

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of 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 human kind; the relationships between and the interconnectedness of individuals and civilizations, from local to 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 organisations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into the 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.
Beginning Learning Community YEAR A (2021, 2023 etc.)	<p>Central idea: Relationships are important to our lives.</p> <p>Key concepts: connection, responsibility</p> <p>Related concepts: belonging, service, community, feelings</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> relationships in our lives what healthy & trusting relationships look like how to restore relationships student choice <p>T1</p>		<p>Central idea: People express themselves through storytelling.</p> <p>Key concepts: form, perspective</p> <p>Related concepts: Appreciation, creativity</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> key parts of storytelling ways to share stories student choice <p>T4</p>		<p>Central idea: People live, work and play in communities.</p> <p>Key concepts: function and connection</p> <p>Related concepts: citizenship, roles</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> places in our community and how our community meets our needs different roles in our community how I can be safe in our community student choice <p>showcase T3</p>	<p>Central idea: Living things have needs that must be met.</p> <p>Key concepts: causation, responsibility and change</p> <p>Related concepts: characteristics, relationships, needs</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> how we know if something is living what living things need to survive the relationship between living things and the environment student choice <p>T2</p>
Junior Learning Community YEAR A (2021, 2023 etc.)	<p>Central idea: Communities can be safe places for children to grow.</p> <p>Key concepts: responsibility, causation</p> <p>Related concepts: rights, citizenship, behaviour</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> understanding our individual strengths and emotional responses how our community helps keep us safe (cybersafety & bullying) how we can contribute to communities student choice <p>T1a</p>	<p>Central idea: Natural and built features can have significance to different people.</p> <p>Key concepts: form, perspective, connection</p> <p>Related concepts: properties, structure, similarities, differences, opinion, beliefs,</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> types of natural and built features in the local region what makes a feature significant significant people in the local area student choice <p>showcase T2</p>	<p>Central idea: There are many ways to recognise important personal, historical and cultural events.</p> <p>Key concepts: form, perspective</p> <p>Related concepts: similarities, differences, beliefs</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> different types of significant events how and why people recognise certain events Student choice <p>T1b</p>	<p>Central idea: Patterns can be observed and predicted.</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: relationships, properties, similarities, differences, interdependence</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> changing patterns in the universe life cycles and other patterns student choice <p>T3a</p>	<p>Central idea: Changes in technology have shaped individuals and communities.</p> <p>Key concepts: form, causation</p> <p>Related concepts: networks, interdependence, consequences, impact</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> features and uses of technology how technology has changed student choice <p>T3b</p>	<p>Central idea: Sharing resources connects people locally and globally.</p> <p>Key concepts: connection, change</p> <p>Related concepts: systems, exchange</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> the characteristics of resources processes for sharing/exchanging resources student choice <p>T4</p>

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Middle Learning Community YEAR A (2021, 2023 etc.)	<p>Central idea: Changes people experience at different stages of their lives affect health & relationships.</p> <p>Key concepts: change, form</p> <p>Related concepts: maturity, image, wellbeing</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> different stages of life the changes people experience impact of personal beliefs and values student choice <p>T1a</p>	<p>Central idea: Explorations can have an impact on indigenous cultures.</p> <p>Key concepts: causation, change, perspective</p> <p>Related concepts: prejudice, consequences</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> the life of First Nations peoples before and after the arrival of Europeans colonial history of our region (German Link) student choice <p>T3b</p>	<p>Central idea: Language can be used to influence our thinking, emotions, and behaviour.</p> <p>Key concepts: form, function, perspective</p> <p>Related concepts: impact, pattern, behaviour, interpretation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> features, forms, and techniques used in persuasive communication how persuasive communication works the impact of persuasive communication on health and decision-making student choice <p>T3a</p>	<p>Central idea: Working scientifically develops our understanding of the physical world.</p> <p>Key concepts: function, form, connection</p> <p>Related concepts: systems, interdependence</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> the physical laws of the universe classify, observe and use properties of materials. explore the scientific process (student choice) <p>T1b</p>	<p>Central idea: Communities are shaped by their decision-making processes.</p> <p>Key concepts: responsibility, perspective</p> <p>Related concepts: citizenship, rights</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> rules and laws in society types of decision-making processes student choice <p>T4</p>	<p>Central idea: People can investigate solutions to promote sustainability.</p> <p>Key concepts: change, responsibility</p> <p>Related concepts: conflict, diversity, justice, peace</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> reasons why we need to be sustainable investigating solutions that support sustainability using the design process (student choice) <p>T2 Mini-exhibition</p>
Senior Learning Community	<p>Central idea: People use a variety of methods to express identity.</p> <p>Key concepts: responsibility, change</p> <p>Related concepts: Individuality, leadership</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> understanding ourselves as leaders how identity is influenced by people and places ways we communicate our identity (student choice) <p>T1a</p>	<p>Central idea: Through migration, people are globally connected and influenced by the past.</p> <p>Key concepts: change, connection</p> <p>Related concepts: tolerance, appreciation, empathy</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> reasons people migrate the effect of migration on individuals and societies family's migration stories (students choose migration story to explore) <p>T2a</p>	<p>Central idea: Our daily choices impact our health and wellbeing.</p> <p>Key concepts: causation</p> <p>Related concepts: independence, integrity, enthusiasm</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> strategies for maintaining our mental health and wellbeing the science and research of health student choice <p>mini-exhibition T3a</p>	<p>Central idea: Scientific systems involve change.</p> <p>Key concepts: change, form</p> <p>Related concepts: transfer</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> physical and chemical changes how electrical circuits transfer and transform energy how specific natural systems go through change (student choice) <p>T2b</p>	<p>Central idea: Understanding systems provokes responsibility.</p> <p>Key concepts: function, responsibility</p> <p>Related concepts: cooperation, independence, integrity</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> how systems function how and why systems change student choice <p>T1b</p>	<p>Central idea: Humans shape our sustainable future.</p> <p>Key concepts: student choice</p> <p>Related concepts: student choice</p> <p>Lines of Inquiry: student created</p> <p>exhibition T3b & T4</p>