

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, friends, communities, and cultures; rights and responsibilities; and what it means to be human.

	KG 1 (3.2 yrs) Unit 1	KG 2 (4.2 yrs) Unit 1	Grade 1 (5.2 yrs) Unit 1	Grade 2 (6.2 yrs) Unit 1	Grade 3 (7.2 yrs) Unit 2	Grade 4 (8.2 yrs) Unit 3	Grade 5 (9.2 yrs) Unit 1	Grade 6 (10.2 yrs) Unit 3
Central Idea	What makes me Unique	Friendships enrich our lives and require nurturing in order to develop	Families define and shape who we are	Making balanced choices about daily routines enables us to have a healthy lifestyle	Understanding different ways of learning enables people to respond to their own learning needs as well as those of others	Cultural identity is influenced by customs and traditions	The effective interactions between human body systems contribute to health and survival	Choice of role models reflects the beliefs and values of individuals and societies
Lines of Inquiry	<ol style="list-style-type: none"> 1. Physical and emotional characteristics (Form) 2. Myself as part of a group (Perspective) 3. Recognising similarities and differences between myself and others (Connection) 	<ol style="list-style-type: none"> 1. Characteristics that help develop healthy friendships (Connection) 2. How friends are made and kept (Perspective) 3. Belonging to a group may promote well being (Responsibility) 	<ol style="list-style-type: none"> 1. Similarities and differences between families (Form) 2. My family influences who I am (Connection) 3. Responsibilities within a family (Responsibility) 	<ol style="list-style-type: none"> 1. Daily habits and routines (hygiene, sleep, play, eating) (Function) 2. Making balanced choices (Causation) 3. Consequences of choices (Connection) 	<ol style="list-style-type: none"> 1. How people construct knowledge (Function) 2. Different learning styles (Perspective) 3. How learning styles impact the way people engage in a learning community (Causation) 	<ol style="list-style-type: none"> 1. Customs and traditions of communities in our country (Form) 2. Stories, music, art and dance of different cultures affect cultural identity (Connection) 3. We perceive the relevance of other people's customs and traditions (Perspective) 	<ol style="list-style-type: none"> 1. Body systems and how they work (Form) 2. How body systems are interdependent (Connection) 3. Impact of lifestyle choices on the body (Change) 	<ol style="list-style-type: none"> 1. What determines our beliefs and values (Causation) 2. How and why role models are chosen (Perspective) 3. Influence of role models on our choices and actions (Connection)
Concepts	Form Perspective Connection	Connection Perspective Responsibility	Form Connection Responsibility	Function Causation Connection	Function Perspective Causation	Form Connection Perspective	Form Connection Change	Causation, Perspective, Connection

Related Concepts	Identity Relationship	Cooperation Friendship Interdependence	Behaviours Role	Identity Relationship	Nutrition	Open mindedness Empathy Diversity	Body Systems Inter dependence	Identity Opinion Values Beliefs Choice
Learner Profile	Risk-taker Caring	Communicator Open minded Caring	Principled Caring	Balanced Inquirer	Thinker Balanced Reflective	Open Minded Knowledgeable	Reflective Principled	Inquirer Thinker Open minded

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 civilizations, from local and global perspectives.

	KG 1	KG 2	Grade 1 Unit 2	Grade 2 Unit 2	Grade 3 Unit 3	Grade 4 Unit 2	Grade 5 Unit 2	Grade 6 Unit 4
Central Idea			Journeys can lead to new opportunities	People use a variety of tools and processes to learn about and record their past and present	Exploration causes change to people and places.	Human migration is a response to challenges, risks and opportunities.	Evidence of past civilisation can be used to make connection to present day societies	Throughout history, people seek different approaches to survive hardships.
Lines of Inquiry			1. Types of journeys people make and their purpose (Form) 2. How transportation influences our journeys (Causation) 3. Changes that happened because of	1. Uncovering our personal histories through stories (Change) 2. Tools and processes for exploring our past (Form) 3. Recording and documenting our present (Function)	1. The reasons for exploration (historical and personal) (Change) 2. Risks of exploration and discovery (Causation) 3. Changes resulting from	1. The reasons why people migrate (Causation) 2. Migration throughout history (Change) 3. Effects of migration on communities (Perspective)	1.Characteristics of civilisations and societies (Form) 2. Connections between past and present (Change) 3. Implications for the future (Connection)	1.Pandemic outbreaks throughout history (Form) 2. Consequences of pandemic outbreaks (Connection) 3. Approaches to survive a pandemic (Responsibility)

			making a journey (Change)		exploration (Perspective)			
Concepts			Form Causation Change	Change Form Function	Change Causation Perspective	Causation Change Perspective	Form Change Connection	Form Connection Responsibility
Related Concepts			Environment Modes of transportation Community	History Culture Identity Characteristics Documentation Tradition	Location Exploration	Population Settlement	Continuity Progress Difference	Survival Consequences
Learner Profile			Inquirer Risk Taker Open minded	Inquirer Communicator Reflective Thinker	Inquirer Principled	Open minded Risk Taker Principled	Balanced Inquirer Knowledgeable	Knowledgeable Thinker Caring Risk taker

HOW WE ORGANISE OURSELVES								
	KG 1 Unit 3	KG 2 Unit 2	Grade 1	Grade 2 Unit 3	Grade 3 Unit 1	Grade 4 Unit 4	Grade 5 Unit 3	Grade 6 Unit 1
Central Idea	People play different roles in the community to which they belong.	Transportation systems are created to meet the needs of the community.		Signs and symbols help us organise life.	Communities function more effectively when rules and routines are shared with all members.	People create organisations and systems to prevent and face natural disasters	The organisation of marketplaces reflects the needs and wants of communities.	Governments' decisions play a role in how citizens experience life.
Lines of Inquiry	1. Various communities we belong to (Form) 2. Roles of people who are part of our	1. Types of transportation in our community (Form) 2. Reasons why different types of		1. Signs and symbols in the environment (Form) 2. Signs and symbols help us	1. What does it mean to be a good citizen (Connection) 2. Purpose of rules and	1. How natural disasters happen (Causation) 2. Impact of natural disasters (Function)	1. The needs and wants of communities determine how marketplaces are	1. Governance systems and processes (Form) 2. Citizenship 3. How governance

	community (Function) 3. How communities are organised (Change, Responsibility)	transportation are needed (Causation) 3. Factors that affect the changes in transportation system (Change)		to communicate (Function) 3. Importance of signs and symbols (Connection)	routines (Causation) 3. Reaching agreement (Responsibility)	3. Safety procedures/ measures to be taken for natural disaster events (Responsibility)	organised (Change) 2. Developing services and selling products meet the needs and wants of local communities (Responsibility) 3. Responsible consumers can change the way marketplaces function (Function)	affects individuals and groups in society (Function) 4. Rights and Responsibilities (Responsibility)
Concepts	Form Function, Change Responsibility	Causation, Form, Change		Connection Form Function	Connection Causation Responsibilities	Causation, Responsibility, Function	Change, Responsibility, Function	Responsibility Form Function
Related Concepts	Community Rules Interaction	Structure Impact		Communication	Community System	Environment Systems Community	Consumption	Action, choice, organisation Structure Law Fundamental rights
Learner Profile	Inquirer Thinker Principled	Thinker Reflective Inquirer Risk-taker		Inquirer Communicator	Open-minded Reflective Thinker Caring	Risk-taker Thinker Caring	Reflective Principled Thinker	Communicator Thinker Principled

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.

	KG 1 Unit 2	KG 2 Unit 4	Grade 1 Unit 3	Grade 2 Unit 6	Grade 3 Unit 6	Grade 4 Unit 1	Grade 5 Unit 6	Grade 6 Unit 2
Central Idea	Through play we express our feelings and ideas and come to new understandings	Sharing traditions develop an appreciation for others	People express feelings in different ways for different reasons	Stories can take on different forms and can be told in many ways to communicate meaning and emotion	People express cultural and traditional beliefs through celebrations	We can influence others with our creativity	We can express ourselves responsibly in the digital world	Art is the reflection of our beliefs, religion, culture, values and politics
Lines of Inquiry	1. Communicate through play (Function) 2. Imaginative use of materials (Connection) 3. Role of toys in play (Perspective)	1. Types of traditions and celebrations (Form) 2. Traditions can be communicated through a variety of ways (Function) 3. Appreciate that we are different (Perspective)	1. Emotions that we feel with different experiences (Form) 2. Different art forms can be used to communicate and express emotions, beliefs and values (Connection) 3. Using emotions in role play (Perspective)	1. Elements of Fairy Tales (Form) 2. Different cultural interpretations of literature (Perspective) 3. Telling /Acting out stories (Causation)	1. How do people celebrate in different cultures? (Function) 2. Different types of celebrations in Oman and other parts of the world (Form) 3. Express myself through celebration (Perspective)	1. Creativity and the creative process (Form)) 2. The impact of persuasion on different audiences (Perspective) 3. How the creative process can lead to action (Connection)	1. The elements of digital citizenship (Form) 2. The consequences of our actions in a virtual society (Causation) 3. Ways to express ourselves digitally (Connection)	1. Culture, values, politics and beliefs (Form) 2. Different types of art in the world (Function) 3. Effects of culture, values and politics (Perspective)
Concepts	Function Connection Perspective	Form Function Perspective	Connection Form Perspective	Form Perspective Causation	Function Form Perspective	Form Perspective Connection	Connection Causation Form	Form Function Perspective

Related Concepts	Behaviour, communication, creativity, imagination	Similarities, differences	Relationships, experiences, art	Expression, presentation, appreciation	Festivals, beliefs	Opinion, beliefs	Responsibility, subjectivity	Structure, Systems
Learner Profile	Risk taker Reflective Open minded	Open minded Communicator Risk Taker	Reflective Balanced Caring Communicator	Knowledgeable Principled Open-Minded	Inquirer Communicator Open-minded	Open-minded Communicator	Communicator Principled Reflective	Open minded Thinker Reflective Caring

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.

	KG 1	KG 2 Unit 3	Grade 1	Grade 2 Unit 4	Grade 3 Unit 4	Grade 4 Unit 6	Grade 5 Unit 4	Grade 6 Unit 5
Central Idea		Understanding the world using 5 senses		Earth's systems change constantly and affect the way living things thrive	Energy can be converted, transformed and used to support human progress	Machines make our life easier and simpler	Materials undergoing change impact society and the environment	Understanding of scientific knowledge is constantly evolving and has an impact on people's lives
Lines of Inquiry		1. The five senses (Form) 2. The different functions of our senses (Function) 3. How senses help us understand the world (Connection)		1. Living in the different climate zones on earth (Connection) 2. Climate change (Change) 3. Interaction between climate and human	1. Different forms of energy (Form) 2. How is energy used? (Function/Causation) 3. Sustainable energy practices (Responsibility)	1. Different types of machines (Form) 2. The work of simple machines (Function) 3. We reduce the effort required to complete a task by assembling together	1. Nature of physical and chemical changes (Form) 2. Practical applications and implications of changes in materials (Function)	1. What leads to advances in scientific knowledge and understanding (Change) 2. The role of technology in scientific understanding (Connection)

				activity (Responsibility)		different simple machines (Causation)	3. Ethical standards associated with manufacturing processes and by-products (Responsibility)	3. Effects of scientific advances on people and the environment (Responsibility)
Concepts		Form Function Connection		Change Connection Responsibility	Form Function/causati on Responsibility	Form Function Causation	Form Function Responsibility	Change Connection Responsibility
Related Concepts		Systems- Nervous Interaction- environment		Transformation Weather climate	Transformation Conservation	Work Force Movement	Transformation Measurement	Ingenuity, Ethics, progress, Sustainability
Learner Profile		Balanced Knowledgeable		Inquirer Risk-Taker Caring Principled	Inquirer Knowledgeable Risk-taker	Communicator Knowledgeable Thinker Inquirer	Inquirer Communicator Reflective	Knowledgeable Open minded Thinker

SHARING THE PLANET								
An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.								
	KG 1 Unit 4	KG 2	Grade 1 Unit 4	Grade 2 Unit 5	Grade 3 Unit 5	Grade 4 Unit 5	Grade 5 Unit 5	Grade 6 Exhibition
Central Idea	The world is full of living things.		Animals and people interact in different ways in different contexts	Water is essential to life, and is a limited resource for many people.	Interrelationship between environment and human well being.	Ecosystems strive to maintain balance in the environment to ensure sustainability	Children worldwide encounter a range of challenges, risks	EXHIBITION

							and opportunities.	
Lines of Inquiry	<p>1. Characteristics of living things (Form)</p> <p>2. Needs of living things (Causation)</p> <p>3. Our responsibility for the well-being of living things (Responsibility)</p>		<p>1. The different roles animals play in people’s lives (Function)</p> <p>2. Suitability of particular animals for specific functions (Causation)</p> <p>3. Our responsibility for the well being of animals (Responsibility)</p>	<p>1. Sources of water and how water is used (Connection)</p> <p>2. Distribution and availability of usable water (Perspective)</p> <p>3. Responsibilities regarding water (Responsibility)</p>	<p>1. Reasons for environmental problems (Form)</p> <p>2. Effect of environment on human beings (Causation)</p> <p>3. How human beings can contribute towards environment well being (Responsibility)</p>	<p>1. Connection of biotic and abiotic factors in the ecosystem (Connection)</p> <p>2. Natural and manmade factors contribute to imbalance in the environment (Change)</p> <p>3. Preservation and redevelopment of ecosystems to maintain balance (Responsibility)</p>	<p>1. Challenges, risks and opportunities that children encounter (Causation)</p> <p>2. Children’s response to challenges, risks and opportunities (Perspective)</p> <p>3. Roles of individuals and organisations individuals and organisations work to protect children from risk (Responsibility)</p>	
Concepts	Form Causation responsibility		Function Causation Responsibility	Connection Perspective Responsibility	Form Responsibility Causation	Connection Change Responsibility	Causation Responsibility Perspective	
Related Concepts	Classification L Living and non-living Interdependence		Conservation Interdependence	Characteristics Relationships Needs	Environment Transformation Sustainability	Lifestyle Resources	Consequences Rights Equality Challenges	
Learner Profile	Knowledgeable Inquirer Communicator		Balanced Thinker Knowledgeable Caring	Knowledgeable Principled Risk-taker	Thinker Knowledgeable Inquirer	Balanced Reflective Open Minded	Caring Principled Knowledgeable Risk-taker	