partnership]

- [Image of collaboration and global education]
- [Image of social responsibility and action]

- [Image of children’s rights]
- [Image of equity and social justice]
- [Image of conflict resolution]

- [Image of economic development]
- [Image of environmental sustainability]
- [Image of peace and conflict resolution]

- [Image of education for sustainable development]
- [Image of social entrepreneurship]
- [Image of global citizenship]

- [Image of responsible consumption and production]
- [Image of quality education]
- [Image of peace, justice, and strong institutions]

- [Image of life on land]
- [Image of life below water]
- [Image of clean energy]

- [Image of sustainable cities and communities]
- [Image of responsible consumption and production]
- [Image of peace, justice, and strong institutions]

- [Image of life on land]
- [Image of life below water]
- [Image of clean energy]

- [Image of sustainable cities and communities]
- [Image of responsible consumption and production]
- [Image of peace, justice, and strong institutions]

- [Image of life on land]
- [Image of life below water]
- [Image of clean energy]

- [Image of sustainable cities and communities]
- [Image of responsible consumption and production]
- [Image of peace, justice, and strong institutions]

- [Image of life on land]
- [Image of life below water]
- [Image of clean energy]

- [Image of sustainable cities and communities]
- [Image of responsible consumption and production]
- [Image of peace, justice, and strong institutions]

- [Image of life on land]
- [Image of life below water]
- [Image of clean energy]

- [Image of sustainable cities and communities]
- [Image of responsible consumption and production]
- [Image of peace, justice, and strong institutions]

- [Image of life on land]
- [Image of life below water]
- [Image of clean energy]

- [Image of sustainable cities and communities]
- [Image of responsible consumption and production]
- [Image of peace, justice, and strong institutions]

- [Image of life on land]
- [Image of life below water]
- [Image of clean energy]

- [Image of sustainable cities and communities]
- [Image of responsible consumption and production]
- [Image of peace, justice, and strong institutions]

- [Image of life on land]
- [Image of life below water]
- [Image of clean energy]

- [Image of sustainable cities and communities]
- [Image of responsible consumption and production]
- [Image of peace, justice, and strong institutions]

- [Image of life on land]
- [Image of life below water]
- [Image of clean energy]

- [Image of sustainable cities and communities]
- [Image of responsible consumption and production]
- [Image of peace, justice, and strong institutions]

- [Image of life on land]
- [Image of life below water]
- [Image of clean energy]

- [Image of sustainable cities and communities]
- [Image of responsible consumption and production]
- [Image of peace, justice, and strong institutions]

- [Image of life on land]
- [Image of life below water]
- [Image of clean energy]

- [Image of sustainable cities and communities]
- [Image of responsible consumption and production]
- [Image of peace, justice, and strong institutions]
<table>
<thead>
<tr>
<th>Transdisciplinary Theme</th>
<th>WHO WE ARE</th>
<th>WHERE WE ARE IN PLACE AND TIME</th>
<th>HOW WE EXPRESS OURSELVES</th>
<th>HOW THE WORLD WORKS</th>
<th>HOW WE ORGANISE OURSELVES</th>
<th>SHARING THE PLANET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central Idea</td>
<td>Transitions involve changes that require adaptation.</td>
<td>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.</td>
<td>An inquiry into the way 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.</td>
<td>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 the environment.</td>
<td>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.</td>
<td>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</td>
</tr>
</tbody>
</table>
| An inquiry into:        | ● Ways people change  
● Purposes of transitions  
● The inevitability of change and its impact  
● Adopting (adapting to) new roles and responsibilities | ● Migration occurs for many reasons  
● How migration results in change  
● Perspectives related to migration | ● What is identity  
● Factors that influence identity  
● Sharing and expressing our identity  
● How our identity connects us with the global community | ● Ways electrical energy is transferred, transformed and controlled  
● Electrical energy options  
● Energy consumption choices that affect the environment and society | ● Forms of governance  
● The responsibility of citizens and government  
● The effectiveness of governing systems | ● Service (community action) comes in many different forms  
● Lasting effective change is encouraged by dedication, organization strategy and building relationships  
● We have the power to make a difference to the lives of others |
| Key Concepts           | Function, Change, Responsibility  
Causation, Change, Perspective | Connection, Perspective | Form, Function, Causation,  
Form, Responsibility, Reflection | All key concepts |
| Related Concepts       | Growth, Identity, Relationships  
Rights, Migration, Conflict | Identity, Expression | Transformation, Systems, Energy  
Rights, Citizenship, Structure | Dependent on focus of exhibition |
| Subject Focus          | Personal Social & Physical Education, Science  
Social Studies, Language, Visual Art | Performing Arts, Language, PSEL | Science, Mathematics  
Performing Arts, Visual Art, PE | All subject areas |