

# Year 1 Programme of Inquiry 2017-2018

Transdisciplinary Themes	<b>Who we are</b> An inquiry into the nature of the self; personal, mental & social health, human relationships including, friends and communities	<b>How we organize ourselves</b> An inquiry into the interconnectedness of communities	<b>Sharing the planet</b> An inquiry into sharing resources with other people and with other living things	<b>How we express ourselves</b> An inquiry into the ways in which we discover and express ideas: and enjoy our creativity	<b>How the world works</b> An inquiry into the interaction between the natural world, physical and biological and human societies: how humans use their understanding of scientific principles	<b>Where we are in place and time</b> Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives
<b>Proposed Start Date</b>	<b>14 August 2017</b>	<b>25 October 2017</b>	<b>13 November 2017</b>	<b>22 January 2018</b>	<b>19 March 2018</b>	<b>23 May 2018</b>
<b>Central Idea</b>	<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>Personal journeys may lead to change and new opportunities</b>
<b>Lines of inquiry</b> 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 (year long inquiry)</li> </ul>	<ul style="list-style-type: none"> <li>What is a reading community</li> <li>How a reading community works - roles, responsibilities, routines, practices</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>Important events that lead to change</li> <li>How we have changed over the year</li> <li>How change will lead to new opportunities</li> </ul>
<b>Key Concepts</b>	Causation Reflection Responsibility	Form Function Reflection	Form Function Connection	Form Causation Function	Form Function Causation	Form Change Reflection
<b>Related concepts</b>	Self- regulation Character Interdependence Fair play	Community Responsibility	Interdependence Plants Growth	Communication Interpretation Opinion Relationships	Shape Stability Structure	Cooperation Organization Change Growth Relationships Responsibility
<b>Learner Profile Focus</b>	Communicator Caring Principled	Reflective Inquirer Communicator	Thinker Inquirer	Communicator Knowledgeable Courageous	Thinker Reflective Open-minded	Courageous Open-minded Principled
<b>Attitudes Focus</b>	Empathy Respect Confidence	Cooperation Enthusiasm Commitment	Appreciation Curiosity	Confidence Creativity Enthusiasm	Cooperation Creativity Commitment	Appreciation Independence

## Year 2 Programme of Inquiry 2017-18

Transdisciplinary Themes	Who we are An inquiry into the nature of the self; personal and social health; human relationships including families and friends; responsibilities	How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; their impact on humankind	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 culture, beliefs; the ways in which we extend and enjoy our creativity, our appreciation of the aesthetic	Sharing the planet An inquiry into responsibilities 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; personal histories; local and global perspectives
<b>Proposed Start Date</b>	<b>14 August 2017</b>	<b>18 September 2017</b>	<b>6 November 2017</b>	<b>8 January 2018</b>	<b>26 March 2018</b>	<b>30 May 2018</b>
<b>Central Idea</b>	<b>Understanding our strengths and emotions can help us to make positive relationships</b>	<b>Systems relate directly to the needs of a community</b>	<b>Knowing about forces helps to understand how the world works</b>	<b>Celebrations are an opportunity to reflect and appreciate cultures and beliefs</b>	<b>Living things interact with, use and value water in different ways</b>	<b>People imagine life in the past through different stories and other evidence</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>The strengths that can help us make positive relationships</li> <li>What we can do to change the way we feel (and others?)</li> <li>How the choices we make change the way people think about us</li> </ul>	<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>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>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>Categories of living things</li> <li>Ways living things and water are connected</li> <li>Human responsibilities regarding water</li> </ul>	<ul style="list-style-type: none"> <li>Daily life in the past</li> <li>How we find out about daily life in the past.</li> <li>The difference in lifestyle throughout past generations</li> </ul>
<b>Key Concepts</b>	Form Function Causation	Form Causation Connection	Form Function Connection	Form Function Connection	Form Connection Responsibility	Form Function Connection
<b>Related concepts</b>	Relationships Self regulation Choice	Systems Networks Interdependence	Impact Relationships	Beliefs Similarities/ Differences Relationships Behaviour	Interdependence Environment (water) Characteristics	Family Lifestyle Artifacts
<b>Learner Profile Focus</b>	Reflective Principled	Reflective Courageous	Thinker Courageous Reflective	Communicator Open-minded Reflective	Caring Communicator	Open-minded Reflective Inquirer
<b>Attitudes Focus</b>	Respect Empathy	Cooperation Independence	Curiosity Confidence	Creativity Confidence Enthusiasm	Curiosity Appreciation Respect	Curiosity Enthusiasm

# Year 3 Programme of Inquiry 2017-18

Transdisciplinary Themes	Who we are An inquiry into the nature of the self; personal, physical, mental and social health; human relationships; responsibilities;	How we organize ourselves An inquiry into the structure and function of organizations; societal decision-making	Where we are in place and time An inquiry into orientation in place and time; the discoveries and explorations of human kind from local and global perspectives	How we express ourselves An inquiry into the ways in which we discover and express ideas and feelings; 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	How the world works An inquiry into how humans use their understanding of scientific principles.
<b>Proposed Start Date</b>	<b>21 August 2017</b>	<b>9 October 2017</b>	<b>27 November 2017</b>	<b>28 January 2018</b>	<b>16 April 2018</b>	<b>21 May 2018</b>
<b>Central Idea</b>	<b>People's choices, actions and thoughts contribute to well-being</b>	<b>Taking responsibility for various tasks and roles enables individuals and groups to achieve goals</b>	<b>Through exploration, people discover and learn about themselves and the world around them</b>	<b>An appreciation of nature can be expressed through various art forms</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>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>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 / issues</li> <li>Impact of action (how well did my action address/resolve it...make decisions on choice of action - based on criteria - timeliness, location, skill level)</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>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>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 Reflection</li> </ul>
<b>Key Concepts</b>	Form Function Responsibility	Form Function Connection Reflection	Form Function Causation	Form Perspective Function	Connection Causation Responsibility	Form Change Function
<b>Related concepts</b>	Wellbeing Health Happiness	Systems Consequences Rights, roles	Exploration Impact Transformed	Expression Creativity Appreciation	Relationships Sustainability	Transformation Solids, liquids, gases Changes of state Chemical and physical changes Properties
<b>Learner Profile Focus</b>	Principled Balanced	Communicator Open-minded Principled	Courageous Communicator Inquirer	Communicator Open-minded Reflective	Principled Open-minded Knowledgeable	Thinker Inquirer Knowledgeable
<b>Attitudes Focus</b>	Commitment Independence	Commitment Cooperation Tolerance	Confidence Independence Enthusiasm Empathy	Appreciation Creativity Curiosity	Respect Commitment Cooperation	Curiosity Commitment Creativity

# Year 4 Programme of Inquiry 2017-18

Transdisciplinary Themes	Sharing the planet An inquiry into communities and the relationships within them; peace and conflict resolution	How we organize ourselves An inquiry into the interconnectedness of human-made systems and communities; societal decision making	Who we are An inquiry into personal and physical health, and responsibilities	Where we are in place and time An inquiry into personal histories; journeys and migrations of humankind from local and global perspectives.	How the world works An inquiry into the natural world and its laws; how humans use their understanding of scientific principles.; technological advances	How we express ourselves An inquiry into the ways in which we express ideas, culture, beliefs and values
<b>Proposed Start Date</b>	<b>28 August 2017</b>	<b>9 October 2017</b>	<b>27 December 2017</b>	<b>12 February 2018</b>	<b>16 April 2018</b>	<b>28 May 2018</b>
<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 and opportunities</b>	<b>People have ideas for inventions in response to energy issues</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>• 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 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 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 Community Peace	Production Consumption Decision Making Harvesting Growing	Systems Homeostasis	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	Inquirer Communicator Balanced	Caring Open minded Reflective	Courageous Thinker	Communicator Open minded Thinker
<b>Attitudes Focus</b>	Cooperation Tolerance Respect	Enthusiasm Curiosity Independence	Curiosity Cooperation Commitment	Empathy Tolerance	Enthusiasm Creativity	Creativity Appreciation

# Year 5 Programme of Inquiry 2017-18

Transdisciplinary Themes	Who we are An inquiry into the nature of the self; values; what it means to be human	How the world works An inquiry into the natural world and its laws	Where we are in place and time An inquiry into orientation in place and time; the discoveries, explorations and migrations of humankind	How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	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 we organize ourselves An inquiry into economic activities and their impact on humankind
<b>Proposed Start Date</b>	<b>14 August 2017</b>	<b>11 September 2017</b>	<b>6 November 2017</b>	<b>8 January 2018</b>	<b>12 March 2018</b>	<b>14 May 2018</b>
<b>Central Idea</b>	<b>Role models reflect the values of individuals and communities</b>	<b>Earth's position in space and its relationship with the sun and moon makes 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 behaviours of role models</li> <li>Why people value role models</li> <li>Influence role models have on peoples choices and actions</li> </ul>	<ul style="list-style-type: none"> <li>Earth's capability to sustain life</li> <li>The structure and function of the solar system</li> <li>Earth's relationship with the sun and moon</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>	Identity Values	Sustainability Systems	Continuity Culture Progress Difference Validity Change over time	Audience Media Perspective Creativity Resilience	Biodiversity Interdependence Biomes Impact	Demand Resources Consumption 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 2017-18

<b>Transdisciplinary Themes</b>	<b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; societal decision-making	<b>How the world works</b> An inquiry into how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment	<b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories	<b>Sharing the planet</b> An inquiry into access to equal opportunities	<b>How we express ourselves</b> An inquiry into the ways in which we express ideas and feelings; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	<b>Who we are</b> An inquiry into the nature of the self; personal; physical; mental; social; human relationships
<b>Proposed Start Date</b>	<b>14 August 2017</b>	<b>25 September 2017</b>	<b>20 November 2017</b>	<b>29 January 2018</b>	<b>26 March 2018</b>	<b>23 May 2018</b>
<b>Central Idea</b>	<b>People interact with technology 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>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>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 purpose of technology</li> <li>The impact of technology</li> <li>Responsibilities when engaging with online systems (consuming and producing?)</li> </ul>	<ul style="list-style-type: none"> <li>Changes which occur to materials can be reversible or irreversible</li> <li>Chemical change forms new substances</li> <li>How scientists use evidence to inform conclusions</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>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>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	Form/Function Reflection Connection	Function Perspective Reflection	Function Causation Responsibility Form	Form Causation Responsibility Perspective Causation Function	Change Causation Perspective
<b>Related concepts</b>	Identity Interaction Communication	Change Chemical and physical changes Properties Evidence	History Opinion Interpretation Evidence Bias	Creativity Problem solving Opportunity Risk Challenge	Cooperation Freedom Creating Composing	Genetics Growth Systems (endocrine) Puberty
<b>Learner Profile Focus</b>	Communicator Balanced	Knowledgeable Communicator Courageous	Inquirer Thinker Open-minded	Caring Principled Reflective	Communicator Thinker Open-minded	Open-minded Balanced
<b>Attitudes Focus</b>	Respect Integrity	Curiosity Integrity Confidence Enthusiasm	Curiosity Empathy	Appreciation Empathy Tolerance	Cooperation Enthusiasm Creativity Independence	Empathy Tolerance