

# Year 1 Programme of Inquiry 2016-2017

Transdisciplinary Themes	Who we are An inquiry into the nature of the self; of our beliefs and values; personal, physical, mental, social and spiritual health; human relationships including communities, and cultures; rights and responsibilities; what it means to be human	How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment	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, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	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 the environment	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 interconnectedness of individuals and civilizations, from local and global perspectives
Proposed Start Date	<b>22 August 2016</b>	<b>26 September 2016</b>	<b>14 November 2016</b>	<b>23 January 2017</b>	<b>27 March 2017</b>	<b>22 May 2017</b>
Central Idea	<b>Emotions and actions can influence interactions with others</b>	<b>A community of readers has roles and responsibilities</b>	<b>Plants provide for other living things</b>	<b>Stories are created and shared to entertain</b>	<b>Structures are designed for a variety of purposes</b>	<b>Artifacts contribute to our understanding of people's histories</b>
Lines of Inquiry An inquiry into:	<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>• What is a reading community</li> <li>• How a reading community works</li> <li>• How to participate effectively in a reading community</li> </ul>	<ul style="list-style-type: none"> <li>• Living and non-living things</li> <li>• How plants might work</li> <li>• Ways plants provide for living things</li> </ul>	<ul style="list-style-type: none"> <li>• Creating stories</li> <li>• What makes stories entertaining</li> <li>• Sharing stories</li> </ul>	<ul style="list-style-type: none"> <li>• Types of structures</li> <li>• Structure building and design</li> <li>• Various influences on the design of structures</li> </ul>	<ul style="list-style-type: none"> <li>• How people analyse artifacts</li> <li>• How artifacts contribute to our understanding of the past</li> <li>• Why people keep or discard artifacts</li> </ul>
Key Concepts	Causation Reflection Responsibility	Form Function Reflection	Form Function Connection	Form Causation Function	Form Function Causation	Form Function Reflection
Related concepts	Self-regulation Character Interdependence Fair play	Community Responsibility	Interdependence Plants Growth Systems Classification	Communication Interpretation Opinion Relationships	Shape Stability Structure	Artifact History Value Interpretation
Learner Profile Focus	Communicators Caring Principled	Courageous	Thinkers Inquirers	Communicator Knowledgeable Courageous	Thinker Reflective Open-Minded	Inquirer Reflective
Attitudes Focus	Empathy Respect Confidence	Independent Confident Enthusiastic	Appreciation Curiosity	Confidence Creativity Enthusiasm	Co-operation Creativity Commitment	Curiosity Respect

## Year 2 Programme of Inquiry 2016-17

Transdisciplinary Themes	How we organize ourselves	How we express ourselves	Where we are in place and time	Sharing the planet	How the world works	Who we are
	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment	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	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and interconnectedness of individuals and civilizations, from local and global perspectives	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	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 the environment	An inquiry into the nature of the self; of our beliefs and values; personal, physical, mental, social and spiritual health; human relationships including communities, and cultures; rights an responsibilities; what it means to be human
Proposed Start Date	22 August 2016	17 October 2016	3 January 2017	27 March 2017	4 May 2017	12 June 2017
Central Idea	<b>Systems relate directly to the needs of a community</b>	<b>Celebrations are an opportunity to reflect and appreciate cultures and beliefs</b>	<b>Through considering various perspectives of past events people can develop an empathy for others experiences</b>	<b>Living things interact with, use and value water in different ways</b>	<b>Knowledge of the impact of forces helps to understand how the world works</b>	<b>Relationships can be impacted by the choices people make</b>
Lines of inquiry	An inquiry into: <ul style="list-style-type: none"> <li>• Human needs</li> <li>• Why communities have the systems and services they have</li> <li>• The relationship between a communities needs and the systems and services</li> </ul>	<ul style="list-style-type: none"> <li>• Types of celebrations</li> <li>• Ways people celebrate</li> <li>• Cultures and beliefs reflected through celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Points of view of an experience or an event from the past</li> <li>• Experiences and events from the past</li> <li>• How people might have responded to experiences and events from the past</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of living things</li> <li>• Ways living things and water are connected</li> <li>• Different points of view of the importance of water</li> </ul>	<ul style="list-style-type: none"> <li>• The differences between types of forces</li> <li>• How forces affect movement</li> <li>• How forces are connected to how the world works</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships we are part of</li> <li>• Personal choices we make in relationships</li> <li>• Choices we can make to retain and restore relationships</li> </ul>
Key Concepts	Form Causation Connection	Form Function Connection	Perspective Form Connection	Form Connection Perspective	Function Causation Connection	Form Causation Reflection
Related concepts	Systems Networks Interdependence	Beliefs Similarities Differences Relationships Behaviour	History Chronology Time Place	Interdependence Water Environment Characteristics	Impact Relationships	Relationships Behaviour Responsibility
Learner Profile Focus	Reflective Courageous	Communicator Open-minded Reflective	Open-minded Inquirer Reflective	Caring Communicators	Thinkers Courageous Reflective	Balanced Principled
Attitudes Focus	Cooperation Independence	Creativity Confidence Enthusiasm	Empathy Curiosity	Curiosity Appreciation Respect	Curiosity Confidence	Appreciation Integrity

## Year 3 Programme of Inquiry 2016-17

<b>Transdisciplinary Themes</b>	<b>Who we are</b> An inquiry into the nature of the self; of our beliefs and values; personal, physical, mental, social and spiritual health; human relationships including communities, and cultures; rights and responsibilities; what it means to be human	<b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment	<b>How we express ourselves</b> 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	<b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and 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; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	<b>How the world works</b> 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 the environment
<b>Proposed Start Date</b>	<b>22 August 2016</b>	<b>19 September 2016</b>	<b>14 November 2016</b>	<b>6 February 2017</b>	<b>20 March 2017</b>	<b>15 May 2017</b>
<b>Central Idea</b>	<b>People's choices and their actions may determine well-being</b>	<b>Taking responsibility for various tasks and roles enables individuals and groups to achieve goals</b>	<b>An appreciation of nature can be expressed through various art forms</b>	<b>People and places are transformed through exploration</b>	<b>Human actions have an impact on the environment</b>	<b>The world is composed of matter which can go through various changes</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>• Defining wellbeing</li> <li>• How components of wellbeing affect people's wellbeing</li> <li>• Making informed choices to achieve and maintain wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• What it means to be organized</li> <li>• Benefits of working together</li> <li>• Action students can take to respond to a range of situations</li> <li>• Impact of action</li> </ul>	<ul style="list-style-type: none"> <li>• Forms 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>• The characteristics of an explorer</li> <li>• How people explore</li> <li>• What motivates people to explore</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>• States (solid, liquid, gas) &amp; properties of matter (shape, mass, space/volume)</li> <li>• Changing states of matter</li> <li>• Use of matter in people's daily lives</li> </ul>
<b>Key Concepts</b>	Form Function Responsibility	Form Function Connection Reflection	Form Perspective	Form Function Causation	Connection Causation Responsibility	Form Change Function
<b>Related concepts</b>	Wellbeing Health Happiness	Systems Consequences Rights, roles	Expression Creativity Appreciation Perception	Exploration Impact Transformed	Relationships Sustainability	Transformation Solids, liquids, gases Changes of state Chemical and physical change Properties
<b>Learner Profile Focus</b>	Principled Balanced Caring	Communicator Open-minded Principled	Communicator Open-minded Reflective	Courageous Communicator Inquirer	Principled Open Minded Knowledgeable	Thinker Inquirer Knowledgeable
<b>Attitudes Focus</b>	Commitment Integrity Empathy	Commitment Cooperation Tolerance	Appreciation Creativity Curiosity	Confidence Independence Enthusiasm Empathy	Respect Commitment Cooperation	Curious Commitment Knowledgeable

## Year 4 Programme of Inquiry 2016-17

Transdisciplinary Themes	<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 organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment	<b>Who we are</b> An inquiry into the nature of the self; of our beliefs and values; personal, physical, mental, social and spiritual health; human relationships including communities, and cultures; rights and responsibilities; what it means to be human	<b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and interconnectedness of individuals and civilizations, from local and global perspectives	<b>How the world works</b> 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 the environment	<b>How we express ourselves</b> 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
Proposed Start Date	15 August 2016	28 September 2016	14 November 2016	13 February 2017	20 March 2017	15 May 2017
<b>Central Idea</b>	<b>Members of a community work together to make it peaceful</b>	<b>Communities have systems for producing and distributing food which affect the choices people make</b>	<b>Bodies are made up of interrelated systems, which need to be maintained for healthy functioning</b>	<b>Human migration involves challenges, risks, opportunities and change</b>	<b>People have ideas for inventions in response to energy issues</b>	<b>Cultures reveal beliefs, values and traditions through story</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>• Causes and effects of conflict</li> <li>• Ways people resolve conflict</li> <li>• How to maintain a peaceful community</li> </ul>	<ul style="list-style-type: none"> <li>• The systems for producing and distributing food</li> <li>• The reasons for different production and distribution methods</li> <li>• How we choose the food we eat</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 interrelated</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</li> </ul>	<ul style="list-style-type: none"> <li>• There are different forms of energy</li> <li>• Energy can be transformed from one form to another</li> <li>• Energy can be conserved and used efficiently</li> </ul>	<ul style="list-style-type: none"> <li>• What is meant by culture</li> <li>• How people express beliefs and values</li> <li>• Connections that can be found between the beliefs and values in different cultures</li> </ul>
<b>Key Concepts</b>	Perspective Function Responsibility	Function Causation Reflection	Function Connection Responsibility	Causation Change Perspective	Form Change Responsibility	Form Reflection Connection
<b>Related concepts</b>	Consequences Compromise Rights Relationships	Production Consumption Decision Making	Systems (digestive, nervous, etc) Homeostasis	Impact Identity Prejudice Refugees Immigration	Conservation Efficiency Forms of Energy and Transformation of Energy Creativity Invention	Culture Traditions Values Beliefs
<b>Learner Profile Focus</b>	Caring Courageous Principled	Principled Reflective Knowledgeable	Inquirer Communicator Balanced	Caring Open minded Reflective	Courageous Thinker	Communicator Open minded Reflective
<b>Attitudes Focus</b>	Integrity Tolerance Respect	Enthusiasm Curiosity Independence	Curiosity Cooperation Commitment	Empathy Tolerance	Enthusiasm Creativity Growth vs Fixed Mindset	Creativity Appreciation

## Year 5 Programme of Inquiry 2016-17

Transdisciplinary Themes	Who we are An inquiry into the nature of the self; of our beliefs and values; personal, physical, mental, social and spiritual health; human relationships including communities, and cultures; rights and responsibilities; what it means to be human	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 the environment	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 interconnectedness of individuals and civilizations, from local and global perspectives	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	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 organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment
<b>Proposed Start</b>	<b>15 August 2016</b>	<b>12 September 2016</b>	<b>07 November 2016</b>	<b>16 January 2017</b>	<b>20 March 2017</b>	<b>22 May 2017</b>
<b>Central Idea</b>	<b>Role models reflect the values of individuals and communities</b>	<b>The Earth's conditions and position in space make life sustainable</b>	<b>Past civilisations have influenced present day societies</b>	<b>Advertising can influence people's opinions and the choices they make</b>	<b>Biodiversity relies on maintaining the interdependent balance of organisms within systems</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>The behaviors of role models</li> <li>Why people value role models</li> <li>Influence role models have on people's choices and actions</li> </ul>	<ul style="list-style-type: none"> <li>The structure and function of the solar systems</li> <li>The conditions on earth that make earth livable</li> <li>How the position of earth in space affects living conditions</li> </ul>	<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 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>The connections between organisms within ecosystems and biomes</li> <li>How human interaction with the environment can affect the balance of systems.</li> <li>Human responsibility for the biodiversity of the planet</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>	Function Perspective Responsibility	Function Causation	Form Change Connection	Causation Function Reflection	Responsibility Connection Causation	Function Causation Responsibility
<b>Related concepts</b>	Initiative Citizenship	Space Solar system Time	Continuity Progress Difference Validity	Audience Media	Biodiversity Causation Impact Interdependence	Demand Interdependence Demand Supply
<b>Learner Profile Focus</b>	Caring Courageous	Knowledgeable Inquirer	Open-minded Inquirer	Communicator Reflective Courageous	Caring Principled	Thinker Principled Reflective
<b>Attitudes Focus</b>	Empathy Commitment Enthusiasm	Curiosity Confidence Appreciation	Tolerance Appreciation	Cooperation Creativity Confidence	Respect	Empathy Integrity Cooperation

## Y6 Programme of Inquiry 2016-17

Transdisciplinary Themes	How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment	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 the environment	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 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; 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, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	Who we are An inquiry into the nature of the self; of our beliefs and values; personal, physical, mental, social and spiritual health; human relationships including communities, and cultures; rights and responsibilities; what it means to be human
<b>Proposed Start</b>	<b>10 August 2016</b>	<b>12 September 2016</b>	<b>7 November 2016</b>	<b>3 January 2017</b>	<b>6 March 2017</b>	<b>29 May 2017</b>
<b>Central Idea</b>	<b>People interact within online systems to access information and connect with each other</b>	<b>Matter exists in different forms which can be changed and used for a variety of purposes</b>	<b>Perspectives in history can be uncovered through a variety of sources</b>	<b>Children worldwide encounter a range of challenges, risks and opportunities</b>	<b>People can use their passion and expertise to make a positive difference</b>	<b>External and internal factors cause changes in people's lives</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>The function of the digital world</li> <li>The impact of the digital world</li> <li>Responsibilities when engaging with online systems</li> </ul>	<ul style="list-style-type: none"> <li>Ways that substances can change</li> <li>Investigating and documenting our scientific thinking</li> <li>Practical applications of change in substances</li> </ul>	<ul style="list-style-type: none"> <li>The role of a historian</li> <li>How people are influenced through multiple points of view of the same event</li> <li>The reliability of our own and others opinions connected to a significant event</li> </ul>	<ul style="list-style-type: none"> <li>Challenges, risks and opportunities that children encounter (local and global)</li> <li>How children respond to challenges, risks and opportunities</li> <li>Ways in which individuals and organisations work to protect children from risks</li> </ul>	<ul style="list-style-type: none"> <li>How people connect their passion and expertise to learn about issues</li> <li>Different processes used to make a positive difference</li> <li>The effectiveness of action</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>
<b>Key Concepts</b>	Function Causation Responsibility	Change Reflection Connection	Function Perspective Reflection	Form Perspective Reflection	Form Causation Perspective Responsibility	Change Causation Perspective
<b>Related concepts</b>	Identity Interaction Communication	Changes of state Chemical and physical changes Properties and materials	History Opinion Interpretation Evidence and Bias	Equality Rights Resilience Health	Cooperation Freedom	Genetics Growth Systems (Endocrine) Puberty
<b>Learner Profile Focus</b>	Communicator Balanced	Knowledgeable Communicator Courageous	Inquirer Thinker Open-minded	Caring Principled Reflective	Communications Thinker	Open-minded Balanced
<b>Attitudes Focus</b>	Respect Integrity	Curiosity Integrity Confidence	Curiosity Empathy	To be determined	Cooperation Enthusiasm	Empathy Tolerance