

## Year 1 Programme of Inquiry 2018-2019

<b>Transdisciplinary Themes</b>	<b>How we organize ourselves</b> An inquiry into the interconnectedness of communities;	<b>Who we are</b> An inquiry into the nature of the self; personal and social health; human relationships including friends and communities; responsibilities	<b>How the world works</b> An inquiry into the natural world; the interaction between the natural world (physical and biological) and human societies	<b>How we express ourselves</b> An inquiry into the ways in which we express ideas, feelings culture, beliefs and values; the ways in which we extend and enjoy our creativity
<b>Proposed Start Date</b>	<b>27 August 2018</b>	<b>5 November 2018</b>	<b>21 January 2019</b>	<b>1 April 2019</b>
<b>Central Idea</b>	<b>Communities can flourish through the involvement of its members</b>	<b>Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.</b>	<b>Structures are designed for a purpose</b>	<b>Stories are created and shared for a purpose</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>• Our communities</li> <li>• How a learning community works</li> <li>• Flourishing communities</li> </ul>	<ul style="list-style-type: none"> <li>• The core emotions and the extent to which these are felt</li> <li>• Possible causes of emotions and actions</li> <li>• The impact of actions on others</li> <li>• Personal strategies for solving problems or differences</li> </ul>	<ul style="list-style-type: none"> <li>• Types of structures</li> <li>• Structure building and design</li> <li>• Influences on the design of structures</li> </ul>	<ul style="list-style-type: none"> <li>• Creating stories</li> <li>• Purpose of stories</li> <li>• Sharing stories</li> </ul>
<b>Key Concepts</b>	Connection Function Responsibility	Causation Responsibility Perspective	Form Causation Change	Form Function Causation
<b>Related concepts</b>	Community Role Ownership Relationships	Self- regulation Character Interdependence Fair-play Relationships	Shape Stability Structure Comparison	Communication Interpretation Opinion
<b>Learner Profile Focus</b>	Reflective Communicators Courageous	Communicators Caring Principled	Thinkers Reflective Open-minded	Communicators Knowledgeable Inquirer

## Year 2 Programme of Inquiry 2018-19

<b>Transdisciplinary Themes</b>	<b>Who we are</b> An inquiry into the nature of the self; personal, mental and social health; human relationships	<b>How the world works</b> An inquiry into the natural world and its laws; how humans use their understanding of scientific principles	<b>How we express ourselves</b> An inquiry into the ways in which we discover and express culture, beliefs and values	<b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; interconnectedness of individuals from local and global perspectives	<b>Sharing the planet</b> An inquiry into the struggle to share finite resources with other living things	<b>How we organize ourselves</b> An inquiry into human-made systems and communities
<b>Proposed Start Date</b>	<b>27 August 2018</b>	<b>2 October 2018</b>	<b>26 November 2018</b>	<b>11 February 2019</b>	<b>25 March 2019</b>	<b>27 May 2019</b>
<b>Central Idea</b>	<b>Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.</b>	<b>Forces act all around us and impact our daily lives</b>	<b>Celebrations reflect the significance of cultures and beliefs</b>	<b>Mapping place and time enables people to reflect on identity.</b>	<b>Living things have adapted to become better suited to the environment</b>	<b>Human-made systems are created to meet the needs of a community</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>Character strengths</li> <li>Applying strengths in different relationships and contexts</li> <li>How strengths grow relationships</li> </ul>	<ul style="list-style-type: none"> <li>The types of forces</li> <li>How scientists investigate forces</li> <li>How forces are used in everyday life</li> </ul>	<ul style="list-style-type: none"> <li>The reasons people celebrate</li> <li>Ways people celebrate</li> <li>Themes that are reflected through celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Understanding who we are and where we come from</li> <li>Ways of mapping place &amp; time</li> <li>The relationship between place, time and identity</li> </ul>	<ul style="list-style-type: none"> <li>Living and non-living things</li> <li>Physical and behavioural characteristics of animals</li> <li>Connections between adaptation and environments</li> </ul>	<ul style="list-style-type: none"> <li>The way communities work</li> <li>Why communities have systems, rules and routines</li> <li>Responsibilities in following systems rules and routines</li> </ul>
<b>Key Concepts</b>	Form Function Change	Form Function Connection	Perspective Function Connection	Perspective Function Connection	Form Causation Connection	Function Connection Responsibility
<b>Related concepts</b>	Relationships Self-regulation Choice Conflict Growth	Impact Relationships	Beliefs Similarities/ Differences Relationships Behaviour	Geography Location Mapping Personal identity Place identity History Relationships	Survival Plants Adaptation Living vs non-living Classification Habitat Animals Environment	Systems Community Interdependence Organisation Communication
<b>Learner Profile Focus</b>	Reflective Principled Balanced	Thinkers Courageous Reflective	Communicators Open-minded Reflective	Open-minded Knowledgeable Inquirers	Caring Communicator	Reflective Courageous

## Year 3 Programme of Inquiry 2018-19

Transdisciplinary Themes	How we organize ourselves An inquiry into the structure and function of organizations; societal decision-making	Who we are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; rights and responsibilities; what it means to be human	How the world works An inquiry into the natural world and its laws; how humans use their understanding of scientific principles	How we express ourselves An inquiry into the ways in which we express ideas, feelings and nature; our appreciation of the aesthetic	Sharing the planet An inquiry into responsibilities in the struggle to share finite resources with other people and with other living things	Where we are in place and time An inquiry into orientation in place and time; the discoveries and explorations of humankind
<b>Proposed Start Date</b>	<b>27 August 2018</b>	<b>8 October 2018</b>	<b>26 November 2018</b>	<b>28 January 2019</b>	<b>25 March 2019</b>	<b>20 May 2019</b>
<b>Central Idea</b>	<b>Organisations are structured to solve problems and achieve goals</b>	<b>Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.</b>	<b>Matter exists in different forms which can be changed and used for a variety of purposes</b>	<b>An appreciation of nature can be expressed through various art forms</b>	<b>Human actions have an impact on the sustainability of the environment</b>	<b>Through exploration, people discover and learn about themselves and the world around them</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>• organisations and their structures</li> <li>• How structures affect success</li> <li>• The responsibility of individuals within an organisation</li> </ul>	<ul style="list-style-type: none"> <li>• The components of well-being</li> <li>• How components of wellbeing (physical, social, emotional, spiritual, mental) affect us.</li> <li>• Making informed choices to achieve and maintain wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• States (solid, liquid, gas) &amp; properties of matter (shape, mass, space/volume)</li> <li>• Changing states of matter. (Heating, cooling, chemical)</li> <li>• Use of matter in people's daily lives</li> </ul> Reflection	<ul style="list-style-type: none"> <li>• Forms / types of creative expression</li> <li>• Ways that nature is expressed through art and design</li> <li>• Interpreting and evaluating creative expression</li> </ul>	<ul style="list-style-type: none"> <li>• Interconnectedness of living things and the natural environment</li> <li>• Positive and negative impact of human actions in relation to the natural environment</li> <li>• Human responsibility for our actions</li> </ul>	<ul style="list-style-type: none"> <li>• The character strengths of an explorer</li> <li>• How people explore</li> <li>• What motivates people to explore</li> </ul>
<b>Key Concepts</b>	Form Function Responsibility	Form Function Responsibility	Form Change Function	Form Perspective Function	Connection Causation Responsibility	Form Function Causation
<b>Related concepts</b>	Systems Consequences Roles Rights	Wellbeing Health Happiness	Transformation Solids, liquids, gases Changes of state Chemical and physical changes Properties	Expression Creativity Appreciation	Relationships Sustainability	Exploration Impact Transformed
<b>Learner Profile Focus</b>	Communicators Open-minded Principled	Principled Balanced Caring	Thinkers Inquirers Knowledgeable	Communicators Open-minded Reflective	Principled Open-minded Knowledgeable	Courageous Communicators Inquirers

## Year 4 Programme of Inquiry 2018-19

<b>Transdisciplinary Themes</b>	<b>Sharing the planet</b> An inquiry into communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	<b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems; their impact on humankind and the environment	<b>Who we are</b> An inquiry into the nature of the self; personal and physical health; what it means to be human	<b>Where we are in place and time</b> An inquiry into personal histories; homes and journeys; migrations of humankind	<b>How the world works</b> An inquiry into the natural world and its laws; the impact of scientific and technological advances on society and on the environment	<b>How we express ourselves</b> An inquiry into the ways in which we express ideas, culture, beliefs and values
<b>Proposed Start Date</b>	<b>27 August 2018</b>	<b>2 October 2018</b>	<b>19 November 2018</b>	<b>11 February 2019</b>	<b>25 March 2019</b>	<b>20 May 2019</b>
<b>Central Idea</b>	<b>Access to equal opportunities affects peace within a community</b>	<b>Systems of production and distribution affect the choices people make</b>	<b>Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.</b>	<b>Human migration involves challenges, risks and opportunities</b>	<b>People have ideas for inventions in response to energy needs</b>	<b>People express identity and culture through story</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>• Equal opportunities</li> <li>• The conditions which create peace and conflict</li> <li>• Choices people make to maintain a peaceful community</li> </ul>	<ul style="list-style-type: none"> <li>• How food is produced and distributed</li> <li>• The issues involved in production and distribution</li> <li>• the food choices people make</li> </ul>	<ul style="list-style-type: none"> <li>• The systems of the body and how they function</li> <li>• Ways in which these body systems are interdependent</li> <li>• How to maintain healthy body systems</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for migration</li> <li>• The benefits and challenges experienced by migrants</li> <li>• The effects of migration on people and place</li> </ul>	<ul style="list-style-type: none"> <li>• How to be an inventor</li> <li>• Forms and sources of energy</li> <li>• solving energy issues through invention</li> </ul>	<ul style="list-style-type: none"> <li>• What is meant by culture</li> <li>• How people express identity and culture through story</li> <li>• Connections that can be found between identity and culture through story</li> </ul>
<b>Key Concepts</b>	Perspective Causation Responsibility	Function Connection Perspective	Function Connection Responsibility	Causation Change Perspective	Function Form Causation	Form Connection
<b>Related concepts</b>	Consequences Compromise Rights Relationships Community Peace / Justice	Production Consumption Decision Making Harvesting Growing	Systems Homeostasis Interdependence Nervous Respiratory Digestive	Impact Identity Prejudice Refugees Immigration	Conservation Efficiency Forms of Energy and Transformation of Energy Creativity Invention	Culture Traditions Values Beliefs Identity Stories
<b>Learner Profile Focus</b>	Caring Courageous Principled	Principled Reflective Knowledgeable	Inquirers Communicators Balanced	Caring Open minded Reflective	Courageous Thinkers	Communicators Open minded Thinkers

## Year 5 Programme of Inquiry 2018-19

<b>Transdisciplinary Themes</b>	<b>Where we are in place and time</b> An inquiry into orientation in place and time; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<b>Sharing the planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things;	<b>How the world works</b> An inquiry into the natural world and its laws;	<b>How we express ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;	<b>Who we are</b> An inquiry into the nature of the self; personal, physical, mental and social; human relationships including families and friends; what it means to be human	<b>How we organize ourselves</b> An inquiry into economic activities and their impact on humankind and the environment.
<b>Proposed Start Date</b>	<b>27 August 2018</b>	<b>8 October 2018</b>	<b>3 December 2018</b>	<b>11 February 2019</b>	<b>1 April 2019</b>	<b>20 May 2019</b>
<b>Central Idea</b>	<b>Connections between past civilisations and present day societies influence the future</b>	<b>Biodiversity relies on maintaining the interdependent balance of organisms within ecosystems</b>	<b>Scientific investigation of the Earth leads to understandings of its systems and cycles</b>	<b>Advertising can influence people's opinions and the choices they make</b>	<b>Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.</b>	<b>Consumer responsibility impacts local and global trade</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>• Characteristics of civilisations and societies</li> <li>• Aspects of past civilisations that have survived</li> <li>• Implications for the future</li> </ul>	<ul style="list-style-type: none"> <li>• The connections between organisms within ecosystems and biomes</li> <li>• How human interaction with the environment can affect the balance of ecosystems.</li> <li>• Human responsibility for the biodiversity of the planet</li> </ul>	<ul style="list-style-type: none"> <li>• Earth systems and cycles</li> <li>• Interactions between Earth's systems and cycles</li> <li>• The process of gathering scientific evidence about the Earth</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of advertising</li> <li>• The techniques used to make advertising effective and to influence our choices</li> <li>• How advertisers respond to the needs of the client to produce their advertisement</li> </ul>	<ul style="list-style-type: none"> <li>• External factors that affect the transition from pre-adolescence to adolescence</li> <li>• Changes and challenges from childhood to adolescence</li> <li>• Relationships with other people</li> </ul>	<ul style="list-style-type: none"> <li>• How trade works</li> <li>• Factors that influence trade</li> <li>• Our responsibilities as consumers</li> </ul>
<b>Key Concepts</b>	Form Connection Causation	Responsibility Connection Causation	Form Connection Function	Causation Function Reflection	Change Causation Perspective	Function Causation Responsibility
<b>Related concepts</b>	Legacy Artefacts Chronology Innovation Progress	Biodiversity Interdependence Biomes Impact	Atmosphere Climate Cycles Seasons Systems Evidence Weather / Solar	Audience Media Perspective Creativity Resilience	Genetics Growth Systems (endocrine) Puberty	Demand Resources Consumption Supply
<b>Learner Profile Focus</b>	Open minded Inquirers	Caring Principled	Knowledgeable Inquirers	Communicators Reflective Courageous	Open-minded Balanced	Thinkers Principled Reflective

## Year 6 Programme of Inquiry 2018-19

Transdisciplinary Themes	<b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental and social; human relationships including families, friends, communities; what it means to be human	<b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; societal decision-making	<b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; local and global perspectives	<b>Sharing the planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	<b>How we express ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity	<b>How the world works</b> An inquiry into how humans use their understanding of scientific principles
<b>Proposed Start Date</b>	<b>20 August 2018</b>	<b>17 September 2018</b>	<b>5 November 2018</b>	<b>7 January 2019</b>	<b>25 February 2019</b>	<b>29 April 2019</b>
<b>Central Idea</b>	<b>Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.</b>	<b>Systems of governance influence the lives of individuals</b>	<b>Significant events in history reveal multiple points of view that influence actions</b>	<b>People worldwide encounter a range of challenges and risks that provides opportunities for us to solve problems.</b>	<b>People can use their passion and expertise to make a positive difference.</b>	<b>Investigation is required in order to understand scientific (chemical and physical) phenomena</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>influences on people's self-worth</li> <li>How people build and manage relationships to support each other</li> <li>Changes and challenges from childhood to adolescence</li> </ul>	<ul style="list-style-type: none"> <li>how groups make and influence rules and laws</li> <li>Systems of governance</li> <li>The impact of societal decision-making</li> </ul>	<ul style="list-style-type: none"> <li>The role of a historian</li> <li>How people's perspective on significant events is influenced</li> <li>The reliability of opinions connected to significant events</li> </ul>	<ul style="list-style-type: none"> <li>Global goals for sustainable development</li> <li>Challenges and risks connected to the goals</li> <li>Opportunities to respond to the challenges and risks</li> </ul>	<ul style="list-style-type: none"> <li>How people advocate for change</li> <li>How people provoke or elicit responses</li> <li>How different formats are used to connect an audience to an issue</li> </ul>	<ul style="list-style-type: none"> <li>Fair testing in a scientific investigation</li> <li>The systematic process of scientific inquiry</li> <li>How scientists use evidence to inform conclusions</li> </ul>
<b>Key Concepts</b>	Causation Function Change	Function Form Perspective	Function Perspective	Form Causation Responsibility	Function Causation Responsibility	Function Change Connection
<b>Related concepts</b>	Genetics Growth Systems (endocrine) Puberty	Political Systems Authority Citizenship Legislation Justice	History Opinion Interpretation Evidence Bias	Creativity Problem solving Opportunity Risk Challenge	Cooperation Freedom Creating Composing	Chemical and physical changes Properties Evidence
<b>Learner Profile Focus</b>	Open-minded Balanced	Communicators Balanced	Inquirers Thinkers Open-minded	Caring Principled Reflective	Communicators Thinkers Open-minded	Knowledgeable Communicators Courageous