

	WHO WE ARE	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANISE OURSELVES	WHERE WE ARE IN PLACE AND TIME	SHARING THE PLANET
Kindergarten	<b>Me, My Family &amp; Friends - 1</b>	<b>Let's Celebrate - Yearlong</b>	<b>From Field to Table</b>	<b>People Who Help Us</b>		
<b>Central Idea</b>	Increasing awareness of ourselves encourages us to develop caring relationships.	Culture is represented through festivals and celebrations that express our identity, diversity and global community	Food goes through many process and journey before it reaches our table	People play different and important roles in our community.		
<b>Lines of Inquiry</b>	Our physical and social emotional characteristics. Similarities and differences between myself and others. Ways to develop friendships and resolve conflict	Connections between celebrations across cultures Representing our identities through festivals Celebrating our diversity through artistic expression.	Origins of the food we eat Processes food goes through to get from the field to our table Choices we make about the foods we eat	Communities we belong to (connection) Roles of people in our community (function) Our roles within our community (responsibility)		
<b>Learning Outcomes</b>	Identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender) Describe how they have grown and changed. Describe some physical and personal characteristics and personal preferences. Talk about similarities and differences between themselves and others. Identify their feelings and emotions and explain possible causes. Recognise that others have emotions, feelings and perspectives that may be different from their own. Identify and explore strategies that help them to cope with change.	- Explain why a particular celebration is important in his or her own life. - Suggest reasons for various celebrations. - Identify and compare traditions and celebrations observed by others in the class. - Use a variety of sources to gain information about celebrations from both a historical and a cultural perspective.		- Identify the communities he or she belongs to (for example, draw and describe pictures of the various groups they form a part of) - Recognise the components of a local community. - Identify the contributions of different members of a community. - Create and share his or her own story about being a community member.		
<b>Social Justice Focus</b>	<b>Identity:</b> I know and like who I am and can talk about my family and myself and name some of my group identities <b>Justice:</b> I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do. <b>Action:</b> I will join with classmates to make our classroom fair for everyone.	<b>Identity:</b> I can talk about interesting and healthy ways that some people who share my group identities live their lives. I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. <b>Diversity:</b> I like being around people who are like me and different from me, and I can be friendly to everyone.				
<b>PSPE</b>	<b>Caring:</b> <b>Reflective:</b> <b>Communicator:</b>					
<b>Transition</b>	<b>Who Am I? Who Are You? - 1</b>	<b>Imagine That! - 3</b>	<b>I Can See the Light! - 4</b>		<b>Homes &amp; Houses Around the World - 2</b>	<b>We Can Change the World! - 5</b>
<b>Central Idea</b>	<b>Our choices, actions and beliefs as individuals determine who we become as a community.</b>	<b>Using our imagination can help us to think creatively and express ourselves in many different ways.</b>	<b>The interactions between light and our world.</b>			<b>Our actions have an impact on our local and global environment.</b>
<b>Learning outcomes</b>	-Recognize and describe what makes up a local community -Identify the contributions of different members of a community -Create and share his or her own story about being a community member. -Describe and compare the various communities to which he or she belongs -Suggest reasons for various celebrations -Identify and compare traditions and celebrations observed by others in the class -create graphs and charts to organise and interpret information. -Use a variety of sources to gain information about celebrations from both a historical and a cultural perspective				-compare the design of structures in various locations in relation to the natural environment - identify geographical and environmental factors that influence the design of structures in various locations - Express his or her understanding of what a home is. - Research and compare homes in different cultures - Identify factors that influence where people live and what their homes are like - Present the type of home that reflects who he or she is.	-Describe the natural features of local and other environments -Analyse ways in which humans use the natural environment (for example, recreation, settlements) -Identify or generate a question or problem to be explored in relation to human impact on the local, natural environment. -Identify the methods of waste management in his or her immediate environment -explain the different roles of people in the recycling process -reflect on and self-assess his or her personal use of natural resources. -explain people's responsibilities regarding the use of resources from the environment.
<b>Social Justice Focus</b>	<b>Identity:</b> Recognize the importance of making balanced choices for personal well-being. <b>Diversity:</b> Understand and reflect on oneself as a learner. <b>Justice:</b> Discover how we can help and be kind in our communities. <b>Action:</b> Celebrate and respect our own and others' beliefs and traditions.	<b>Identity:</b> Explore different ways children around the world like to play <b>Diversity:</b> Learn about the many skills we can develop by playing. <b>Justice:</b> Understand how we can use materials and our surroundings to create fun and imaginative play experiences. <b>Action:</b> Experiment with using different materials and environments to create new and exciting ways to play.	<b>Identity:</b> Learn about different types of materials and their properties. <b>Diversity:</b> Use questions and observations to explore and investigate materials. <b>Justice:</b> Explore how to share and use materials fairly with others. <b>Action:</b> Understand how materials can change and experiment with them to see what happens.	<b>Open-minded:</b> Accepting others into a group builds open-mindedness (interactions) <b>Knowledgeable:</b> Identifying and understanding our emotions helps us to regulate our behaviour (identity) <b>Communicator:</b>	<b>Identity:</b> Learn about different types of buildings and bridges in various places and how they are designed differently. <b>Diversity:</b> Understand how factors like weather, landscape, and materials affect how buildings and bridges are built in different places. <b>Justice:</b> Explore how building structures can impact the environment and ways to build responsibly. <b>Action:</b> Use materials and shapes to build models of structures that would work well in different environments.	<b>Identity:</b> Learn about different types of living things such as plants and animals and what makes them unique. <b>Diversity:</b> Understand how living things grow, change, and adapt in different environments. <b>Justice:</b> Explore how to take care of animals, plants, and the environment to keep them safe and healthy. <b>Action:</b> Participate in activities that help animals, plants, and the environment.
<b>PSPE</b>	<b>Caring:</b> I understand that my actions towards others influence their actions towards me. <b>Reflective:</b> I can reflect on my behaviour and use different strategies to behave in a cooperative and respectful way.	<b>Thinkers:</b> We can choose different ways to express our thoughts and feelings. <b>Communicators:</b> Movements can be used to convey feelings, attitudes, ideas or emotions (active living)	<b>Thinkers:</b> I can think of different ways to learn about the world. <b>Risk-takers:</b> I can try different strategies to solve problems (Different challenges and situations require different strategies PSPE Interactions)		<b>Open-minded:</b> We value and make an effort to understand other people's preferences, likes, and dislikes. <b>Risk-taker:</b> Knowing our strengths and challenges allows us to embrace new situations with confidence.	<b>Principled:</b> I am respectful of the different ways and moments in which people grow and develop. <b>Inquirer:</b> I can explore and try new things, always following safety rules. <b>Balanced:</b> I can have fun experiences and learn with my friends (interactions)
<b>Grade 1</b>	<b>Myself &amp; My Community</b>	<b>I'm an Artist</b>	<b>What's the Matter?</b>	<b>Symbolism</b>	<b>Happily Ever After</b>	<b>Life, Growth, Change</b>
<b>Central Idea</b>	<b>Embracing differences and celebrating individuality in who we are.</b>	<b>Visual arts are a powerful tool to express ideas</b>	<b>All states of matter follow the laws of the natural world and can be used in different ways.</b>	<b>Symbols in our world help us express ourselves and understand others</b>	<b>Traditional stories have a purpose and help us learn about ourselves and others.</b>	<b>All living things go through a process of change.</b>
<b>Learning outcomes</b>	-Describe and compare the various communities to which he or she belongs - Suggest reasons for various celebrations -Identify and compare traditions and celebrations observed by others in the class -Explore how families influence the individual -locate on a globe or map his or her place in the world and its relationship to various other places -explore sources that help people learn about places and their inhabitants. -Use a variety of sources to gain information about celebrations from both a historical and a cultural perspective -There are many factors that contribute to a person's individual identity -Each person is an individual -suggest ways in which an individual can overcome adversity. -Describe and compare the various communities to which he or she belongs -Explain how communities have natural and constructed features -Recognize the components of a local community -Identify the contributions of different members of a community -Create and share his or her own story about being a community member. -Identify and describe the functions of various public places in the community -demonstrate how various public places serve the needs of people in a community.			-explore a variety of signs and symbols and interpret their messages - identify the cultural and historical context in which signs and symbols develop		
<b>Social Justice Focus</b>	<b>Identity:</b> Appreciate personal qualities being respectful to other that are different. <b>Identity:</b> Understand how individual identities contribute to community functions. <b>Diversity:</b> Similarities and differences amongst beliefs <b>Justice:</b> Equal access to services and resources? (Hospital, supermarkets, home, amenities) <b>Action:</b> Ways of creating inclusive and caring communities.	<b>Identity:</b> Appreciate cultural art forms like cave paintings, mandalas, and dot paintings. <b>Diversity:</b> Explore art from around the world as a form of expression. <b>Justice:</b> Understand how art can highlight social justice issues. <b>Action:</b> Learn how art is used for propaganda and communication, including works by Banksy.	<b>Identity:</b> <b>Diversity:</b> Understand the value of diverse representation among scientists. <b>Justice:</b> Discuss issues of fair access to scientific materials and medicine. <b>Action:</b> Understand that it takes time to devise an experiment and test a hypothesis.	<b>Identity:</b> Identifying ways of communication in different contexts and cultures. <b>Diversity:</b> Understand that different people communicate in different ways, depending on their preferences, abilities, and context. <b>Justice:</b> Equal Access: Sign language, Braille and other languages that increase access <b>Action:</b> Identifying ways in which signs and symbols can be used to increase access and include more people.	<b>Identity:</b> Understand how stories reflect the identities and cultures of people around the world. <b>Diversity:</b> Compare and contrast stories from different cultures to appreciate global diversity. <b>Justice:</b> Explore the role of stories in addressing social justice issues and promoting fairness. <b>Action:</b> Apply lessons learned from stories to real-life situations and personal growth.	<b>Identity:</b> Recognize and describe the unique growth patterns of various living things. <b>Diversity:</b> Understand the diverse ways living things change over their lifetimes. <b>Justice:</b> Explore how different environmental and social factors can impact life cycles. <b>Action:</b> Investigate ways to support healthy growth and development in living things.

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PSPE	<b>Principled:</b> Our behaviour affects others (interactions). <b>Balanced:</b> Every right is linked to responsibilities towards ourselves and others. <b>Reflective:</b> Participation in a group can require group members to take on different roles and responsibilities.	<b>Communicator:</b> Movements can be used to convey feelings, attitudes, ideas or emotions. <b>Risk-taker:</b> We can explore our body's capacity for movement and gain skills as we practise.	<b>Thinker:</b> When we understand how and why changes occurs, we can come up with solutions to problems. <b>Caring:</b> Communities and their citizens have a collective responsibility to care for local and global environments. <b>Inquirer:</b> I can learn about the world by asking questions and looking for different sources.	<b>Communicator:</b> Ideas and feelings can be communicated with others in a variety of modes. <b>Principled:</b> <b>Risk takers:</b> Trying new skills and persisting when facing challenges make us stronger and more secure.	<b>Open-minded:</b> Understanding and respecting other peoples' perspectives helps us to develop empathy. <b>Caring:</b> Caring and respecting local environments fosters appreciation. <b>Inquirer:</b> We understand other people's cultures when we ask questions and are open to value differences.	<b>Thinker:</b> Understanding the interconnection between living things will allow us to take better care of the planet. <b>Knowledgeable:</b> Acquiring information from different sources allows us to understand better how things work. <b>Reflective:</b> Group experiences depend on the cooperation of group members.
Grade 2	<b>Healthy Habits - 3</b>	<b>Let's Move - 5</b>	<b>Mother Earth - 4</b>	<b>All Systems Go - 1</b>	<b>Cultures and Communities - 2</b>	<b>Survival of the Fittest - 6</b>
	Our lifestyle choices impact our physical, mental and emotional wellbeing.	People move to express themselves in different ways.	The Earth is changing in ways that affect the living things that inhabit it.	Communities function well when they create systems to meet their needs.	People become global citizens through their understanding of 'world' cultures	Living things need to adapt in order to survive.
Learning outcomes	-Food choices can affect our health (PSPE - Interactions) -Our relationships with others contribute to our well-being (PSPE - Interactions) -As people grow and change they learn, and develop new skills, understandings and abilities (PSPE - Identity) -Our daily practices can have an impact on our well-being (PSPE - Active living) -We can observe changes in our bodies when we exercise (PSPE Active living) -Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle. (PSPE Active living) -Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle (PSPE) -There is a connection between exercise, nutrition and physical well-being (PSPE)	-Movements can be used to convey feelings, attitudes, ideas or emotions. (PSPE) -A dynamic cycle of plan, perform and reflect can influence a creative movement composition. (PSPE) -We can apply a range of fundamental movement skills to a variety of activities. (PSPE)	-Identify the evidence that the Earth has changed (for example, land formations in local environment).	-Describe and compare the various communities to which he or she belongs -Explore how systems influence lifestyle and community -Compare transportation systems within the local community to those in other communities -Explain how and why changes in transport have occurred over time -Examine the impact of technological advances in transport on the environment. -Identify ways to organise himself or herself on a daily basis -plan and create a system of organisation (for example, for his or her desk, classroom, or school) -Identify responsibilities people have in different roles -explain the purpose of rules and responsibilities -work in a group to establish a shared vision and purpose for the class. -analyse how individuals' and communities' needs and/or wants are met -Construct visual representations (for example, graphs, charts, diagrams, timelines, pictorial maps) to clarify relationships in systems and organizations.	-Describe and compare the various communities to which he or she belongs -Suggest reasons for various celebrations -Identify and compare traditions and celebrations observed by others in the class -Suggest reasons for various celebrations -Describe how artifacts, heirlooms, and rituals are evidence of cultural identity -recognize how rituals and traditions contribute to cultural identity -explore how cultures may have certain expectations of how to act and dress and the ways this may differ according to private and public context - describe advantages and challenges of cultural and individual diversity -locate on a globe or map his or her place in the world, and its relationship to various other places -Describe how artefacts and rituals are evidence of cultural identity -Use a variety of sources to gain information about celebrations from both a historical and a cultural perspective	
Social Justice Focus	<b>Identity:</b> Understand the choices that contribute to personal health and well-being. <b>Diversity:</b> Explore balanced plates from around the world. <b>Justice:</b> Investigate who has access to healthy food, cultural perspectives <b>Action:</b> Examine the food choices at school through the lens of allergies, culture, etc.	<b>Identity:</b> Understand various forms of self-expression and how they reflect individual identity and creativity. <b>Diversity:</b> Explore diverse cultural expressions from around the world, such as dance and sign language, including unique heritage practices like the Haka. <b>Justice:</b> Recognize the importance of sign language as a means of expression and communication for justice and inclusion. <b>Action:</b> Investigate how movement-based activities like capoeira are used by individuals and groups for activism and self-expression	<b>Identity:</b> Identify home country and country of origin on the map and understand its geographical characteristics. <b>Diversity:</b> Identify different conditions of different countries and continents around the world. <b>Justice:</b> Unequal impact of natural disaster on communities around the world. Response of communities to natural disasters. <b>Action:</b> Explore the work of NGOs and support services that help communities with the negative impacts of the Earth's changes.	<b>Identity:</b> Understand how systems within our school and community, such as the library or hospitals function and contribute to community life. <b>Diversity:</b> Explore the reasons behind the creation of different systems in our community, such as governance or healthcare, to meet diverse needs. <b>Justice:</b> Examine the fairness and accessibility to different areas within our community, ensuring they serve everyone equitably. <b>Action:</b> Examine the fairness and accessibility of systems within our community, ensuring they serve everyone equitably.	<b>Identity:</b> Understand and appreciate how similarities and differences between cultures contribute to individuals' identities and sense of belonging. <b>Diversity:</b> Explore and celebrate various traditions and celebrations in different cultures. <b>Justice:</b> Advocate for fairness and equality by understanding how cultural and personal experiences influence global citizenship and societal interactions. <b>Action:</b> Take active roles in promoting cultural understanding and inclusivity.	<b>Identity:</b> Understand the concept of adaptation and how it helps living things survive in their environments. <b>Diversity:</b> Explore the different circumstances that lead to adaptation in animals, such as changes in climate or competition for resources. <b>Justice:</b> Explore how adaptations in animals contribute to the resilience and sustainability of their ecosystems, ensuring balance and fairness in natural environments. <b>Action:</b> Investigate and support organizations that work to protect endangered species.
PSPE	<b>Balanced:</b> Play, fun and social connection contribute to our well-being (physical, mental and emotional health - Interactions) <b>Reflective:</b> As people grow and change they learn, and develop new skills, understandings, and abilities (mental and physical health) <b>Caring:</b> Developing an understanding of our health allows us to make choices of self-care and self-kindness.	<b>Communicator:</b> Movements can be used to convey feelings, attitudes, ideas or emotions. (Yo Yes, how our body express feelings and mood) <b>Risk-taker:</b> We can explore our body's capacity for movement and gain skills as we practise.	<b>Thinker:</b> When we understand how and why changes occurs, we can come up with solutions to problems. <b>Caring:</b> Communities and their citizens have a collective responsibility to care for local and global environments. <b>Inquirer:</b> I can learn about the world by asking questions and looking for different sources.	<b>Principled:</b> Our behaviour affects others (interactions). <b>Balanced:</b> Every right and is linked to responsibilities towards ourselves and others. <b>Reflective:</b> Participation in a group can require group members to take on different roles and responsibilities.	<b>Open-minded:</b> Understanding and respecting other peoples' perspectives helps us to develop empathy. <b>Caring:</b> Caring and respecting local environments fosters appreciation. <b>Inquirer:</b> We understand other people's cultures when we ask questions and are open to value differences.	<b>Thinker:</b> Understanding the interconnection between living things will allow us to take better care of the planet. <b>Knowledgeable:</b> Acquiring information from different sources allows us to understand better how things work. <b>Reflective:</b> Group experiences depend on the cooperation of group members.
Grade 3	<b>Migration</b>	<b>Rights of a Child</b>	<b>Human Body - 5</b>	<b>Buy, Sell, Trade - 6</b>	<b>Ancient Civilisations - 4</b>	<b>Earth's Gifts - 1</b>
Central Idea	Human migration is a response to challenges, risks and opportunities.	Societies determine rights and responsibilities to help meet children's needs.	Bodies have parts and systems that work together to keep us alive	Communities create economic systems that rely on production, exchange, and consumption of goods and services.	The systems and ideas of ancient civilizations affect our lives today.	People have a responsibility to share and sustain resources.
Learning outcomes	- Reflect on a journey he or she has taken and what was learned from it. - Identify reasons why people migrate. - Analyse ways that people adapt when they move from one place to another. - Identify the long-term and short-term effects of migration. - Assess settlement patterns and population distributions in selected regions, areas or countries. - Compare and contrast two or more different human migrations.	- explore issues relating to children's rights, roles and responsibilities in relation to his or her own and other cultures - analyse a variety of sources that describes the risks and challenges that children face - describe how organizations and individuals meet the needs and wants of children -Each person is an individual -There are many factors that contribute to a person's individual identity (PSPE identity) - interpret cultural beliefs and values using the evidence provided by rituals, traditions and artifacts - identify and describe ways that family, groups and community influence personal choices.	-Regular exercise, hydration, nutrition and rest are all important in a healthy lifestyle. (PSPE)	- create graphs and charts to organise and interpret information. - identify the services and the users of these services in the local community - compare availability of services in two or more different communities - analyse the reasons for different services in place in a community - make connections between different services in the community - Gather data (for example, a survey) in order to identify current and future needs to support the community - apply his or her knowledge to plan services for the local community. - analyse how individuals' and communities' needs and/or wants are met - evaluate the equity of different economic systems and marketplaces - explain how supply and demand are affected by population and the availability of resources.	-Represent people, events, and places chronologically -Compare and contrast current family experiences with those of a previous generation. - Interpret cultural beliefs and values using the evidence provided by rituals, traditions and artifacts - reflect on the influence of the arts and technology throughout history in the representation of culture - analyse information about past technological advances and societal systems - assess which aspects of past civilizations have had the most impact on the present day, using evidence from a variety of sources - identify and describe examples in which technology has changed the lives of people - describe the connection between human needs and wants and technological development -Explain how and why changes in transport have occurred over time	-Examine the impact of technological advances in transport on the environment -Predict societal and technological changes in the future. - examine the impact of particular technologies on sustainability - explain how people's perceptions and representations of place have changed over time - Identify or generate a question or problem to be explored in relation to human impact on the local, natural environment. - Discuss what is meant by a "limited resource" -create a list of practices that could be used to maintain natural resources at home and in school -critique the methods of waste management in his or her immediate environment -explain the different roles of people in the recycling process -reflect on and self-assess his or her personal use of natural resources. - explain people's responsibilities regarding the use of resources from the environment. - explain how human activities can have positive or adverse effects on local and other environments (for example, agriculture, industry). -Explain why freshwater is a limited resource
Social Justice Focus	<b>Identity:</b> Exploring how family migration stories help shape who we are, including our culture, language, and traditions. <b>Diversity:</b> Understanding how people moving from different places make our community more interesting and diverse. <b>Justice:</b> Identifying times when people who move to new places are treated unfairly. Learning what it means to have advantages that others might not, and how that can affect people who migrate. <b>Action:</b> Our responsibility as global citizens. Organisations that help and support people who move to new places.	<b>Identity:</b> Exploring different aspects of identity including race, ability, gender, nationality, religion. Identifying and discussing stereotypes. <b>Diversity:</b> Identifying ways in which Children's rights support diversity. <b>Action:</b> Ways in which children can advocate for their rights. <b>Justice:</b> Identifying situation in which children's rights are not upheld. Exploring the concept of privilege	<b>Identity:</b> Understanding the relationship between body, self concept, and identity. <b>Diversity:</b> Understanding and embracing physical differences amongst people. Exploring diversity of physical needs and abilities. <b>Justice:</b> Understanding the concept of Healthcare and access. <b>Action:</b> Explore how countries work to provide equal access to Health care.	<b>Justice:</b> - Explore the different needs and opportunities that communities and individuals may have and how this is connected to where they live.	<b>Identity:</b> Similarities and differences between ancient civilizations around the world. <b>Diversity:</b> - Exploring the role of woman in ancient civilizations. Identifying examples of woman leadership in ancient civilizations. <b>Justice:</b> - Exploring the concept of rights and justice in ancient civilizations.	

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PSPE	Open-Minded Caring Inquirer	<b>Knowledgeable:</b> Knowing about Stereotyping and prejudging can help us to question our perceptions. <b>Caring:</b> Effective collaboration values the strengths of its individual members.	<b>Inquirer:</b> People go through different life stages, developing at different rates from one another. <b>Open-minded:</b> Understanding that people's bodies can work in different ways leads us to a better understanding of human diversity. <b>Caring:</b> Developing empathy and understanding allows us to help people facing difficult situations (Health challenges, for example).	<b>Thinker:</b> Analysing needs and wants will help us to make better decisions about what we buy and what we sell. <b>Principled:</b> We have a responsibility to make informed choices when buying and consuming goods and services.	<b>Knowledgeable:</b> Learning about different civilizations helps us understand how communities organise themselves. <b>Reflective:</b> Comparing ancient civilisations to the present can help us understand and value elements of our current situation.	<b>Knowledgeable:</b> Acquiring information from different sources allows us to understand how things work. <b>Balanced:</b> Making informed and mindful decisions allows us to share the planet in a fun and responsible way. <b>Inquirer:</b> Knowledge, understanding, and creativity, allow us to propose solutions to problems and world needs (energy consumption and saving energy).
Grade 4	Sense of Self - 1/5	Convince Me - 2	Let's Investigate - 6	Law and Order - 4	Exploration - 3	Ecosystems - 1
Central Idea	A person's sense of self develops from beliefs and values.  -Represent people, events, and places chronologically -Identify the source of beliefs -Recognize how rituals and traditions contribute to cultural identity -Suggest ways in which an individual can overcome adversity -Distinguish between personal beliefs and belief systems -Describe how artefacts and rituals are evidence of cultural identity -Emotions, attitudes and beliefs influence the way we act (PSPE) -Setting personal goals and developing plans to achieve these goals can enhance performance.(PSPE)	People can create or manipulate messages to target specific audiences.  -reflect upon how beliefs affect the individual and society. -describe the impact of communications technology on everyday communication -demonstrate how non-verbal communication allows people to transcend language barriers. -develop criteria for ethical practices regarding products and services	Through scientific investigation we can discover scientific principles and their applications.	Government systems influence the lives of citizens.  -Construct visual representations (for example, graphs, charts, diagrams, timelines, pictorial maps) to clarify relationships of different roles in communities -recognize the elements of major political systems (for example, monarchy, democracy, dictatorship) -examine how the rights of a person in a particular society directly affect their responsibilities -Identify and describe means by which citizens can monitor and influence the actions of their governments and vice versa -explore a range of political systems (for example, local, regional, national or international) and the impact they have on individuals, groups and society.	Exploration leads to discoveries, opportunities, change and new understandings.  -Represent people, events, and places chronologically -Identify reasons why people migrate -Identify the long-term and short-term effects of migration -assess settlement patterns and population distribution in selected regions, areas or countries -compare and contrast two or more different human migrations. -analyse ways that people adapt when they move from one place to another -analyse information about past technological advances and societal systems -Identify the reasons why people feel compelled to explore the unknown -investigate the impact of exploration on people in the past present and future -analyse how available technology influences people's abilities to navigate -demonstrate an understanding of methods of navigation (for example, stars, compasses, and satellites). -Identify and describe examples in which technology has changed the lives of people (navigation) -use a variety of resources and tools to gather and process information about various regions and different ways of representing the world -use a variety of primary and secondary sources to investigate the ways that humans respond to the Earth's changes (for example, relocation of population; strengthening defences; redesigning buildings) -Explain how people's perceptions and representations of place have changed over time	Biodiversity relies on the interdependent balance of organisms within systems.  -explore scientific and technological developments that help people understand and respond to the changing Earth. -Describe the natural features of local and other environments Analyse ways in which humans use the natural environment (for example, recreation, settlements)
Social Justice Focus	<b>Identity</b> - Identifying elements of identity that come from your family or community from personal elements of identity. <b>Justice</b> – Understanding what is stereotyping and how it can affect the way that people are perceived and prejudged. -Identifying ways in which people can fight against stereotype and prejudice.	<b>Diversity:</b> Propose ways in which you can describe others using respectful and inclusive language that promotes diversity. <b>Justice</b> - Identify how prejudice and stereotypes are present in media and every day interactions and analyse who these affect.		<b>Diversity:</b> Explore how different political systems value, recognise, or negate individual identities. <b>Justice:</b> Identify how different political systems distribute power and voice amongst its citizens.	<b>Identity:</b> Understanding how exploration changed the reality of explorers and of the people inhabiting the lands that were being explored and how this could have impacted their identity over time. <b>Diversity:</b> Explore the perspective and perceptions that explorers had of people and communities that were different to their own.	<b>Diversity:</b> Exploring the connection between animal, plants, and human diversity and the ways in which bio-diversity benefits species.
PSPE	<b>Balanced:</b> We have different kinds of relationships that require nurturing, setting boundaries, and responsibilities. <b>Open-minded:</b> Our identity can be formed by different cultures and perspectives. <b>Reflective:</b> The way we treat others can affect them and change the way that they see themselves.	<b>Communicator:</b> Understanding the different ways in which media communicates messages helps us to be critical. <b>Open-minded:</b> Individuals can extend and challenge their current understanding by engaging with the ideas and perspectives of others <b>Thinker:</b>	<b>Inquirer:</b> Asking questions and looking for different ways to find answers is crucial in the process of understanding the world. <b>Thinker:</b> Using my skills appropriately allows me to achieve goals and complete tasks correctly.	<b>Balanced:</b> An effective group can accomplish more than a set of individuals. <b>Principled:</b> Communities and societies have their own norms, rules and regulations, and members have a responsibility to follow and respect them. <b>Reflective:</b> Persisting with tasks independently supports our efforts to be more autonomous.	<b>Inquirer:</b> Wondering and questioning what we know can lead to discoveries and develop new perspectives. <b>Risk-taker:</b> Coping with situations of change, challenge and adversity help people develop resilience.	<b>Caring:</b> People are interdependent with, and have a custodial responsibility towards, the environment in which they live. <b>Knowledgeable:</b> Gaining knowledge about causes and consequences allows us to propose solutions to problems. <b>Reflective:</b> We all have a collective responsibility to care for local and global environments.
Grade 5	Changes and Choices - 3	All the World's a Stage - 2	POWER - 4	PYP Exhibition - 5	World Changers - 1	Peace and Conflict - 3
Central Idea	Our lifestyle choices impact our physical, mental, social and emotional well-being.	Different forms of expression communicate ideas, emotions and feelings	Electricity & space exploration	Student generated	The contributions of individuals have changed our world	Reaching resolutions to conflict depends on actions and reactions
Learning outcomes	-Reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability). - Identifying and understanding understanding of their own emotions will promote positive relations, mental and emotional health. -Embracing and developing optimism helps us to have confidence in ourselves and our future. - reflecting on how to cope with change in order to approach and manage situations of adversity will lead to strong sense of self and emotional well-being. Understanding our limits and using moderation are strategies for maintaining a safe and healthy lifestyle. (PSPE)	-describe advantages and challenges of cultural and individual diversity -reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability).	-predict societal and technological changes in the future -describe the connection between human needs and wants and technological development -explain the relevance of various inventions in relation to the time period in which they were developed -reflect on the role of technology in his or her own life	-practise techniques of mediation and negotiation within the class and/or school community -Construct visual representations (for example, graphs, charts, diagrams, timelines, pictorial maps) to clarify relationships in systems and organizations -suggest ways in which an individual can overcome adversity. (PSPE) -reflect on his or her own misconceptions about people (for example, relating to age, race, gender, disability).	-reflect on the influence of the arts and technology throughout history in the representation of culture. -explain the relevance of various inventions in relation to the time period in which they were developed	-practise techniques of mediation and negotiation within the class and/or school community -document examples of conflict (local and global) and identify the causes and consequences -evaluate effectiveness of real-life conflict management (for example, research and analyse a global conflict situation) -reflect on his or her own strategies in dealing with situations of personal conflict. -suggest ways in which an individual can overcome adversity (PSPE)
Social Justice Focus					<b>Action:</b> Understand how the actions of people through history brought more justice and fairness to the world	<b>Diversity</b> - Understand how the use of non-judgemental language allows us to know people and learn who they are. <b>Diversity:</b> Understand people's actions and motivations can be influenced by how they have been treated in the past. <b>Action</b> - Identify ways in which people can interfere when someone else is being treated unfairly.
PSPE	<b>Communicator:</b> Creating and communicating a plan of action is a necessary strategy for a group to achieve its goal.  <b>Balanced:</b> There is a connection between exercise, nutrition, and physical well-being. (Ph4)  -Identifying and participating in activities we enjoy can motivate us to maintain a healthy lifestyle. (Ph4)  <b>Reflective:</b> Recognizing personal qualities, strengths and limitations will allow us to continue growing with confidence	<b>Communicators:</b> Design and style adds aesthetic value to expression and performance. <b>Risk-Takers:</b> There are positive and negative outcomes from taking personal and group risks.	<b>Inquirer:</b> Asking questions and questioning what we think we already know can lead us to a wider understanding. <b>Knowledgeable:</b> Acquiring information from different sources allows us to understand how the universe work. <b>Reflective:</b> Understanding mistakes and challenges as opportunities for learning can help us develop resilience in all areas of our life.	<b>Reflective:</b> A plan of action is a necessary strategy for a group to achieve its goal. An effective group can accomplish more than a set of individuals.	<b>Principled:</b> The values, beliefs and norms of a society can influence individuals and encourage them to make positive changes. <b>Thinker:</b> There are many ways in which we can improve people's lives by being of service or help to others. <b>Reflective:</b> A strong sense of confidence and self-efficacy can help people achieve goals.	<b>Caring:</b> Healthy relationships are supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion. <b>Open Minded:</b> Being aware of our own as well as other people's feelings help us to manage relationships and support each other. <b>Reflective:</b> People have a responsibility to repair and restore relationships and environment