

## Rossall School Programme of Inquiry

Age/ Class	Who we are <sup>1</sup>	Where we are in place and time <sup>2</sup>	How we express ourselves <sup>3</sup>	How the world works <sup>4</sup>	How we organize ourselves <sup>5</sup>	Sharing the planet <sup>6</sup>
3  Red Nursery Group	<p style="text-align: center;"><b>Healthy living</b></p> <p><b>Central Idea:</b> Making balanced choices in our lives leads to a healthier lifestyle.</p> <p><b>Concepts:</b> Connection, responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Daily habits and routines (eating, sleeping, playing)</li> <li>Balanced choices</li> <li>What it means to be healthy</li> </ul> <p><b>Subject areas:</b> Science, PSE</p>	<p style="text-align: center;"><b>Our Baby Stories</b></p> <p><b>Central Idea:</b> We find out about our past through our family stories.</p> <p><b>Concepts:</b> Change, perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Who looked after us when we were babies</li> <li>Some of our family stories</li> <li>How photographs, artefacts and stories help us to remember</li> <li>How we've changed and grown</li> </ul> <p><b>Subject areas:</b> Social studies, science</p>	<p style="text-align: center;"><b>What can I use this for?</b></p> <p><b>Central Idea:</b> People use different materials and resources to express their feelings and ideas.</p> <p><b>Concepts:</b> Form, function, reflection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Properties of different materials</li> <li>The imaginative use of materials and objects</li> </ul> <p><b>Subject areas:</b> Arts</p>	<p style="text-align: center;"><b>Shadows, colour and light</b></p> <p><b>Central Idea:</b> Light creates shadows and reflections and allows us to see colours.</p> <p><b>Concepts:</b> Causation, form, change</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different sources of light</li> <li>The shadows and colours that can be made and how they can be changed</li> <li>Reflective surfaces and how they make things look different</li> </ul> <p><b>Subject areas:</b> Science</p>	<p style="text-align: center;"><b>People who help us</b></p> <p><b>Central Idea:</b> Many people have roles or jobs that help us to live in our community.</p> <p><b>Concepts:</b> Connection, function</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Why we need our families</li> <li>Different roles and jobs (doctors, nurses, firemen etc)</li> <li>Jobs in literature and art</li> </ul> <p><b>Subject areas:</b> PSE, social studies, arts <b>* POSSIBLE UNIT ONLY</b></p>	<p style="text-align: center;"><b>Water</b></p> <p><b>Central Idea:</b> Water comes to us from different sources and we use it in many different ways.</p> <p><b>Concepts:</b> Connection, responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Water as a resource</li> <li>Where water comes from</li> <li>How we use water</li> </ul> <p><b>Subject areas:</b> Science, PSE, <b>* POSSIBLE UNIT ONLY</b></p>
4  Blue Nursery Group	<p style="text-align: center;"><b>All about me</b></p> <p><b>Central Idea:</b> Recognizing similarities and differences between myself and others helps me to develop my self identity.</p> <p><b>Concepts:</b> Form, change, reflection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Physical characteristics similarities and differences</li> <li>How I am growing and changing</li> <li>Family trees and relationships</li> </ul> <p><b>Subject areas:</b> Science, PSE</p>	<p style="text-align: center;"><b>Journeys</b></p> <p><b>Central Idea:</b> Journeys can create change and lead to new experiences.</p> <p><b>Concepts:</b> Change,</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The journeys we make</li> <li>Changes and experiences that come because of a journey</li> <li>Simple maps</li> </ul> <p><b>Subject areas:</b> Social studies <b>* POSSIBLE UNIT ONLY</b></p>	<p style="text-align: center;"><b>What do we Celebrate?</b></p> <p><b>Central Idea:</b> In our families and communities we celebrate occasions that are important to us.</p> <p><b>Concepts:</b> Form, connection, perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>What we all celebrate</li> <li>How we celebrate</li> <li>What celebrations look, sound and taste like</li> <li>Special celebrations</li> </ul> <p><b>Subject areas:</b> PSE, social studies</p>	<p style="text-align: center;"><b>Everything changes</b></p> <p><b>Central Idea:</b> Change is a process that affects us every day.</p> <p><b>Concepts:</b> Change, causation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Seasonal changes and weather</li> <li>Permanent and temporary changes</li> <li>Observing and recording changes</li> <li>Growth</li> </ul> <p><b>Subject areas:</b> Science <b>* extended unit</b></p>	<p style="text-align: center;"><b>Shopping for our food</b></p> <p><b>Central Idea:</b> Shops and markets are organized to provide us with the foods we like to eat.</p> <p><b>Concepts:</b> Connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The foods we eat</li> <li>Where we buy our food from/ where it comes from</li> <li>How food is transported</li> </ul> <p><b>Subject areas:</b> Social studies <b>* POSSIBLE UNIT ONLY</b></p>	<p style="text-align: center;"><b>Animals and their babies</b></p> <p><b>Central Idea:</b> Animal and human life cycles have many similarities and differences.</p> <p><b>Concepts:</b> Change, responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Life cycles</li> <li>The needs of young animals</li> <li>The ways animals and humans care for their young.</li> </ul> <p><b>Subject areas:</b> Science, PSE,</p>

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4 - 5 Reception	<b>Our five senses</b>  <b>Central Idea:</b> Our five senses help us to understand and explore the world around us.  <b>Concepts:</b> Function, perspective  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• The five senses</li> <li>• How our body is linked to our senses</li> <li>• The information we receive from our senses</li> <li>• What it would be like if our senses did not work.</li> </ul> <b>Subject areas:</b> Science, PSE	<b>What clothes do we wear?</b>  <b>Central Idea:</b> Where people live and what they do influences what they wear.  <b>Concepts:</b> Causation, function  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• The kinds of clothes we wear</li> <li>• How the weather affects what we wear</li> <li>• How the weather in other places affects what people wear</li> <li>• Other factors that affect what people wear</li> </ul> <b>Subject areas:</b> Social studies, PSE	<b>Once Upon a Time</b>  <b>Central Idea:</b> Stories and rhymes inform and provoke us; they give us pleasure and help our imaginations grow.  <b>Concepts:</b> Form, perspective  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Our favourite stories</li> <li>• How stories are created and conveyed</li> <li>• What we learn from stories</li> <li>• Feelings and emotions that stories evoke</li> </ul> <b>Subject areas:</b> Arts, PSE * extended unit	<b>Exploring Materials</b>  <b>Central Idea:</b> We can do things with materials to find out how they behave, what they can be used for and how they can be changed.  <b>Concepts:</b> Form, Function, Change  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• How different materials behave</li> <li>• How the properties of materials can be changed</li> <li>• How different materials are used for particular functions</li> </ul> <b>Subject areas:</b> Science	<b>Our school</b>  <b>Central Idea:</b> Schools are organised to help us learn and live together.  <b>Concepts:</b> Function, connection  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• The school buildings and grounds</li> <li>• Who works in our school, the jobs they do and the tools they need</li> <li>• Routines and systems that help us at school</li> </ul> <b>Subject areas:</b> Social studies, PSE	<b>Creatures</b>  <b>Central Idea:</b> The way we share our environment with other creatures has an effect on their survival.  <b>Concepts:</b> Form, causation  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Types of creatures</li> <li>• The relationship between living things</li> </ul> <b>Subject areas:</b> Science,
5 - 6 Year 1	<b>Give and take</b>  <b>Central Idea:</b> Listening to other people's perspectives and communicating our own point of view helps to improve relationships.  <b>Concepts:</b> Perspective, reflection  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Feelings, beliefs, cultures and points of view</li> <li>• Appreciating other people's perspectives</li> <li>• How differences can be resolved</li> </ul> <b>Subject areas:</b> PSE, Social studies	<b>What was it like when you were young?</b>  <b>Central Idea:</b> Life in the past was different from today.  <b>Concepts:</b> Function, change, connection  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• What school, homes and holidays were like in the past</li> <li>• What things older people enjoyed</li> <li>• Their favourite stories and memories from childhood</li> </ul> <b>Subject areas:</b> Social studies	<b>Stories through music, drama and art</b>  <b>Central Idea:</b> We can express feelings and ideas by responding through drama, music and art.  <b>Concepts:</b> Causation, perspective  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Musical instruments and their sounds</li> <li>• How music can tell a story</li> <li>• How movement can tell a story</li> <li>• How we record and remember our musical stories and ideas</li> </ul> <b>Subject areas:</b> Arts * extended unit	<b>Forces</b>  <b>Central Idea:</b> A force applied to an object can result in movement, a change of shape, or a change of direction.  <b>Concepts:</b> Function, form, change  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• What is a force</li> <li>• Where we use forces</li> <li>• How forces affect objects</li> <li>• Simple machines</li> </ul> <b>Subject areas:</b> Science	<b>Our local area</b>  <b>Central Idea:</b> Our local area has developed over time and provides our community with what we need.  <b>Concepts:</b> Form, causation  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• The services and facilities of the local area</li> <li>• How the town has developed over time</li> <li>• How maps are used</li> </ul> <b>Subject areas:</b> Social studies	<b>Growing things</b>  <b>Central Idea:</b> Living things have certain requirements in order to grow and stay healthy  <b>Concepts:</b> Connection, causation, responsibility  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Characteristics of living things</li> <li>• The needs of living things</li> <li>• Human responsibility towards ourselves and other living things</li> </ul> <b>Subject areas:</b> Science

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<p>6 - 7 Year 2</p>	<p style="text-align: center;"><b>Home</b></p> <p><b>Central Idea:</b> People's homes reflect their lives, their culture and where they live.</p> <p><b>Concepts:</b> Causation, perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The nature of a home</li> <li>• Different types of home</li> <li>• What homes are made from</li> <li>• How we make our homes personal</li> </ul> <p><b>Subject areas:</b> Social studies, science, PSE</p>	<p style="text-align: center;"><b>Clues from the past</b></p> <p><b>Central Idea:</b> Toys and games from the past give us an insight into how children used to play.</p> <p><b>Concepts:</b> Change, form, reflection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The past as history</li> <li>• Types of historical evidence</li> <li>• How historians use artefacts to build up a picture of the past</li> </ul> <p><b>Subject areas:</b> Social studies</p>	<p style="text-align: center;"><b>Celebrate!</b></p> <p><b>Central Idea:</b> Different groups of people recognize events through celebrations, traditions and stories.</p> <p><b>Concepts:</b> Form, connection, perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• What traditions are</li> <li>• What different groups of people celebrate</li> <li>• Similarities and differences between various celebrations</li> </ul> <p><b>Subject areas:</b> Social studies, PSE</p>	<p style="text-align: center;"><b>Being a scientist</b></p> <p><b>Central Idea:</b> Scientific discoveries help us to understand how our bodies work and stay healthy.</p> <p><b>Concepts:</b> Form, function</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The tools and methods used by scientists</li> <li>• The kinds of things scientists try to find out</li> <li>• How to record and report our results</li> <li>• Advances in science (healthcare etc)</li> </ul> <p><b>Subject areas:</b> Science</p>	<p style="text-align: center;"><b>Going places</b></p> <p><b>Central Idea:</b> Transport systems help people get from one place to another.</p> <p><b>Concepts:</b> Function, connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Kinds of transport systems</li> <li>• Reasons for different kinds of transport systems</li> <li>• The journeys we have made.</li> </ul> <p><b>Subject areas:</b> Social studies, science</p>	<p style="text-align: center;"><b>Reduce, reuse, recycle</b></p> <p><b>Central Idea:</b> How we deal with the waste we produce can affect the environment.</p> <p><b>Concepts:</b> Function, connection, responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• What is waste</li> <li>• How different materials decompose</li> <li>• The steps we can take to deal with our waste</li> </ul> <p><b>Subject areas:</b> Science, social studies</p>
<p>7-8 Year 3</p>	<p style="text-align: center;"><b>Rights for every child</b></p> <p><b>Central Idea:</b> Recognising that we all have rights, roles and responsibilities helps to make the world a more equal place.</p> <p><b>Concepts:</b> Responsibility, connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• What are rights and responsibilities</li> <li>• What roles do we play in our communities</li> <li>• The special rights we have as children (International Rights of the Child)</li> </ul> <p><b>Subject areas:</b> PSE, social studies</p>	<p style="text-align: center;"><b>A sense of place</b></p> <p><b>Central Idea:</b> All places on Earth have features that distinguish them from other places.</p> <p><b>Concepts:</b> Form, function, perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Physical characteristics of where we live</li> <li>• Physical characteristics of other places</li> <li>• Representations of place</li> </ul> <p><b>Subject areas:</b> Social studies</p>	<p style="text-align: center;"><b>Heroes and role models</b></p> <p><b>Central Idea:</b> Our choices of heroes and role models reflect our beliefs, both as individuals and as a society.</p> <p><b>Concepts:</b> Perspective, reflection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The qualities that make a hero or role model</li> <li>• Past and present heroes</li> <li>• The characteristics of a hero or role model</li> <li>• Heroes in art and literature</li> </ul> <p><b>Subject areas:</b> Arts,</p>	<p style="text-align: center;"><b>Energy for work and play</b></p> <p><b>Central Idea:</b> Energy exists in different forms and allows us to do work.</p> <p><b>Concepts:</b> Form, function, connection, change</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different forms of energy</li> <li>• How energy can be changed from one form to another</li> <li>• What work is</li> </ul> <p><b>Subject areas:</b> Science</p>	<p style="text-align: center;"><b>Getting it organized</b></p> <p><b>Central Idea:</b> We need systems in place in order to organize our lives.</p> <p><b>Concepts:</b> Function, connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Personal organization</li> <li>• Rules and routines</li> <li>• Systems of organization in our community</li> <li>• Collection, storage and use of information for organization</li> </ul> <p><b>Subject areas:</b> Social studies, PSE, mathematics</p>	<p style="text-align: center;"><b>We all need a home</b></p> <p><b>Central Idea:</b> The place in which living things are found provides them with what they need in order to survive.</p> <p><b>Concepts:</b> Connection, causation, change</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The components of a habitat</li> <li>• The diversity of habitats</li> <li>• How plants and animals adapt to particular habitats</li> <li>• What happens when a habitat changes</li> </ul> <p><b>Subject areas:</b> Science</p>

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<p>8 - 9 Year 4</p>	<p><b>Health and well being</b> <b>Central Idea:</b> The choices we make about factors such as nutrition, exercise and recreation can contribute to our health.</p> <p><b>Concepts:</b> Connection, causation, responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Body systems</li> <li>• Short and long term effects of nutrition and exercise on the body</li> <li>• Personal safety and safe behaviour</li> <li>• Making choices</li> </ul> <p><b>Subject areas:</b> Science, PSE</p>	<p><b>On the Move</b> <b>Central Idea:</b> Throughout history, people have been on the move, with wide ranging effects on themselves and others. (A case study of Vikings)</p> <p><b>Concepts:</b> Causation, perspective, change, reflection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Social, economic and political reasons for migration</li> <li>• Where people have moved to and from in history</li> <li>• The impact of people moving</li> </ul> <p><b>Subject areas:</b> Social studies</p>	<p><b>Signs and symbols</b> <b>Central Idea:</b> A variety of signs and symbols are developed to help express our culture, beliefs and values.</p> <p><b>Concepts:</b> Form, function</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Signs and symbols</li> <li>• Reasons for the development of signs and symbols</li> <li>• Specialized systems of communication (music, mathematical symbols, Braille, sign language and religious symbols)</li> </ul> <p><b>Subject areas:</b> Arts, PSE (RS) mathematics, social studies</p>	<p><b>Architecture and design</b> <b>Central Idea:</b> The design of buildings and structures is influenced by the properties of construction materials and the local environment.</p> <p><b>Concepts:</b> Form, causation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Considerations when building a structure</li> <li>• Ways materials can be used</li> <li>• Traditional architecture</li> <li>• Other influences on buildings and structures</li> </ul> <p><b>Subject areas:</b> Science, social studies, arts</p>	<p><b>Workplaces</b> <b>Central Idea:</b> The workplace is an organization where people share responsibility towards a common purpose.</p> <p><b>Concepts:</b> Connection, responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The types of jobs people do,</li> <li>• The tools and skills needed to do a jobs</li> <li>• The purpose and/or responsibility of different jobs</li> <li>• How different jobs are interconnected</li> </ul> <p><b>Subject areas:</b> Social studies, PSE</p>	<p><b>Water – a finite resource</b> <b>Central Idea:</b> Our planet has limited water supplies that are unevenly distributed.</p> <p><b>Concepts:</b> Responsibility, connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Sources of water</li> <li>• How water is used and reused</li> <li>• How human activity has affected the availability of water</li> <li>• Our responsibility for water conservation</li> </ul> <p><b>Subject areas:</b> Science, social studies</p>
<p>9-10 Year 5</p>	<p><b>Human rights and responsibilities</b> <b>Central Idea:</b> In an attempt to meet human needs, societies have determined human rights and responsibilities.</p> <p><b>Concepts:</b> Responsibility, perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Human needs</li> <li>• Rights and responsibilities</li> <li>• Ways that nations and international organizations aim to protect human rights</li> </ul> <p><b>Subject areas:</b> PSE, social studies</p>	<p><b>A time to explore</b> <b>Central Idea:</b> Exploration leads to discovery and develops new understandings.</p> <p><b>Concepts:</b> Change, causation, connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Reasons for exploration (historical and personal)</li> <li>• Significant changes brought about by exploration</li> <li>• What we learn through exploration</li> </ul> <p><b>Subject areas:</b> Social studies, science</p>	<p><b>Advertising space</b> <b>Central Idea:</b> Print, visual media and sound can create, alter and manipulate images and perceptions.</p> <p><b>Concepts:</b> Perspective, causation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different kinds of communication</li> <li>• Purpose of advertising</li> <li>• Devices that are used to manipulate our perceptions (music, colour etc)</li> </ul> <p><b>Subject areas:</b> Arts, PSE</p>	<p><b>Reversible and irreversible changes</b> <b>Central Idea:</b> Reversible and irreversible changes pose challenges and provide benefits for us.</p> <p><b>Concepts:</b> Change, causation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Nature of chemical and physical changes</li> <li>• Practical applications and implications of these changes</li> </ul> <p><b>Subject areas:</b> science</p>	<p><b>Going downtown</b> <b>Central Idea:</b> A town or city is located in a place that can provide the systems and services to meet the needs of the people who live there.</p> <p><b>Concepts:</b> Form, function, connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• How geography and climate influences where and how a settlement develops</li> <li>• How a town is planned</li> <li>• Utilities and services a town must provide for its residents</li> <li>• How the services are interconnected</li> </ul> <p><b>Subject areas:</b> Social studies,</p>	<p><b>Adaptation and survival</b> <b>Central Idea:</b> In order to survive, organisms must adapt and maintain an interdependent balance within their environment.</p> <p><b>Concepts:</b> Change, causation, responsibility</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Interdependence in an environment</li> <li>• How living things adapt over time</li> <li>• How human interaction with the environment can affect the balance</li> </ul> <p><b>Subject areas:</b> Science, social studies</p>

## Rossall School Programme of Inquiry

10-11 Year 6	<h1 style="color: blue;">The Exhibition</h1>	<p style="text-align: center; color: blue;"><b>Legacies: an examination of past civilizations</b></p> <p><b>Central Idea:</b> Many systems and artifacts of the present day can be traced to those of past civilizations.</p> <p><b>Concepts:</b> Change, connection, causation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Time and place of past civilization(s)</li> <li>• The aspects (artifacts, systems) of past civilizations that are relevant today</li> </ul> <p><b>Subject areas:</b> Social studies</p>	<p style="text-align: center; color: blue;"><b>I believe</b></p> <p><b>Central Idea:</b> The beliefs and values of cultures are expressed through celebrations and traditions, the arts and the way people live their lives.</p> <p><b>Concepts:</b> Perspective,</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Symbols and their meanings</li> <li>• Personal adornments, clothing and decorations</li> <li>• The role of traditions and rituals</li> <li>• First impressions</li> </ul> <p><b>Subject areas:</b> Arts, PSE</p>	<p style="text-align: center; color: blue;"><b>Circle of life</b></p> <p><b>Central Idea:</b> All living creatures have life cycles characterized by physical change and changing roles.</p> <p><b>Concepts:</b> Change, causation, form</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Major phases in life cycles</li> <li>• Similarities and differences between life cycles of species</li> <li>• Changes in humans, including puberty</li> <li>• How mammals reproduce and care for their young</li> </ul> <p><b>Subject areas:</b> Science, PSE</p>	<p style="text-align: center; color: blue;"><b>The marketplace</b></p> <p><b>Central Idea:</b> Markets develop when goods and services are provided.</p> <p><b>Concepts:</b> Function, connection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Medium of exchange in various markets</li> <li>• How and for what we depend on people in other places</li> <li>• How globalization has affected the marketplace</li> </ul> <p><b>Subject areas:</b> Social studies</p>	<p style="text-align: center; color: blue;"><b>Peace and conflict</b></p> <p><b>Central Idea:</b> The decisions we make and the active pursuit of peace can improve the quality of life for all involved.</p> <p><b>Concepts:</b> Causation, reflection</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• How decisions have consequences</li> <li>• Conflicts and their resolutions (Including wars)</li> <li>• Organizations and individuals that actively pursue peace</li> </ul> <p><b>Subject areas:</b> PSE, social studies</p>
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1. 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
2. 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
3. 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
4. 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.
5. 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 human kind and the environment.
6. 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