



	Reception	Mid-Year Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Dates:	Term 1 Weeks 1 - 11	Term 3 Weeks 3 - 10	Term 1 Weeks 1 - 11	Term 1 Week 1-4 and continue all year	Term 1 Weeks 3 - 11	Term 1 Weeks 3-11	Term 1 Weeks 1 - 7	Term 1 Weeks 1 - 11	
WHO WE ARE	Central Idea: Sense of self creates respectful relationships.	Central Idea: Experiences influence a sense of self.	Central Idea: Feelings and emotions influence our relationships.	Central Idea: Developing a sense of self influences respectful relationships.	Central Idea: Relationships build a sense of belonging.	Central Idea: Valuing diversity promotes inclusion.	Central Idea: Positive relationships strengthen self-identity and wellbeing.	Central Idea: Safe and inclusive communities rely on reflective and responsive action.	
<p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> • physical, emotional, social and spiritual health and well-being • relationships and belonging • learning and growing 	Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:	
	<ul style="list-style-type: none"> • how play helps us understand our identity (form) • how our personal and social skills affect interactions with others (connection) • keeping safe (responsibility) • keeping healthy (responsibility) • How understanding my body, feelings, and actions helps me play safely and respectfully with others PE • Ways we show respect in Japanese through our words and actions • How do we use our personal stories (recounts/oral language and visual) to connect with others and share who we are EALD 	<ul style="list-style-type: none"> • the people and experiences who shape me (form / causation) • how play helps us connect with others (connection) • how emotions affect our actions (causation) • keeping safe (responsibility) • How do we use our personal stories (recounts/oral language and visual) to connect with others and share who we are EALD 	<ul style="list-style-type: none"> • feelings and emotions (form) • different emotional responses (function) • strategies for developing respectful relationships (responsibility) • how managing our emotions helps us play fairly and cooperate in physical activities PE • ways to express feelings kindly and respectfully in Japanese • how do we use our personal stories (recounts/oral language and written) to connect with others and share who we are EALD 	<ul style="list-style-type: none"> • How personal qualities shape our identity (connection) • Keeping safe (responsibility) • The choices we make (causation) • How understanding our own feelings, actions, and strengths helps us interact respectfully and cooperatively during physical activities PE • Communicating our likes, feelings and strengths in Japanese • The ways we use past experiences to build our personal history (Recount/narrative and description writing, speaking, listening, and viewing) to connect with others EALD 	<ul style="list-style-type: none"> • strategies to manage emotions (function) • developing respectful relationships (connection) • decisions that support personal and community health (responsibility) • How recognising and valuing individual differences helps us work safely, fairly, and cooperatively in physical activities PE • How learning about others' backgrounds and preferences supports respectful communication Japanese • How our personal social and cultural identities support understanding and diversity EALD (Connection) 	<ul style="list-style-type: none"> • protective behaviours in online and offline situations (form) • recognising stereotypes and unfair treatment (form) • our responsibility to promote inclusivity (responsibility) • How the choices we make in teamwork, communication, & gameplay support inclusion and value diverse abilities PE • How our choices and actions show respect for diversity and promote inclusion in Japanese • How personal and historical stories help us understand our own identity and identities of others (first language brain storming writing/oral language, personal stories expressed through emotive language/past present tense) EALD 	<ul style="list-style-type: none"> • Creating positive self-identities (connection) • Building positive relationships (connection) • Keeping safe online and offline (responsibility) • How understanding our personal identity, strengths, and values helps us build positive, respectful, and effective relationships in physical activity settings PE • Expressing our identity and values in Japanese to support positive relationships • How we use different text types and perspectives to represent our unique identities and histories EALD 	<ul style="list-style-type: none"> • promoting a healthy lifestyle (form) • strategies to manage emotions during challenges (responsibility) • bias and stereotypes (form) • the developmental changes of the human body (change) • How being reflective and responding responsibly during physical activities contributes to creating safe, inclusive, and supportive team environments PE (responsibility) • How caring choices in our language and actions help create a safe and inclusive Japanese classroom • How authors manipulate language and structure in recounts to represent diverse identities and perspectives EALD 	
	Specified Concepts (additional concepts):	Specified Concepts (additional concepts):	Specified Concepts (additional concepts):	Specified Concepts (additional concepts):	Specified Concepts (additional concepts):	Specified Concepts (additional concepts):	Specified Concepts (additional concepts):	Specified Concepts (additional concepts):	Specified Concepts (additional concepts):
	form (similarities, differences) connection (relationships, networks) responsibility (values, rights)	form (similarities, differences) connection (relationships, networks) causation (patterns, impact) responsibility (values, rights)	form (similarities, differences) function (role, system) responsibility (role, system)	connection (relationships, interdependence) responsibility (rights, values) causation (consequences, impact)	function (behaviour, communication) connection (interdependence, relationships) responsibility (rights, values)	form (properties, differences) responsibility (rights, values)	connection (relationships, networks) responsibility (values, rights)	form (similarities, differences, structure) change (growth, adaptation, cycles, transformation) responsibility (values, rights, justice, initiative)	
	Learner Profile Attributes:	Learner Profile Attributes:	Learner Profile Attributes:	Learner Profile Attributes:	Learner Profile Attributes:	Learner Profile Attributes:	Learner Profile Attributes:	Learner Profile Attributes:	Learner Profile Attributes:
	caring principled courageous (risk-takers)	caring principled courageous (risk-takers)	balanced caring principled	caring principled balanced	open-minded caring balanced	principled caring balanced	caring principled balanced	balanced caring risk-taker	
	SA Curriculum Dispositions:	SA Curriculum Dispositions:	SA Curriculum Dispositions:	SA Curriculum Dispositions:	SA Curriculum Dispositions:	SA Curriculum Dispositions:	SA Curriculum Dispositions:	SA Curriculum Dispositions:	SA Curriculum Dispositions:
	caring respectful responsible	respectful responsible	respectful responsible empathetic	respectful responsible empathetic	resilient respectful responsible	respectful responsible	respectful responsible	resilient respectful resourceful responsible	
	ATLs:	ATLs:	ATLs:	ATLs:	ATLs:	ATLs:	ATLs:	ATLs:	ATLs:
	social skills self-management skills	social skills self-management skills	social skills self-management skills communication skills	social skills self-management skills communication skills	social skills self-management skills research skills	social skills self-management skills	social skills communication skills self-management skills	social skills self-management skills communication skills	
SA Curriculum General Capabilities:	SA Curriculum General Capabilities:	SA Curriculum General Capabilities:	SA Curriculum General Capabilities:	SA Curriculum General Capabilities:	SA Curriculum General Capabilities:	SA Curriculum General Capabilities:	SA Curriculum General Capabilities:	SA Curriculum General Capabilities:	
Personal Responsibility Social Responsibility	Personal Responsibility, Social Responsibility	Personal Responsibility, Social Responsibility	Personal Responsibility, Social Responsibility	Personal Responsibility Social Responsibility	personal responsibility social responsibility	social responsibility personal responsibility	Personal Responsibility Social Responsibility Intercultural Understanding		
ACARA Links:	ACARA Links:	ACARA Links:	ACARA Links:	ACARA Links:	ACARA Links:	ACARA Links:	SA Curriculum Links:		
English HASS (history) Health The Arts (visual, media) Physical Education Japanese	English Health The Arts (visual, media) Physical Education Japanese	Health English Physical Education Japanese	Health English Physical Education Japanese	Health HASS (history) Physical Education Japanese	Health The Arts (media) English Physical Education Japanese	Health English Physical Education Japanese	Health English Media Arts CPC Japanese Physical Education		

	Reception	Mid-Year Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dates:	Term 2 Weeks 1 - 10	N/A	Term 2 Weeks 1 - 10	Term 1 Weeks 5 - 11	Term 2 Week 1-6	Term 2 Week 1-10	Term 1 and 2 Weeks 8-11 + 1-3	Term 1 and 2 Week 11 + 1-6
WHERE WE ARE IN PLACE AND TIME An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> • periods, events and artefacts • communities, heritage, culture and environment • natural and human drivers of movement, adaptation, and transformation 	Central Idea: Peoples' histories influence cultural and personal identity.		Central Idea: The past influences communities.	Central Idea: History shapes communities.	Central Idea: Human movement transforms people and places over time.	Central Idea: Colonisation creates diverse historical perspectives.	Central Idea: Migration and colonisation transform societies.	Central Idea: Relationships between countries are influenced by geographical & political factors.
	Lines of Inquiry: <ul style="list-style-type: none"> • identifying significant people and events in our lives (form) • how people celebrate/commemorate events (function) Japanese • why some places are special to people (form) • how experiences are shared to develop an understanding of the past (change) 		Lines of Inquiry: <ul style="list-style-type: none"> • How families connect to the past (Connection) • How life has changed over time (Change) • What life was like in the past (Perspective) • Using the Japanese language to express our connections to significant people. 	Lines of Inquiry: <ul style="list-style-type: none"> • The importance of significant people (perspective) • The importance of significant places (perspective) • The connection between significant people and places, and why they should be preserved (connection) • Using Japanese language to talk about our significant people and discovering significant Japanese places 	Lines of Inquiry: <ul style="list-style-type: none"> • changes in the local community (change) • the contributions of diverse groups to the local community (causation) • how change can be viewed from different perspectives (perspective) 	Lines of Inquiry: <ul style="list-style-type: none"> • The factors which influenced colonisation in Australia (causation) • The impact of colonisation on people and the environment (causation/change) • The diverse perspectives and experiences throughout the establishment of the first British colony in Australia (perspective) 	Lines of Inquiry: <ul style="list-style-type: none"> • the economic, political and social reasons for colonisation (causation) • the impact of colonisation on First Nations People and the environment (perspective) • the role of different groups in establishing Australian colonies (perspective) 	Lines of Inquiry: <ul style="list-style-type: none"> • the geological features of Australia's neighbouring countries (form) Japanese • the similarities and differences between Australia and its neighbours (form) • how the mutual agreements between governments develop relationships and interdependence (connection)
	Specified Concepts (additional concepts): form (similarities, differences) function (roles, patterns) change (growth, history)		Specified Concepts (additional concepts): connection (relationships, networks) change (adaptations, history) perspective (beliefs, opinions)	Specified Concepts (additional concepts): connection (relationships, networks) change (transformation, growth, innovation) perspective (beliefs, opinions)	Specified Concepts (additional concepts): change (transformation, growth) causation (consequences, impact, sequences) perspective (prejudice, truth, opinion)	Specified Concepts (additional concepts): causation (impact, consequences) change (transformation, settlement) perspective (subjectivity, beliefs)	Specified Concepts (additional concepts): perspective (opinion, subjectivity) causation (consequence, impact)	Specified Concepts (additional concepts): form (structure, similarities, differences, properties) connection (interdependence, relationships, networks)
	Learner Profile Attributes: knowledgeable inquirer		Learner Profile Attributes: open-minded inquirers reflective	Learner Profile Attributes: inquirer reflective communicators	Learner Profile Attributes: inquirers knowledgeable reflective	Learner Profile Attributes: open-minded reflective inquirers	Learner Profile Attributes: open-minded reflective	Learner Profile Attributes: knowledgeable communicators
	SA Curriculum Dispositions: curious resourceful empathetic		SA Curriculum Dispositions: curious empathetic resourceful	SA Curriculum Dispositions: curious empathetic resourceful	SA Curriculum Dispositions: empathetic curious	SA Curriculum Dispositions: empathetic curious	SA Curriculum Dispositions: Empathetic Reflective Curious	SA Curriculum Dispositions: Curious
	ATLs: research skills communication skills		ATLs: research skills social skills	ATLs: research skills communication skills	ATLs: thinking skills research skills	ATLs: thinking skills research skills	ATLs: thinking skills social skills	ATLs: research skills thinking skills
	SA Curriculum General Capabilities: Intercultural understanding Critical and Creative Thinking		SA Curriculum General Capabilities: Critical and Creative thinking Intercultural understandings	SA Curriculum General Capabilities: Critical inquiry, Intercultural understanding Personal and social	SA Curriculum General Capabilities: Intercultural understanding Critical inquiry	SA Curriculum General Capabilities: intercultural understanding ethical understanding	SA Curriculum General Capabilities: personal and social critical inquiry	SA Curriculum General Capabilities: Critical inquiry Intercultural understanding
	ACARA Links: English HASS (history, geography, skills) Japanese		ACARA Links: HASS (history, skills) English Japanese	ACARA Links: HASS (history, skills) English Japanese	ACARA Links: HASS (history, skills) English	ACARA Links: HASS (history) English Maths	ACARA Links: HASS (history, skills) English	SA Curriculum Links: HASS (geography, skills) English Japanese

	Reception	Mid-Year Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dates:	Term 3 Weeks 1 - 10	Term 4 Weeks 1 - 9	Term 4 Weeks 1 - 10	Term 4	Terms 1-4 (Whole year)	Terms 1-4 (Whole year)	Terms 1-4 (Whole Year)	Terms 1 - 4 (Whole Year)
HOW WE EXPRESS OURSELVES An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> • inspiration, imagination, creativity • personal, social and cultural modes and practices of communication • intentions, perceptions, interpretations and responses 	Central Idea: Feelings and ideas inspire creative expression.	Central Idea: Play and imagination develops creativity.	Central Idea: Culture is expressed through art.	Central Idea: People connect to art in different ways.	Central Idea: Creative expression can be explored through sharing art	Central Idea: People use visual arts to communicate meaning and personal perspectives.	Central Idea: Perspectives enrich meaning in art	Central Idea: Artistic expression inspires connections.
	Lines of Inquiry: <ul style="list-style-type: none"> • how we experience different emotions (connection) • how artworks can communicate feelings and ideas (connection, perspective) • stating our own opinions (perspective) • Perf Arts how we use movement, voice and play to express feelings and ideas (Form) 	Lines of Inquiry: <ul style="list-style-type: none"> • share art works with audiences (form) • create artworks that communicate ideas (function) • use play and imagination to discover possibilities and develop ideas (change) • explore how and why the arts are important (perspective) • Perf Arts how imaginative play and performance help us create and share ideas (Function) 	Lines of Inquiry: <ul style="list-style-type: none"> • different forms of art (form) • different artistic techniques and styles (function) • appreciating different expressions of creativity (perspective) • Perf Arts How people use music, movement and drama to express culture and identity (Perspective). 	Lines of Inquiry: <ul style="list-style-type: none"> • The different forms of art and their elements (form) • Appreciating the way people connect with different artworks (perspectives) • Personal connection to art (connection) • Perf Arts How performers and audiences create meaning and connection through the performing arts (Perspective) 	Lines of Inquiry: <ul style="list-style-type: none"> • visual conventions including those used in First Nations art (form) • the way artists communicate ideas, perspectives and meaning (perspective) • the subjective way people interpret art (perspective) • Perf Arts How performers and audiences create meaning and connection through the performing arts (Function) 	Lines of Inquiry: <ul style="list-style-type: none"> • the conventions, processes and materials of visual arts (form) • Artworks are created and shared across times, places and cultures (perspective) • Communicating ideas, perspectives and meaning through visual arts (perspective) • Perf Arts How performers use movement, voice and expression to communicate meaning and personal perspectives (Perspective) 	Lines of Inquiry: <ul style="list-style-type: none"> • the conventions, processes and materials of art (form) • First Nations culture conveyed through art (perspective) • communicating ideas, perspectives and meaning through art (perspective) • Perf Arts How stories are told and interpreted through drama, music and movement • (Connection) 	Lines of Inquiry: <ul style="list-style-type: none"> • the elements of media arts (form) • how artists communicate ideas (function) • how First Nations cultures use art to keep knowledge alive (function) • the appreciation of the aesthetic (perspective) • Perf Arts How performing arts communicate ideas and strengthen cultural connections across time and place (Responsibility)
	Specified Concepts (additional concepts): connection (cultures, communication) perspective (opinion, thoughts)	Specified Concepts (additional concepts): connection (cultures, communication) perspective (opinion, thought)	Specified Concepts (additional concepts): form (properties, patterns) function (symbols, communication) perspective (beliefs, opinions)	Specified Concepts (additional concepts): form (properties, similarities, differences) connection (relationships, expression) perspective (opinion, subjectivity)	Specified Concepts (additional concepts): form (technique, structure) perspective (subjectivity, opinion) function	Specified Concepts (additional concepts): form (similarities, differences) perspective (subjectivity, opinion) connection (relationships, expression)	Specified Concepts (additional concepts): perspective (beliefs, subjectivity) form (structure, similarities, differences)	Specified Concepts (additional concepts): form (additional concepts - patterns, properties) function (additional concepts - communication, ideas) perspective (additional concepts - truth, opinion, beliefs, subjectivity)
	Learner Profile Attributes: reflective communicators open-minded	Learner Profile Attributes: reflective communicators open-minded	Learner Profile Attributes: communicators reflective courageous	Learner Profile Attributes: open-minded communicator risk-takers	Learner Profile Attributes: risk-takers reflective communicators	Learner Profile Attributes: risk-takers open-minded communicators	Learner Profile Attributes: courageous open-minded communicators	Learner Profile Attributes: courageous open-minded reflective
	SA Curriculum Dispositions: creative confident self-aware		SA Curriculum Dispositions: Creative Confident self-aware	SA Curriculum Dispositions: self aware creative confident curious empathetic	SA Curriculum Dispositions: creative confident empathetic	SA Curriculum Dispositions: Creative Self-aware Confident	SA Curriculum Dispositions: Creative Self-aware Reflective	SA Curriculum Dispositions: Creative Empathetic Confident Self-aware
	ATLs: communication skills thinking skills	ATLs: communication skills thinking skills	ATLs: communication skills self-management skills thinking skills	ATLs: communication skills self-management skills	ATLs: communication skills thinking skills	ATLs: communication skills social skills	ATLs: self-management skills communication skills	ATLs: Self-management skills Communication skills
	SA Curriculum General Capabilities: Skills and Practices Personal and Social	SA Curriculum General Capabilities: Skills and Practices Personal and Social	SA Curriculum General Capabilities: skills and practices intercultural understandings	SA Curriculum General Capabilities: critical and creative thinking personal and social intercultural understanding skills and practices	SA Curriculum General Capabilities: critical and creative thinking intercultural understanding skills and practices	SA Curriculum General Capabilities: Critical and creative thinking Personal and social	SA Curriculum General Capabilities: personal and social intercultural understanding critical and creative thinking	SA Curriculum General Capabilities: Critical and Creative Thinking Intercultural understanding Personal and Social Skills and Practices
	ACARA Links: English Health The Arts (visual, media) HASS (skills)	ACARA Links: English Health The Arts (visual, media) HASS (skills)	ACARA Links: HASS (skills) The Arts (visual, media)	ACARA Links: The Arts (visual, media) English	ACARA Links: The Arts (visual, media) English	ACARA Links: The Arts (visual) English	ACARA Links: The Arts (visual, media) English	SA Curriculum Links: The Arts (media, visual) English

	Reception	Mid-Year Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dates:	N/A	N/A	N/A	Term 2	Term 3 Weeks 5 - 10	Term 3 Weeks 6-10	Term 3 Weeks 1-8	Term 3 Weeks 3-10 & Term 4 Weeks 1-2 (Exhibition 2026)
HOW THE WORLD WORKS An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> • patterns, cycles, systems • diverse practices, methods and tools • discovery, design, innovation: possibilities and impacts 				Central Idea:	Central Idea:	Central Idea:	Central Idea:	Central Idea:
				Technologies respond to changing needs.	Humans develop solutions through scientific processes.	Scientific processes generate solutions.	Land uses reflect economic, environmental & social priorities	Student generated
				Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:
				<ul style="list-style-type: none"> • Different forms of technology (Form) • How technology has changed over time (Change) • How technology helps us (Function) 	<ul style="list-style-type: none"> • scientific discoveries that have impacted society (causation) • how to test scientific theories (causation) • ethical scientific practice (responsibility) 	<ul style="list-style-type: none"> • constructing data representations to display data in meaningful ways (function) • interpreting and analysing information to draw conclusions (causation) • developing solutions to meet needs (causation / function) 	<ul style="list-style-type: none"> • The consequences of how people in the past and present have used land (causation) • How we can use land sustainably to benefit current & future generations (change) • Management of severe weather events (form) 	<ul style="list-style-type: none"> • TBA by students (collaborate in conjunction with teachers)
				Specified Concepts (additional concepts):	Specified Concepts (additional concepts):	Specified Concepts (additional concepts):	Specified Concepts (additional concepts):	Specified Concepts (additional concepts):
				form (similarities, differences) change (transformation, innovation) function (communication, role)	function (pattern, discovery) causation (impact, consequences) responsibility (initiative, citizenship)	causation (analysis, comparison) function (patterns, communication)	form (differences, patterns) causation (consequences, impact) change (transformation, climate)	Students choose their own specified concepts aligned to their chosen lines of inquiry.
				Learner Profile Attributes:	Learner Profile Attributes:	Learner Profile Attributes:	Learner Profile Attributes:	Learner Profile Attributes:
				thinker inquirer knowledgeable	thinkers principled risktakers	knowledgeable thinkers communicators	thinkers inquirers	All 10
				SA Curriculum Dispositions:	SA Curriculum Dispositions:	SA Curriculum Dispositions:	SA Curriculum Dispositions:	SA Curriculum Dispositions:
				curious empathetic resourceful	curious environmentally responsible	environmentally responsible, curious	Curious Open-minded Empathetic	Open-minded (Science) Curious (HASS) Reflective (English)
				ATLs:	ATLs:	ATLs:	ATLs:	ATLs:
				thinking skills research skills	communication skills research skills	communication skills research skills	thinking skills research skills	All ATL skills
				SA Curriculum General Capabilities:	SA Curriculum General Capabilities:	SA Curriculum General Capabilities:	SA Curriculum General Capabilities:	SA Curriculum General Capabilities:
Critical inquiry, Intercultural understanding Personal and social	exploring scientifically communicating with purpose noticing and questioning	ethical understanding personal and social critical inquiry	critical inquiry intercultural understanding ethical understanding	Communicating with Purpose (Science) Critical Inquiry (HASS) Personal and Social (English)				
ACARA Links:	ACARA Links:	ACARA Links:	ACARA Links:	SA Curriculum Links:				
HASS (history) English	HASS (skills) Science (human endeavour, skills) English	HASS (skills) Science (human endeavour, skills)	HASS (geography, skills) Science (skills) The Arts (media)	Science (human endeavour, skills) HASS (skills) English				

	Reception	Mid-Year Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dates	N/A	N/A	N/A	Term 3 Weeks 5 - 10	Term 2/3 Weeks 6-10/1-4	Term 1 Weeks 6-11	Term 2 Weeks 4-10	Terms 2 and 3 Weeks 7-10 + Weeks 1-2
HOW WE ORGANISE OURSELVES An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> interactions within and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration and decision-making 				Central Idea:	Central Idea:	Central Idea:	Central Idea:	Central Idea:
				The ways people and places are interconnected.	Community relies on rules and laws.	Social systems shape communities.	Active citizenship strengthens democratic communities.	Consumer choices impact local and global societies.
				Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:	Lines of Inquiry:
				<ul style="list-style-type: none"> The connection between people and places (connection) How we function locally and regionally (function) Our place in the scale of the world (form) 	<ul style="list-style-type: none"> how rules and laws help society function (function) how rules and laws are adapted to varied contexts (change) personal responsibility to respect rules and laws (responsibility) 	<ul style="list-style-type: none"> the differences between rules and laws (form) the diversity of different beliefs, traditions and cultural groups within communities (connection) the role of the local government (function) 	<ul style="list-style-type: none"> key features of democracy (form) how Australia's electoral process functions (function) how citizens can collaborate to achieve common goals (change) 	<ul style="list-style-type: none"> wants versus needs (perspective) the consequences of consumer choice (causation) ethical purchasing (responsibility)
				Specified Concepts (additional concepts):	Specified Concepts (additional concepts):	Specified Concepts (additional concepts):	Specified Concepts (additional concepts):	Specified Concepts (additional concepts):
				form (properties, similarities, differences) function (communication, systems) connection (networks, systems)	function (systems, role) change (adaptation, sequences) responsibility (rights, justice, citizenship)	form (structure, similarities, differences) function (system) responsibility (rights, justice, citizenship)	form (differences, structure) function (role, system) change (growth, transformation)	perspective (Additional concepts - subjectivity, beliefs, truth, opinion) responsibility (additional concepts - rights, values, justice) causation (additional concepts - consequences, impact)
				Learner Profile Attributes:	Learner Profile Attributes:	Learner Profile Attributes:	Learner Profile Attributes:	Learner Profile Attributes:
				knowledgeable communicator	principled knowledgeable	reflective courageous principled	principled reflective	thinkers reflective caring
				SA Curriculum Dispositions:	SA Curriculum Dispositions:	SA Curriculum Dispositions:	SA Curriculum Dispositions:	SA Curriculum Dispositions:
				empathetic resourceful curious reflective	responsible	Responsible	empathetic responsible curious	Responsible Resourceful (Mathematics)
				ATLs:	ATLs:	ATLs:	ATLs:	ATLs:
				research skills thinking skills	self-management skills social skills	self-management skills social skills	research skills communication skills	research skills communication skills thinking skills
SA Curriculum General Capabilities:	SA Curriculum General Capabilities:	SA Curriculum General Capabilities:	SA Curriculum General Capabilities:	SA Curriculum General Capabilities:				
critical and creative thinking intercultural understanding personal and social	personal and social ethical understanding	critical inquiry personal and social	critical inquiry personal and social	Ethical Understanding				
ACARA Links:	ACARA Links:	ACARA Links:	ACARA Links:	SA Curriculum Links:				
HASS (geography) English	HASS (civics & citizenship, skills) The Arts (media) English	HASS (civics & citizenship, skills) English	HASS (civics & citizenship, skills) English	HASS (economics & business, skills) English Mathematics				

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Dates	Term 4 Weeks 1 - 7	N/A	Term 3 Weeks 1 - 10	Term 3 Weeks 1 - 4	Term 4 Week 1-9	Term 4 Weeks 1 - 9	Term 3 and 4 Weeks 9-10 + 1-6	Term 4 Weeks 2-6
SHARING THE PLANET An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> rights, responsibilities and dignity of all pathways to just, peaceful and reimagined futures nature, complexity, coexistence and wisdom 	Central Idea: Responsibility for sharing resources impacts how we care for country.		Central Idea: Conservation supports coexistence.	Central Idea: Scientific knowledge influences how communities' function	Central Idea: Geographical location determines access to resources.	Central Idea: Climate action relies on equitable use of resources.	Central Idea: Equity relies on consumer choices.	Central Idea: Significant people, events and ideas influence societal action.
	Lines of Inquiry: <ul style="list-style-type: none"> using our senses to make observations (form) posing questions (form) caring for natural resources (causation / responsibility) 		Lines of Inquiry: <ul style="list-style-type: none"> different types of natural environments (Form) how people and nature affect each other (Causation) ways we can care for natural environments (Responsibility) 	Lines of Inquiry: <ul style="list-style-type: none"> What adaptations are made to suit different environments(Function) What practices are followed to minimise environmental impact (Causation) How can we preserve traditional knowledge and practices over time (Responsibility) 	Lines of Inquiry: <ul style="list-style-type: none"> the sustainable use of renewable and non renewable resources (function) the importance of the environment to people and animals (responsibility) individual and organisational climate action (responsibility) 	Lines of Inquiry: <ul style="list-style-type: none"> the sustainable use of renewable and non-renewable resources (function) The important connections between people, animals and the environment (responsibility) Sharing resources equitably leads to sustainable futures (responsibility) 	Lines of Inquiry: <ul style="list-style-type: none"> types of resources -natural, human, capital (function) managing resources to satisfy wants and needs (connection) consumers make informed choices (responsibility) 	Lines of Inquiry: <ul style="list-style-type: none"> how key institutions of Australia's government represents Australia's values and beliefs (function) the way significant people, events and ideas have shaped Australia (causation) the values, rights and responsibilities of Australian citizens (responsibility)
	Specified Concepts (additional concepts): form (properties, structures) causation (impact, consequences) responsibility (rights, initiative)		Specified Concepts (additional concepts): responsibility (values, citizenship) change (cycles, adaptations) causation (consequences, impact)	Specified Concepts (additional concepts): function (behaviour, systems) causation (consequences, impact) responsibility (rights, initiative)	Specified Concepts (additional concepts): function (sustainability and systems) responsibility (responsibility and resources in the world)	Specified Concepts (additional concepts): function (systems, sustainability) responsibility (citizenship, justice)	Specified Concepts (additional concepts): connection (systems, relationships) responsibility (values, initiative) function (behaviour, consumption)	Specified Concepts (additional concepts): responsibility (justice, citizenship, rights) causation (consequences, impact) function (roles, systems) perspective (truth, opinion)
	Learner Profile Attributes: reflective balanced thinker		Learner Profile Attributes: thinkers caring knowledgeable	Learner Profile Attributes: principled caring knowledgeable	Learner Profile Attributes: thinkers caring balanced	Learner Profile Attributes: balanced inquirers caring	Learner Profile Attributes: knowledgeable thinkers balanced	Learner Profile Attributes: open-minded inquirers principled
	SA Curriculum Dispositions: Environmentally Responsible Open-minded		SA Curriculum Dispositions: responsible environmentally curious open-minded	SA Curriculum Dispositions: curious environmentally responsible open-minded	SA Curriculum Dispositions: curious	SA Curriculum Dispositions: Responsible, Curious	SA Curriculum Dispositions: Open-minded Curious Reflective	SA Curriculum Dispositions: Empathetic Responsible
	ATLs: self-management skills thinking skills research skills		ATLs: thinking skills research skills	ATLs: thinking skills social skills	ATLs: research skills thinking skills	ATLs: research skills thinking skills	ATLs: research skills thinking skills	ATLs: research skills thinking skills
	SA Curriculum General Capabilities: Noticing and questioning Communicating with purpose Exploring scientifically		SA Curriculum General Capabilities: Noticing and questioning Exploring scientifically Reasoning with evidence	SA Curriculum General Capabilities: noticing and questioning exploring scientifically reasoning with evidence communicating with purpose	SA Curriculum General Capabilities: personal and social critical inquiry	SA Curriculum General Capabilities: critical inquiry ethical understanding	SA Curriculum General Capabilities: critical inquiry intercultural understanding ethical understanding	SA Curriculum General Capabilities: ethical understanding personal and social
	ACARA Links: English Science (human endeavour, skills) HASS (skills)		ACARA Links: HASS (geography, skills) Science (human endeavour, skills) English	ACARA Links: Science (human endeavour, skills) English	ACARA Links: HASS (geography) English	ACARA Links: HASS (geography, skills) English Maths	ACARA Links: Science (human endeavour) HASS (economics and business, skills) English	SA Curriculum Links: HASS (civics and citizenship, history, skills)