

Year 1 Programme of Inquiry 2018-2019

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

Year 2 Programme of Inquiry 2018-19

Transdisciplinary Themes	Who we are An inquiry into the nature of the self; personal, mental and social health; human relationships	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 discover and express culture, beliefs and values	Where we are in place and time An inquiry into orientation in place and time; personal histories; interconnectedness of individuals from local and global perspectives	Sharing the planet An inquiry into the struggle to share finite resources with other living things	How we organize ourselves An inquiry into human-made systems and communities
Proposed Start Date	27 August 2018	2 October 2018	26 November 2018	11 February 2019	25 March 2019	27 May 2019
Central Idea	Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.	Forces act all around us and impact our daily lives	Celebrations reflect the significance of cultures and beliefs	Mapping place and time enables people to reflect on identity.	Living things have adapted to become better suited to the environment	Human-made systems are created to meet the needs of a community
Lines of inquiry An inquiry into:	<ul style="list-style-type: none"> Character strengths Applying strengths in different relationships and contexts How strengths grow relationships 	<ul style="list-style-type: none"> The types of forces How scientists investigate forces How forces are used in everyday life 	<ul style="list-style-type: none"> The reasons people celebrate Ways people celebrate Themes that are reflected through celebrations 	<ul style="list-style-type: none"> Understanding who we are and where we come from Ways of mapping place & time The relationship between place, time and identity 	<ul style="list-style-type: none"> Living and non-living things Physical and behavioural characteristics of animals Connections between adaptation and environments 	<ul style="list-style-type: none"> The way communities work Why communities have systems, rules and routines Responsibilities in following systems rules and routines
Key Concepts	Form Function Change	Form Function Connection	Perspective Function Connection	Perspective Function Connection	Form Causation Connection	Function Connection Responsibility
Related concepts	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
Learner Profile Focus	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
Proposed Start Date	27 August 2018	8 October 2018	26 November 2018	28 January 2019	25 March 2019	20 May 2019
Central Idea	Organisations are structured to solve problems and achieve goals	Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.	Matter exists in different forms which can be changed and used for a variety of purposes	An appreciation of nature can be expressed through various art forms	Human actions have an impact on the sustainability of the environment	Through exploration, people discover and learn about themselves and the world around them
Lines of inquiry An inquiry into:	<ul style="list-style-type: none"> • organisations and their structures • How structures affect success • The responsibility of individuals within an organisation 	<ul style="list-style-type: none"> • The components of well-being • How components of wellbeing (physical, social, emotional, spiritual, mental) affect us. • Making informed choices to achieve and maintain wellbeing 	<ul style="list-style-type: none"> • States (solid, liquid, gas) & properties of matter (shape, mass, space/volume) • Changing states of matter. (Heating, cooling, chemical) • Use of matter in people's daily lives Reflection	<ul style="list-style-type: none"> • Forms / types of creative expression • Ways that nature is expressed through art and design • Interpreting and evaluating creative expression 	<ul style="list-style-type: none"> • Interconnectedness of living things and the natural environment • Positive and negative impact of human actions in relation to the natural environment • Human responsibility for our actions 	<ul style="list-style-type: none"> • The character strengths of an explorer • How people explore • What motivates people to explore
Key Concepts	Form Function Responsibility	Form Function Responsibility	Form Change Function	Form Perspective Function	Connection Causation Responsibility	Form Function Causation
Related concepts	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
Learner Profile Focus	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

Transdisciplinary Themes	Sharing the planet An inquiry into communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	How we organize ourselves An inquiry into the interconnectedness of human-made systems; their impact on humankind and the environment	Who we are An inquiry into the nature of the self; personal and physical health; what it means to be human	Where we are in place and time An inquiry into personal histories; homes and journeys; migrations of humankind	How the world works An inquiry into the natural world and its laws; the impact of scientific and technological advances on society and on the environment	How we express ourselves An inquiry into the ways in which we express ideas, culture, beliefs and values
Proposed Start Date	27 August 2018	2 October 2018	19 November 2018	11 February 2019	25 March 2019	20 May 2019
Central Idea	Access to equal opportunities affects peace within a community	Systems of production and distribution affect the choices people make	Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.	Human migration involves challenges, risks and opportunities	People have ideas for inventions in response to energy needs	People express identity and culture through story
Lines of inquiry An inquiry into:	<ul style="list-style-type: none"> Equal opportunities The conditions which create peace and conflict Choices people make to maintain a peaceful community 	<ul style="list-style-type: none"> How food is produced and distributed The issues involved in production and distribution the food choices people make 	<ul style="list-style-type: none"> The systems of the body and how they function Ways in which these body systems are interdependent How to maintain healthy body systems 	<ul style="list-style-type: none"> Reasons for migration The benefits and challenges experienced by migrants The effects of migration on people and place 	<ul style="list-style-type: none"> How to be an inventor Forms and sources of energy solving energy issues through invention 	<ul style="list-style-type: none"> What is meant by culture How people express identity and culture through story Connections that can be found between identity and culture through story
Key Concepts	Perspective Causation Responsibility	Function Connection Perspective	Function Connection Responsibility	Causation Change Perspective	Function Form Causation	Form Connection
Related concepts	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
Learner Profile Focus	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

Transdisciplinary Themes	Where we are in place and time An inquiry into orientation in place and time; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	Sharing the planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things;	How the world works An inquiry into the natural world and its laws;	How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;	Who we are 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	How we organize ourselves An inquiry into economic activities and their impact on humankind and the environment.
Proposed Start Date	27 August 2018	8 October 2018	3 December 2018	11 February 2019	1 April 2019	20 May 2019
Central Idea	Connections between past civilisations and present day societies influence the future	Biodiversity relies on maintaining the interdependent balance of organisms within ecosystems	Scientific investigation of the Earth leads to understandings of its systems and cycles	Advertising can influence people's opinions and the choices they make	Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.	Consumer responsibility impacts local and global trade
Lines of inquiry An inquiry into:	<ul style="list-style-type: none"> • Characteristics of civilisations and societies • Aspects of past civilisations that have survived • Implications for the future 	<ul style="list-style-type: none"> • The connections between organisms within ecosystems and biomes • How human interaction with the environment can affect the balance of ecosystems. • Human responsibility for the biodiversity of the planet 	<ul style="list-style-type: none"> • Earth systems and cycles • Interactions between Earth's systems and cycles • The process of gathering scientific evidence about the Earth 	<ul style="list-style-type: none"> • The purpose of advertising • The techniques used to make advertising effective and to influence our choices • How advertisers respond to the needs of the client to produce their advertisement 	<ul style="list-style-type: none"> • External factors that affect the transition from pre-adolescence to adolescence • Changes and challenges from childhood to adolescence • Relationships with other people 	<ul style="list-style-type: none"> • How trade works • Factors that influence trade • Our responsibilities as consumers
Key Concepts	Form Connection Causation	Responsibility Connection Causation	Form Connection Function	Causation Function Reflection	Change Causation Perspective	Function Causation Responsibility
Related concepts	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
Learner Profile Focus	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	Who we are 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	How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; societal decision-making	Where we are in place and time An inquiry into orientation in place and time; personal histories; local and global perspectives	Sharing the planet 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	How we express ourselves 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	How the world works An inquiry into how humans use their understanding of scientific principles
Proposed Start Date	20 August 2018	17 September 2018	5 November 2018	7 January 2019	25 February 2019	29 April 2019
Central Idea	Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.	Systems of governance influence the lives of individuals	Significant events in history reveal multiple points of view that influence actions	People worldwide encounter a range of challenges and risks that provides opportunities for us to solve problems.	People can use their passion and expertise to make a positive difference.	Investigation is required in order to understand scientific (chemical and physical) phenomena
Lines of inquiry An inquiry into:	<ul style="list-style-type: none"> influences on people's self-worth How people build and manage relationships to support each other Changes and challenges from childhood to adolescence 	<ul style="list-style-type: none"> how groups make and influence rules and laws Systems of governance The impact of societal decision-making 	<ul style="list-style-type: none"> The role of a historian How people's perspective on significant events is influenced The reliability of opinions connected to significant events 	<ul style="list-style-type: none"> Global goals for sustainable development Challenges and risks connected to the goals Opportunities to respond to the challenges and risks 	<ul style="list-style-type: none"> How people advocate for change How people provoke or elicit responses How different formats are used to connect an audience to an issue 	<ul style="list-style-type: none"> Fair testing in a scientific investigation The systematic process of scientific inquiry How scientists use evidence to inform conclusions
Key Concepts	Causation Function Change	Function Form Perspective	Function Perspective	Form Causation Responsibility	Function Causation Responsibility	Function Change Connection
Related concepts	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
Learner Profile Focus	Open-minded Balanced	Communicators Balanced	Inquirers Thinkers Open-minded	Caring Principled Reflective	Communicators Thinkers Open-minded	Knowledgeable Communicators Courageous