### 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 and 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 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.

### 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 on the environment.

### How we organize 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 other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

### Central Ideas and Key Concepts

#### Central Idea: How we look, the things we like and what we do makes us who we are.
- **Key Concepts:** Form, perspective
- **Related Concepts:** Likes/dislikes, confidence, similarities/differences

#### Lines of Inquiry:
- Physical characteristics
- Similarities and differences between ourselves and others
- Personal abilities and our development over time
- Our likes and dislikes

#### Curricular Strands:
- Science: Living Things (LT)
- PSE: Identity & Intercultural Understanding (IIU), Active Living (AL), Interactions (I), Organization for Learning & Independence (OL)

#### Central Idea: Our senses help us to organize and compare things.
- **Key Concepts:** Form, connection
- **Related Concepts:** Exploration, description, comparison, organisation

#### Lines of Inquiry:
- The five senses and how we can use them to find out about the world
- Our sensory preferences
- Ways of describing, sharing and recording our sensory experiences and preferences

#### Curricular Strands:
- Science: Living Things (LT)
- Social Studies: Social Organization and Culture (SOC)
- PSE: Active Living (AL), Identity (Id), Interactions (I), Organization for Learning and Independence (OL)
- Math: Data Handling

#### Central Idea: In our environment, some things change over time and some things stay the same.
- **Key Concepts:** Change, reflection, causation
- **Related Concepts:** Discovery, choices, seasons

#### Lines of Inquiry:
- Weather changes and seasons.
- Physical changes in our environment over time
- Things we do differently as the seasons change

#### Curricular Strands:
- Science: Living Things (LT), Earth and Space (ES), Forces and Energy (FE)
- Social Studies: Humans and the Natural Environment (HNE)
- PSE: Active Learning (AL), Interactions (I)

#### Central Idea: School is organized to help us learn new things.
- **Key Concepts:** Function, responsibility
- **Related Concepts:** Routines, jobs, independence, expectations

#### Lines of Inquiry:
- What we learn at school
- Classroom routines
- How expectations help us to learn and develop independence
- People and places in our school that help us learn

#### Curricular Strands:
- Social Studies: Human Systems and Economic Activities (HSE), Social Organization and Culture (SOC), Organization for Learning & Independence (OL)
- PSE: Active Learning (AL), Interactions (I)
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<tr>
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</tr>
</tbody>
</table>

### Central Idea: Families help children to meet their basic needs.

**Key Concepts:** function, responsibility, reflection

**Related Concepts:** human relationships, health, needs

**Lines of Inquiry:**
- Our needs
- The people who take care of our needs
- How I can take care of my own needs
- Why people take care of us
- Structure and roles in families

**Curricular Strands:**
- Social Studies: Social Organization and Culture (SOC), Human Systems and Economic Activities (HSE), Resources and the Environment (RE)
- Science: Living Things (LT)
- PSE: Interactions (I), Organization for Learning (OL)

### Central Idea: Through play, we communicate emotions, ideas and feelings.

**Key Concepts:** connection, causation, perspective, function

**Related Concepts:** communication, performance

**Lines of Inquiry:**
- Forms play can take
- Things we learn through play
- The many different ways we can use toys and materials

**Curricular Strands:**
- *Art, Dance, Music, ICT, Language Arts*

### Central Idea: People can learn about the world by asking questions, observing and experimenting.

**Key Concepts:** change, form, causation

**Related Concepts:** light and shadow, forces, floating and sinking, reversible and irreversible changes

**Lines of Inquiry:**
- What we can observe about light and sound
- How we can use forces
- Whether different objects float or sink
- Reversible and irreversible changes in our daily lives

**Curricular Strands:**
- Science: Forces and Energy (FE), Materials and Matter (MM), Living Things (LT), Earth and Space (ES)

### Central Idea: When responsible for living things, knowing about their needs enables us to care for them properly.

**Key Concepts:** form, function, responsibility

**Related Concepts:** living things, needs, classification

**Lines of Inquiry:**
- Characteristics and needs of living things
- Our responsibility for the well being of living things under our care
- Living things in our local environment

**Curricular Strands:**
- Science: Living Things (LT), Earth and Space (ES)
- Social Studies: Resources and the Environment (RE)
<table>
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<th>Who we are</th>
<th>Central Idea: The choices people make can change their relationships with others.</th>
</tr>
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<tbody>
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<td>Key Concepts: function, connection, responsibility</td>
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<td>Related Concepts: cooperation, friendship, balance</td>
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<tr>
<td>Lines of Inquiry:</td>
<td>• Roles and behaviors within relationships</td>
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<td>• The choices that we make that impact others</td>
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<td>Central Idea: Environments reflect the needs and values of the people who use them.</td>
</tr>
<tr>
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</tr>
<tr>
<td>Related Concepts: values/needs, environment, natural/man-made</td>
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<tr>
<td>Lines of Inquiry:</td>
<td>• The various ways we can explore, research, and record findings about the environment around us</td>
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<td></td>
<td>• How our environment reflects our needs and values</td>
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<td></td>
<td>• Responsibilities we have to respect and care for our environment</td>
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<td>Central Idea: People develop and share their creativity with others in a variety of ways.</td>
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<tr>
<td>Key Concepts: form, connection, reflection</td>
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<tr>
<td>Related Concepts: expression, creativity</td>
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<td>• Practice and the development of creative skills</td>
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<td>• Sharing creativity and connection with others</td>
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<td>Central Idea: The properties of a material determine its possible uses.</td>
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<td>Key Concepts: form, function, connection</td>
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<tr>
<td>Related Concepts: properties of materials</td>
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<tr>
<td>Lines of Inquiry:</td>
<td>• Properties of materials around us</td>
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<td>How we organize ourselves</td>
<td>Central Idea: People’s actions can help keep themselves and others safe within our community.</td>
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<tr>
<td>Key Concepts: responsibility, perspective, function</td>
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<td>Related Concepts: Safety, rules</td>
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<td>• Positions of Care for children (firefighters, teachers, police officers, doctors)</td>
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<td>• Decisionmaking, rules and regulations applicable to young people</td>
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<td>• Our responsibilities</td>
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<td>Sharing the planet</td>
<td>Central idea: The Earth provides resources that are shared by all living things.</td>
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<tr>
<td>Key Concepts: responsibility, connection, function</td>
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<tr>
<td>Related Concepts: cycles (water), living things, needs</td>
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<tr>
<td>Lines of Inquiry:</td>
<td>• What a resource is</td>
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<td>• Why we need resources</td>
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<td>• Resources in our local environment that are shared by living things</td>
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<td>• How we can responsibly use resources</td>
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# FIS PS Programme of Inquiry

## Central Ideas:
- **Who we are:** Healthy lifestyles are the result of making informed, balanced choices.
- **Central Idea:** By comparing life now to life in the past, we see that some things change and others stay the same.
- **Central Idea:** Celebrations reflect what we value and who we are.
- **Central Idea:** The design of a structure depends on many factors such as its purpose, the environment and available materials.
- **Central Idea:** The products we use go through a process from start to finish.

## Related Concepts:
- **Key Concepts:** form, causation, responsibility
- **Key Concepts:** perspective, connection
- **Key Concepts:** form, function, stability

## Lines of Inquiry:
- **Related Concepts:** balance, wellbeing, choice
- **Related Concepts:** traditions, history
- **Related Concepts:** culture, traditions, self-expression
- **Related Concepts:** production, systems, organization, process
- **Related Concepts:** life cycles, relationships, habitats, adaptations

## Curricular Strands:
- **Science:** Living Things (LT)
- **Social Studies:** Social Organization and Culture (SOC)
- **Science:** Forces and Energy (FE), Materials and Matter (MM)
- **Social Studies:** Human Systems & Economic Activities (HSEA), Resources and the Environment (RE)

## Grade 1

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**PSE:** Active Living (& Safety) (AL)

- **Central Idea:** The role of transportation in the production and distribution of products.
- **Central Idea:** How the choice of materials impacts design.
- **Central Idea:** The reasons why we have different structures.
- **Central Idea:** The characteristics of living things that suit their natural environments.
- **Central Idea:** Food chains.
- **Central Idea:** How plants and animals share an environment.

- **Central Idea:** The products we use go through a process from start to finish.
- **Central Idea:** How we organize ourselves.
- **Central Idea:** The design of a structure depends on many factors such as its purpose, the environment and available materials.
- **Central Idea:** How we express ourselves.
- **Central Idea:** Who we are.

- **Central Idea:** Healthy lifestyles are the result of making informed, balanced choices.
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- **Related Concepts:** balance, wellbeing, choice
- **Related Concepts:** traditions, history
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- **Related Concepts:** production, systems, organization, process
- **Related Concepts:** life cycles, relationships, habitats, adaptations

- **Curricular Strands:** Social Studies: Social Organization and Culture (SOC)
- **Curricular Strands:** Materials and Matter (MM), Science: Forces and Energy (FE)
- **Curricular Strands:** Resources and the Environment (RE), Human Systems & Economic Activities (HSEA)
- **Curricular Strands:** Social Studies: Social Organization & Culture (SOC), Resources and the Environment (RE), Humans and Natural Environments (HNE)
### Who we are

**Central Idea:** Respectful relationships help us be active members of a diverse community.

**Key Concepts:** connection, perspective, responsibility

**Related Concepts:** cooperation, empathy, tolerance, respect

**Lines of Inquiry:**
- Similarities/differences between communities
- Sense of self and cultural identity
- Successful interactions with others
- Benefits of being a member of a community

**Curricular Strands:**
- Social Studies: Social organization and culture (SOC)
- Continuity and Change Through Time (CCT)
- PSE: Identity and intercultural understanding (IIU)

**Curricular Strands:**
- Science: Earth and Space (ES) Social Studies: Human and natural environments (HNE)
- Human Systems and Economic Activity (HSEA)
- Social Organization and Culture (SOC)

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### Where we are in place and time

**Central Idea:** Many characteristics work together to make Earth the just right planet for all living things.

**Key Concepts:** form, causation, reflection

**Related Concepts:** physical geography, space

**Lines of Inquiry:**
- How the Earth is unique in the solar system
- Features of the earth
- How humans can live in different places

**Curricular Strands:**
- ELA — Reading, Writing and Oral Communication
- Music, Art, PE

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### How we express ourselves

**Central Idea:** Imagination is a powerful tool for extending our ability to think, create and express ourselves.

**Key Concepts:** function, reflection, perspective

**Related Concepts:** creativity, invention, inspiration

**Lines of Inquiry:**
- Where ideas come from
- How imagination helps us to explore new possibilities
- Ways in which we can share our imagination

**Curricular Strands:**
- ELA — Reading, Writing and Oral Communication
- Music, Art, PE

---

### How the world works

**Central Idea:** Forces can be harnessed to do the things we need.

**Key Concepts:** function, causation, perspective

**Related Concepts:** movement, force, change

**Lines of Inquiry:**
- Forces that exist within nature
- How we use forces
- How forces act on objects

**Curricular Strands:**
- Science: Forces and Energy (FE)

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### How we organize ourselves

**Central Idea:** In a workplace people take on different roles and responsibilities to achieve the purpose of the organization.

**Key Concepts:** function, connection, responsibility

**Related Concepts:** interdependence, roles

**Lines of Inquiry:**
- Defining the purpose of a workplace
- Responsibilities and roles in different jobs
- Interconnectedness of individual roles
- Distribution of power and authority in an organization

**Curricular Strands:**
- Social Studies: Human Systems & Economic Activities (HSE)

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### Sharing the planet

**Central Idea:** When humans interact with habitats they make choices that impact living things.

**Key Concepts:** causation, responsibility, connection

**Related Concepts:** conservation, loss, interdependence

**Lines of Inquiry:**
- Endangered species
- Circumstances that lead to extinction
- Human role in conservation

**Curricular Strands:**
- Social Studies: Resources and the Environment (RE)
- Humans and the Natural Environment (HNE)
- Science: Living Things (LT)
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<td>Children around the world have rights that are met in different ways.</td>
<td>The discoveries and developments of past civilizations continue to influence our lives today.</td>
<td>Our desire and need to communicate with one another drives us to overcome a variety of obstacles.</td>
<td>The states of matter and their properties can be changed by adding or removing heat which impacts their use.</td>
<td>Inventions change the world of work and leisure.</td>
<td>People can establish practices to sustain and maintain Earth's resources.</td>
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<td><strong>Related Concepts:</strong> civilization, progress, technology</td>
<td><strong>Related Concepts:</strong> communication, technology</td>
<td><strong>Related Concepts:</strong> matter, transformation</td>
<td><strong>Related Concepts:</strong> innovation, technology</td>
<td><strong>Related Concepts:</strong> resources, conservation, sustainability</td>
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<td><strong>Lines of Inquiry:</strong> Reasons why systems and technologies developed</td>
<td><strong>Lines of Inquiry:</strong> Communication systems</td>
<td><strong>Lines of Inquiry:</strong> Properties of each state of matter</td>
<td><strong>Lines of Inquiry:</strong> Process of invention</td>
<td><strong>Lines of Inquiry:</strong> Natural resources that people rely on</td>
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<td>Factors that influence children's access to these rights</td>
<td>Aspects of past civilizations that have survived</td>
<td>Purposes of communication</td>
<td>How matter can change state</td>
<td>Significant inventions</td>
<td><strong>Limited nature of Earth's resources</strong></td>
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<td>Our responsibility for upholding these rights</td>
<td>Why these systems and technologies are used in modern societies</td>
<td>Challenges to effective communication</td>
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<td>The circumstances that lead to their development, and their impact</td>
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<td><strong>Curricular Strands:</strong> Science: Earth and Space (ES) Social Studies: Continuity and Change through Time (CCT) Human Systems and Economic Activity (HSEA) Social Organization and Culture (SOC) PSE: Interactions and Intercultural Understanding</td>
</tr>
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