

	Who we are	How we express ourselves	How the world works	Sharing the planet	Where we are in place and time	How we organise ourselves
	Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	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.	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.
<b>Foundation</b>	<p>Central Idea: Relationships with others make our environment a place we want to be.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Our important relationships.</li> <li>- Our group identity.</li> <li>- How we co-construct a classroom essential agreement.</li> </ul> <p><b>VIC Curriculum;</b> Personal and Social Capabilities</p>	<p>Central Idea: We use all of our senses to create and tell stories.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- How our senses help us to understand the world.</li> <li>- How we co-construct narratives through imaginative play.</li> <li>- How narrative threads can be created through materials.</li> </ul> <p><b>VIC Curriculum;</b> English, The Arts (Drama, Dance, Music)</p>	<p>Central Idea: Objects are made of materials that have observable properties</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Exploring materials and their properties</li> <li>- How we use materials in our everyday lives</li> <li>- How materials affect design and construction</li> </ul> <p><b>VIC Curriculum;</b> Chemical Sciences/Design and Technologies</p>	<p>Central Idea: All living things grow and change</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- How living things change and grow</li> <li>- How the needs and wants of living things may change through a life cycle.</li> <li>- Understanding the life cycles of different animals and plants.</li> </ul> <p><b>VIC Curriculum;</b> Biological Sciences</p>	Not at this Year Level	Not at this Year Level
	<b>Key and Related Concepts;</b> <i>Responsibility, Connection</i> Values, Relationships, Systems, Groups	<b>Key and Related Concepts;</b> <i>Perspective, Form</i> Imagination, Narrative, Senses Create, Pattern	<b>Key and Related Concepts;</b> <i>Form, Function, Causation</i> Properties, Structure Role, System Consequence, Impact	<b>Key and Related Concepts;</b> <i>Change, Causation</i> Growth, Cycles Sequence, Consequences	<b>Key and Related Concepts;</b>	<b>Key and Related Concepts;</b>
	<b>Attributes of the LP;</b> Balanced, Caring, Principled	<b>Attributes of the LP;</b> Open minded, Communicator, Risk Taker, Reflective	<b>Attributes of the LP;</b> Inquirer, Risk Taker, Thinker	<b>Attributes of the LP;</b> Knowledgeable, Inquirer	<b>Attributes of the LP;</b>	<b>Attributes of the LP;</b>
	<b>Approaches to Learning;</b> Social Skills Self Management Skills	<b>Approaches to Learning;</b> Communication Skills Social Skills	<b>Approaches to Learning;</b> Thinking Skills Research Skills	<b>Approaches to Learning;</b> Research Skills Communication Skills	<b>Approaches to Learning;</b>	<b>Approaches to Learning;</b>

	Who we are	How we express ourselves	How the world works	Sharing the planet	Where we are in place and time	How we organise ourselves
	Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	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.	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>Central Idea: The physical environment changes how we think, play and learn.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- What helps and hinders learning.</li> <li>- How different environments influence feelings.</li> <li>- How different places can be creative.</li> </ul> <p><b>VIC Curriculum;</b> Personal and Social Capabilities</p>	<p>Central Idea: Stories that cross cultures tell us what all people have in common.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- How expressive language can be a vehicle for community celebrations.</li> <li>- How our experiences influence the creation of narratives.</li> <li>- How narratives contribute to our community.</li> </ul> <p><b>VIC Curriculum;</b> Humanities; History</p>	<p>Central Idea: Observable changes occur in the sky and landscape that affect everyday life</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Patterns that occur on Earth and in the sky</li> <li>- Observing and documenting patterns and changes</li> <li>- Investigating how changes in the weather can affect the life of different living things</li> </ul> <p><b>VIC Curriculum;</b> Earth and Space Sciences</p>	<p>Central Idea: Living things depend on each other and the environment to survive.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Needs of living things.</li> <li>- How these are supplied in the habitat.</li> <li>- How living and nonliving things connect in an environment.</li> </ul> <p><b>VIC Curriculum;</b> Biological Sciences</p>	<p>Central Idea: Learning about previous generations helps us understand the relationship between the past and the present</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Our personal family history</li> <li>- The history of our local community</li> <li>- How daily lives or life has changed or remained the same over time</li> </ul> <p><b>VIC Curriculum;</b> Humanities; History</p>	<p>Central Idea: Everyone in a community has a responsibility for safety</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Safety, rules and regulations</li> <li>- Essential agreements</li> <li>- Special groups in the community</li> <li>- Responsibility for self and other</li> </ul> <p><b>VIC Curriculum;</b> Personal and Social Capabilities</p>
	<b>Key and Related Concepts;</b> <u>Connection, Responsibility</u> Relationships, Rights, Values,	<b>Key and Related Concepts;</b> <u>Perspective, Causation</u> Beliefs, impact	<b>Key and Related Concepts;</b> <u>Causation, Change</u> Pattern, Cycles, Observation, Transformations	<b>Key and Related Concepts;</b> <u>Form, Function, Connection</u> Similarities and Differences Needs, Behaviour,	<b>Key and Related Concepts;</b> <u>Form, Change</u> Adaption, Growth, Similarities and Differences	<b>Key and Related Concepts;</b> <u>Function, Responsibility</u> Behaviour and Communication, Citizenship
	<b>Attributes of the LP;</b> Principled, Caring, Risk-Takers	<b>Attributes of the LP;</b> Open-minded, Caring, Risk-Takers	<b>Attributes of the LP;</b> Inquirers, Thinkers	<b>Attributes of the LP;</b> Inquirers, Knowledgeable	<b>Attributes of the LP;</b> Open-minded, Communicators	<b>Attributes of the LP;</b> Balanced, Reflective, Principled
	<b>Approaches to Learning;</b> Social Skills Self-Management Skills	<b>Approaches to Learning;</b> Thinking skills (creative thinking, critical thinking), Communication skills	<b>Approaches to Learning;</b> Research Skills, Thinking skills	<b>Approaches to Learning;</b> Research Skills, Communication Skills	<b>Approaches to Learning;</b> Communication skills, Research skills	<b>Approaches to Learning;</b> Social skills, Self-Management skills

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<b>Grade 2</b>	Central Idea: The physical health of individuals relies on different body systems working effectively  An inquiry into: <ul style="list-style-type: none"> <li>- The systems of the body</li> <li>- The interconnectedness of body systems</li> <li>- The ways to help maintain healthy body systems</li> </ul> <b>VIC Curriculum;</b> Health and Physical Education	Central Idea: People express themselves and interpret others' expressions in creative ways  An inquiry into: <ul style="list-style-type: none"> <li>- The different ways people express themselves</li> <li>- Our interpretation of different forms of expression</li> <li>- Expressing ourselves in creative ways</li> </ul> <b>VIC Curriculum;</b> The Arts	Central Idea: The way objects move depends on a variety of factors  An inquiry into: <ul style="list-style-type: none"> <li>- How movement can depend on size and shape</li> <li>- Forces and how they work</li> <li>- How people apply their understanding of scientific principles to their everyday lives</li> </ul> <b>VIC Curriculum;</b> Physical Sciences	Central Idea: Earth's precious resources are used in a variety of ways  An inquiry into: <ul style="list-style-type: none"> <li>- Identifying Earth's precious resources</li> <li>- How resources are used by communities in daily life</li> <li>- Our responsibility in conserving the Earth's resources</li> </ul> <b>VIC Curriculum;</b> Earth and Space Sciences	Central Idea: Significant events provide an insight into the history and values of a community  An inquiry into: <ul style="list-style-type: none"> <li>- Types of celebrations in various communities</li> <li>- How celebrations tell us about time and place</li> <li>- How values are reflected in celebration of significant events</li> </ul> <b>VIC Curriculum;</b> Humanities - Geography/History	Central Idea: All products go through a process of production before they reach the consumer  An inquiry into: <ul style="list-style-type: none"> <li>- The origins of products</li> <li>- The process of production</li> <li>- Creating, designing and producing our own products</li> </ul> <b>VIC Curriculum;</b> Design and Technologies
	<b>Key and Related Concepts;</b> <i>Form Function Connection</i> Structure, Systems, Relationships, Interdependent	<b>Key and Related Concepts;</b> <i>Perspective, Form</i> Subjectivity, Similarities, Differences	<b>Key and Related Concepts;</b> <i>Function, Causation</i> Movement, Shape, Size, Impact, Pattern	<b>Key and Related Concepts;</b> <i>Form, Responsibility, Causation</i> Initiative, consequences, impact	<b>Key and Related Concepts;</b> <i>Change, Perspective</i> Prejudice, Belief, Sequences	<b>Key and Related Concepts;</b> <i>Function, Connection</i> Relationships, Network, Behaviour, Systems
	<b>Attributes of the LP;</b> Inquirers, Knowledgeable, Balanced	<b>Attributes of the LP;</b> Open-minded, risk-taker, Communicator	<b>Attributes of the LP;</b> Thinkers, Reflective, Inquirers	<b>Attributes of the LP;</b> Caring Reflective Communicators	<b>Attributes of the LP;</b> Open minded, Principled, Knowledgeable	<b>Attributes of the LP;</b> Thinkers, Knowledgeable
	<b>Approaches to Learning;</b> Social Skills Self-Management Skills	<b>Approaches to Learning;</b> Communication Skills Self-Management Skills	<b>Approaches to Learning;</b> Thinking Skills Research Skills	<b>Approaches to Learning;</b> Communication Skills, Thinking Skills	<b>Approaches to Learning;</b> Social Skills Research Skills	<b>Approaches to Learning;</b> Research Skills, Self-Management Skills

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<b>Grade 3</b>	<p>Central Idea: Heroes and villains reflect beliefs and values.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- What determines our beliefs and values.</li> <li>- How and why role heroes are chosen.</li> <li>- Influence of heroes on our choices and actions.</li> </ul> <p><b>VIC Curriculum;</b> Personal and Social Capabilities</p>	<p>Central Idea: Images, signs and symbols facilitate local and global communication.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Influence of image on stories.</li> <li>- Symbols that transcend languages.</li> <li>- Body language and coding as forms of communication.</li> </ul> <p><b>VIC Curriculum;</b> English - speaking and listening</p>	<p>Central Idea: Observable changes in materials can be related to matter, force and energy.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Natural and processed materials</li> <li>- Change of state between solid and liquid</li> <li>- How a materials physical properties can influence their use</li> </ul> <p><b>VIC Curriculum;</b> Chemical Sciences</p>	<p>Central Idea: Living things have structural, behavioural and physical adaptations to their environment.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- The concept of adaptation.</li> <li>- Circumstances that lead to adaptation.</li> <li>- How plants and animals adapt or respond to environmental conditions.</li> <li>- Human responsibility to share the environment with other living things.</li> </ul> <p><b>VIC Curriculum;</b> Biological Sciences</p>	<p>Central Idea; The geography of the earth can be both understood and represented through different types of maps</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- How maps are used and represent data location and characteristics of places</li> <li>- The interconnections within places and between places</li> <li>- How and why maps have changed over time</li> </ul> <p><b>VIC Curriculum;</b> Humanities; Geography</p>	<p>Central Idea; Local and global organisations respond to humanitarian crisis</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Local and global humanitarian issues</li> <li>- Local and global organisations that respond</li> <li>- Responsibility for supporting these organisations</li> <li>- How do we know they are succeeding</li> </ul> <p><b>VIC Curriculum;</b> Civics and Citizenship</p>
	<b>Key and Related Concepts;</b> <i>Form, Perspective, Connection</i> Values, Beliefs, Opinions	<b>Key and Related Concepts;</b> <i>Connection, Function, Form</i> Image, Symbols, Communication, Systems Properties, Structure	<b>Key and Related Concepts;</b> <i>Causation, Change, Function</i> Consequences, Impact Transformation, Sequence Behaviour/Pattern	<b>Key and Related Concepts;</b> <i>Connection, Responsibility, Change</i> Homeostasis, Relationships, Adaptations, Cycles	<b>Key and Related Concepts;</b> <i>Function, Connection, Change</i>	<b>Key and Related Concepts;</b> <i>Perspective, Responsibility, Causation</i>
	<b>Attributes of the LP;</b> Open Minded, Reflective	<b>Attributes of the LP;</b> Communicator, Inquirer	<b>Attributes of the LP;</b> Risk Taker, Reflective	<b>Attributes of the LP;</b> Knowledgeable, Principled, Caring	<b>Attributes of the LP;</b> Open Minded, Communicator	<b>Attributes of the LP;</b> Balanced, Thinker
	<b>Approaches to Learning;</b> Thinking Skills	<b>Approaches to Learning;</b> Communication Skills Research Skills	<b>Approaches to Learning;</b> Research Skills Thinking Skills	<b>Approaches to Learning;</b> Research Skills Thinking Skills	<b>Approaches to Learning;</b>	<b>Approaches to Learning;</b>

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<b>Grade 4</b>	<p>Central Idea; Wellbeing may depend on making informed choices.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Choices in everyday life</li> <li>- Effect of choices on physical and mental health</li> <li>- Planning and working towards personal health goals</li> </ul> <p>-</p> <p><b>VIC Curriculum;</b> Health and Physical Education</p>	<p>Central Idea; Performance engages an audience and invites a response.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Different kinds of performances</li> <li>- How performers engage their audiences</li> <li>- The impact of the performance on the performer and the audience.</li> </ul> <p><b>VIC Curriculum;</b> The Arts</p>	<p>Central Idea; Tremendous energy drives all observable changes to the earth.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- How to read weather patterns</li> <li>- How water and air change the surface of the earth.</li> <li>- Reasons for natural disasters</li> <li>- Impact of climate change</li> </ul> <p><b>VIC Curriculum;</b> Earth and Space Sciences</p>	<p>Central Idea; Ecosystems are interdependent</p> <p>An inquiry into;</p> <ul style="list-style-type: none"> <li>- Elements of an ecosystem and biodiversity</li> <li>- The relationships between organisms and their environment</li> <li>- Our responsibility as humans towards maintaining the balance</li> </ul> <p><b>VIC Curriculum;</b> Biological Sciences</p>	<p>Central Idea; Explorations require risk and may have unexpected outcomes.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- The great explorations over time</li> <li>- The consequences of exploration</li> <li>- Problems and engineered solutions of explorations</li> </ul> <p><b>VIC Curriculum;</b> History</p>	<p>Central Idea; Communication systems keep people informed about local and global issues and ideas.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Local and global systems for communication</li> <li>- Bias of systems</li> <li>- Different systems for different purposes.</li> </ul> <p><b>VIC Curriculum;</b> Civics and Citizenship</p>
	<p><b>Key and Related Concepts;</b> <i>Responsibility, Causation</i> Rights, Values, Wellbeing, Consequences,</p>	<p><b>Key and Related Concepts;</b> <i>Form, Perspective</i> Similarities, Differences, Opinion</p>	<p><b>Key and Related Concepts;</b> <i>Causation, Connection, Change</i> Impact, Relationships, Sequence</p>	<p><b>Key and Related Concepts;</b> <i>Function, Responsibility, Connection</i> Interdependence, Ecosystems, Biodiversity, Initiative</p>	<p><b>Key and Related Concepts;</b> <i>Change, Perspective, Causation</i> Transformation, Truth, Consequences, Impact</p>	<p><b>Key and Related Concepts;</b> <i>Connection, Perspective</i> Networks, Systems</p>
	<p><b>Attributes of the LP;</b> Balanced, Principled, Reflective</p>	<p><b>Attributes of the LP;</b> Risk-Taker, Communicator</p>	<p><b>Attributes of the LP;</b> Inquirers, Knowledgeable, Thinkers</p>	<p><b>Attributes of the LP;</b> Knowledgeable, Caring, Balanced</p>	<p><b>Attributes of the LP;</b> Open minded, Caring</p>	<p><b>Attributes of the LP;</b></p>
	<p><b>Approaches to Learning;</b> Thinking Skills Research Skills Self-Management Skills</p>	<p><b>Approaches to Learning;</b> Communication Skills Research Skills Social Skills</p>	<p><b>Approaches to Learning;</b> Research skills</p>	<p><b>Approaches to Learning;</b> Thinking Skills Self-Management Skills</p>	<p><b>Approaches to Learning;</b> Research Skills Thinking Skills</p>	<p><b>Approaches to Learning;</b></p>

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<b>Grade 5</b>	<p>Central Idea: Exploring character helps you to develop awareness of who you want to be (values) and how you want to act (strengths).</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- The many factors that influence character.</li> <li>- Images of the future (hope - developing a forward looking focus).</li> <li>- Spotting character strengths.</li> </ul> <p><b>VIC Curriculum;</b> Personal and Social Capabilities</p>	<p>Central Idea: Artists reflect and challenge the society around them.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- How the arts can reflect societal values and issues.</li> <li>- The context in which artworks are created.</li> <li>- How learning about arts helps appreciation.</li> <li>- Personal preferences in appreciation of the arts.</li> </ul> <p><b>VIC Curriculum;</b> The Arts</p>	<p>Central Idea: Energy can be converted, transformed and used to support human progress</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Different forms of energy</li> <li>- How energy works in everyday life (circuits)</li> <li>- How energy is used to support human progress</li> </ul> <p><b>VIC Curriculum;</b> Physical Sciences</p>	<p>Central Idea: The interconnectedness of the Earth's four spheres may determine the sustainability of life.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- The four spheres of the Earth.</li> <li>- The interconnectedness between the spheres.</li> <li>- How current environmental issues impact on all spheres.</li> <li>- Responsibilities for solutions; hope for the future.</li> </ul> <p><b>VIC Curriculum;</b> Earth Sciences</p>	<p>Central Idea; Changing identities of nations can be understood by exploring their past.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Colonial histories</li> <li>- Multiple perspectives on historical events</li> <li>- The role of significant individuals or groups in shaping and changing a place.</li> </ul> <p><b>VIC Curriculum;</b> Humanities; History (Australian Settlement and Development of Colonial Past)</p>	<p>Central Idea; Economic activity relies on systems of production, exchange and consumption of goods and services.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- World trade involved in common products</li> <li>- Currency exchange</li> <li>- How consumer decisions can change businesses</li> <li>- How global warming can influence economics (and the reverse)</li> </ul> <p><b>VIC Curriculum;</b> Economics and Business</p>
	<p><b>Key and Related Concepts;</b> <u>Causation, Perspective, Responsibility</u> Impact, Consequences Citizenship, Rights, Values Opinion Beliefs</p>	<p><b>Key and Related Concepts;</b> <u>Form, Connection, Perspective</u> Similarities, Differences, Relationships, Subjectivity, Opinion</p>	<p><b>Key and Related Concepts;</b> <u>Causation, Function, Change</u> Impact, Consequences System Role Transformation Growth</p>	<p><b>Key and Related Concepts;</b> <u>Connection, Responsibility, Causation</u> Systems, homeostasis, Impact, consequences</p>	<p><b>Key and Related Concepts;</b> <u>Form, Perspective, Causation</u></p>	<p><b>Key and Related Concepts;</b> <u>Function, Connection, Change</u></p>
	<p><b>Attributes of the LP;</b> Balanced, Open Minded, Reflective</p>	<p><b>Attributes of the LP;</b> Knowledgeable, Open minded, Communicator</p>	<p><b>Attributes of the LP;</b> Inquirers, Knowledgeable, Risk takers</p>	<p><b>Attributes of the LP;</b> Communicators, Balanced, Caring</p>	<p><b>Attributes of the LP;</b> Knowledgeable, Principled, Open Minded</p>	<p><b>Attributes of the LP;</b> Thinkers, Principled</p>
	<p><b>Approaches to Learning;</b> Social Skills Self-Management Skills</p>	<p><b>Approaches to Learning;</b> Thinking Skills Communication Skills</p>	<p><b>Approaches to Learning;</b> Research Skills Thinking Skills</p>	<p><b>Approaches to Learning;</b> Communication Skills Self-Management Skills Thinking Skills</p>	<p><b>Approaches to Learning;</b> Thinking Skills Research Skills</p>	<p><b>Approaches to Learning;</b></p>

	Who we are	How we express ourselves	How the world works	Sharing the planet	Where we are in place and time	How we organise ourselves
	Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	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.	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.
<b>Grade 6</b>	<p>Central Idea: Leadership styles meet the needs and contexts of their community</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Different styles of leadership</li> <li>- How leaders work with their communities</li> <li>- How leaders communicate decisions</li> </ul> <p><b>VIC Curriculum;</b> Civics and Citizenship; Personal and Social Capabilities</p>	<p>Central Idea: Media can be a powerful tool that influences perception and determines choices.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- How media influences audiences</li> <li>- How people respond to messages in the media</li> <li>- How media can influence action</li> </ul> <p><b>VIC Curriculum;</b> Digital and Design Technologies</p>	<p>Central Idea: Inventors create and innovate using their understanding of physical and chemical changes, and forces to meet community needs.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Invention and innovation</li> <li>- The role of science in decision making and problem solving</li> <li>- Design solutions to meet community needs</li> </ul> <p><b>VIC Curriculum;</b> Physical and Chemical Sciences; Design Technologies; Critical and Creative Thinking</p>	<p>Central Idea: Conflict resolution is influenced by the actions and reactions of all involved</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- Causes of conflict</li> <li>- Strategies used to resolve conflict</li> <li>- Consequences of resolutions</li> <li>- Living and working together peacefully</li> </ul> <p><b>VIC Curriculum;</b> Civics and Citizenship; Personal and Social Capabilities; Humanities - Geography</p>	<p>Central Idea: Migration may be a response to opportunities or challenges</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- The reasons people migrate</li> <li>- Migrations throughout history</li> <li>- The effects of migration on communities</li> </ul> <p><b>VIC Curriculum;</b> Humanities - History, Geography; Intercultural Capabilities</p>	<p>Central Idea: Government systems influence the lives of their citizens.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>- The needs and wants of citizens in a country</li> <li>- How different types of government responds to these needs and wants</li> <li>- How government decisions can benefit or harm a country</li> <li>- How government decisions can influence other countries' lives.</li> </ul> <p><b>VIC Curriculum;</b> Civics and Citizenship; Ethical Capabilities</p>
	<b>Key and Related Concepts;</b> <i>Form, Function, Responsibility</i>	<b>Key and Related Concepts;</b> <i>Causation, Perspective</i>	<b>Key and Related Concepts;</b> <i>Function, Change, Responsibility</i>	<b>Key and Related Concepts;</b> <i>Causation, Connection, Responsibility</i>	<b>Key and Related Concepts;</b> <i>Change, Perspective, Connection</i>	<b>Key and Related Concepts;</b> <i>Form, Function, Connection</i>
	<b>Attributes of the LP;</b> Principled, Caring, Reflective	<b>Attributes of the LP;</b> Thinker, Communicator	<b>Attributes of the LP;</b> Risk Taker, Inquirer	<b>Attributes of the LP;</b> Balanced, Principled, Reflective	<b>Attributes of the LP;</b> Open minded, Knowledgeable	<b>Attributes of the LP;</b> Knowledgeable, Caring
	<b>Approaches to Learning;</b> Social Skills Self-Management Skills	<b>Approaches to Learning;</b> Thinking Skills Communication Skills	<b>Approaches to Learning;</b> Thinking Skills Research Skills	<b>Approaches to Learning;</b> Thinking Skills Research Skills	<b>Approaches to Learning;</b> Research Skills Communication Skills	<b>Approaches to Learning;</b> Research Skills Social Skills