<table>
<thead>
<tr>
<th>Transdisciplinary Themes</th>
<th>Whole Programme of Inquiry Cycle 1</th>
<th>2019 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Who we are</strong>&lt;br&gt;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; what it means to be human.</td>
<td><strong>Central Idea:</strong>&lt;br&gt;We can explore, know and improve what our bodies can do.</td>
<td><strong>Central Idea:</strong>&lt;br&gt;People plan and use different means of transportation when travelling.</td>
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<tr>
<td><strong>Key Concepts:</strong> Form, Function, Change</td>
<td><strong>Key Concepts:</strong> Causation, Change</td>
<td><strong>Key Concepts:</strong> Form, Causation, Responsibility</td>
</tr>
<tr>
<td><strong>Related Concepts:</strong> our bodies</td>
<td><strong>Related Concepts:</strong> feelings, emotions</td>
<td><strong>Related Concepts:</strong> transportation, communication</td>
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<tr>
<td><strong>An inquiry into:</strong>&lt;br&gt;- Parts of my body&lt;br&gt;- What I can do with my body&lt;br&gt;- How do I know what I can do?</td>
<td><strong>An inquiry into:</strong>&lt;br&gt;- Expressions on our faces.&lt;br&gt;- Reasons for the expressions on our faces.</td>
<td><strong>An inquiry into:</strong>&lt;br&gt;- Different ways to travel (Form)&lt;br&gt;- Reasons for travelling (Causation)&lt;br&gt;- People we travel with and essential items we may need. (Responsibility)</td>
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<td><strong>Where we are in place and time</strong>&lt;br&gt;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.</td>
<td><strong>How we express ourselves</strong>&lt;br&gt;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.</td>
<td><strong>Central Idea:</strong>&lt;br&gt;We use our senses to explore our surroundings.</td>
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<td><strong>Key Concepts:</strong> Form, connection and reflection.</td>
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<td></td>
<td><strong>Related Concepts:</strong> emotions, feelings</td>
<td><strong>Related Concepts:</strong> nervous system</td>
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<td><strong>An inquiry into:</strong>&lt;br&gt;- Verbal and Non-Verbal communication using Face, Mouth Body&lt;br&gt;- How others see and react to our</td>
<td><strong>An inquiry into:</strong>&lt;br&gt;- What are our five senses?&lt;br&gt;- Learning through our senses.</td>
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<td><strong>Central Idea:</strong>&lt;br&gt;We express different feelings that impact others.</td>
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<td><strong>How the world works</strong>&lt;br&gt;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.</td>
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<td><strong>Key Concepts:</strong> Form, Responsibilities and Connection.</td>
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<td><strong>Key Concepts:</strong> Form and Function and connection.</td>
<td><strong>Related Concepts:</strong> ecosystem, adaption, biodiversity</td>
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<td><strong>Related Concepts:</strong> nervous system</td>
<td><strong>An inquiry into:</strong>&lt;br&gt;- Different types of minibeasts.&lt;br&gt;- Our responsibilities towards the minibeasts.&lt;br&gt;- What roles do the</td>
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<tr>
<td>Grade</td>
<td>Central Idea</td>
<td>Key Concepts/Related Concepts</td>
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<tr>
<td>PreKG 4-5</td>
<td>People need families and friends</td>
<td>Form, Connection, Function, family, traditions, An Inquiry into: What is a family, What is a friend, How families are different and similar, Why people need families and friends</td>
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</table>

| KG 5-6 | Many species have lived on the earth and no longer exist.                    | Causation and Responsibility, evolution, Connection and Causation, An Inquiry into: Why do we play, What are the different types of play, What is the connection between play and learning? |

| Central Idea | Many foods need to be transported and/or processed before they reach our tables. | Form, Function and Causation, Related concepts: gravity, power, An inquiry into: The origins of our food, How foods are processed, How the food we eat get to us |

| Central Idea | Objects move when forces act upon them                                      | Form, Function and Causation, Related concepts: gravity, power, An inquiry into: The origins of our food, How foods are processed, How the food we eat get to us |

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| Central Idea | The food from plants can help sustain the world.                           | Form, Change, Causation, Related concepts: transportation, conservation, pollution, famine, drought, An inquiry into: Plants that are made into food, The processes by which plants are made into food, Factors affecting the availability of food. |

<p>| Central Idea | In the life cycle of many animals, adult care for their young.             | Responsibility and Change, Related concepts: evolution, life cycle, An inquiry into: The needs animals have when they are young, The way animals, including humans, care for their young, Changes on the journey to adulthood |</p>
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<tr>
<th>Grade 1</th>
<th>Central Idea: We can interact with the environment thanks to our five senses.</th>
<th>Central Idea: Children's games and toys change over time and from place to place.</th>
<th>Central Idea: People tell stories in a variety of ways and for a variety of purposes.</th>
<th>Central Idea: Light travels and behaves in different ways.</th>
<th>Central Idea: Schools are organized to help us learn together.</th>
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<td>Grade 2</td>
<td>Central Idea: Personal hygiene and eating a balanced diet promote good health.</td>
<td>Central Idea: Where people live and what they do influence what they wear.</td>
<td>Central Idea: A variety of sign and symbol systems were developed to communicate.</td>
<td>Central Idea: Energy plays a role in our society today and influences what we do.</td>
<td>Central Idea: The workplace is an organization where people share responsibility towards a common purpose.</td>
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**Concepts:**
- Function, Connection.
- Related concepts: nervous system.
- An Inquiry into:
  - The sense organs
  - What the five senses are used for
  - How we experience the world through our senses

**Central Idea:**
- Communication, symbols
- Forms of Energy, Transformation of Energy
- Communication, Creativity
- Form, Function, Connection

**Related concepts:**
- Change, Perspective
- Adaptation, behaviour, pattern
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- Change, Perspective

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<td>4-9</td>
<td>Indigenous cultures should be protected because they are at risk of extinction.</td>
<td>Influences and oppression can change the way we live</td>
<td>The nature of our communication influences us, and may lead to establishing and understanding and contact.</td>
<td>Exploration of space has deepened our understanding of the universe</td>
</tr>
<tr>
<td></td>
<td>Key Concepts: Causation, Responsibility, perspective</td>
<td>Key Concepts: Change, Responsibility, perspective</td>
<td>Key Concepts: Connection, Form, Perspective</td>
<td>Key Concepts: Form, function, connection</td>
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<td></td>
<td>Related Concepts: Extinction, Cultures</td>
<td>Related Concepts: Oppression, Compassion</td>
<td>Related Concepts: Communication</td>
<td>Related Concepts: exploration, space</td>
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<td>An Inquiry into:</td>
<td>Understanding various Native American Nations/Tribes</td>
<td>An Inquiry into:</td>
<td>An Inquiry into:</td>
</tr>
<tr>
<td></td>
<td>Indigenous cultures threatened with extinction</td>
<td>Circumstances that led to the oppression of the Native Americans</td>
<td>What Communication is</td>
<td>History and evolution of the universe</td>
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<td>Dying languages</td>
<td>Strategies for improving compassion for others</td>
<td>How human beings use communication tools to express feelings and ideas</td>
<td>Science and technology of space exploration</td>
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<td>Cultural sustainability</td>
<td></td>
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<td>Characteristics of the universe</td>
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<td>4-9</td>
<td>Human actions impact other living things in our environment.</td>
<td>Many things we eat are produced from farms.</td>
<td>Technology has changed the world of communication</td>
<td>Human impact on natural habitats- Eco footprints</td>
</tr>
<tr>
<td></td>
<td>Related Concepts: habitat, conservation, sustainability</td>
<td>Related Concepts: agriculture, farm products</td>
<td>Related concepts: Communication, technology</td>
<td>Our responsibilities to protect plants and animals</td>
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<tr>
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<td>An Inquiry into:</td>
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<td>An Inquiry into:</td>
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<td></td>
<td>Main features of agricultural systems and how they have developed over space and time</td>
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### Central Idea:
How children are raised and educated shapes the direction of their lives and the society.

**Key Concepts:** Function, Change, Causation

**Related Concepts:** Human Rights, citizenship

**An Inquiry into:**
- The concept of childhood - (Rights and Responsibilities)
- The social and environmental impact of childhood and forms of children’s responsibilities in the past and present.
- How does childhood affect opportunities in the future?

### Central Idea:
Nigeria is a country of immense wealth, great variety of cultures, natural resources and beauty.

**Key Concepts:** Function, Change Connection

**Related Concepts:** Civilizations, landscape, traditions, roles

**An Inquiry into:**
- The states, capitals, tribes and languages
- How the Benin Kingdom was ruled
- Time and place of the civilization

### Central Idea:
We can express ourselves through performance.

**Key Concepts:** Function, Perspective, Reflection

**Related Concepts:** Performance, interpretation, imagination

**An Inquiry into:**
- Different forms of performing art
- What can be expressed through performing arts?
- What are the important points to consider when staging a performance?
- How does it feels to perform

### Central Idea:
Climate change affects the environment and how people live.

**Key Concepts:** Form, Change and Responsibility

**Related Concepts:** climate, atmosphere, seasons

**An Inquiry into:**
- Major climatic conditions
- The impact of global warming
- Activities causing climate change

### Central Idea:
In any natural or man-made disaster people have roles to help the community.

**Key Concepts:** Forms, Responsibility and Causation

**Related Concepts:** Erosion, Weather, Tectonic plates,

**An Inquiry into:**
- The comparison of natural and man-made disasters
- The impact on the environment and community
- The different roles people play in supporting community affected by disaster

### Central Idea:
Rainforests are world’s most biological diverse ecosystem and must be protected.

**Key Concepts:** Form, Connection and Responsibility

**Related Concepts:** relationships, interdependence, structure

**An Inquiry into:**
- Where and what rainforests are.
- The interdependence of plants, animals and humans
- The resources and threats to the rainforests