

# Year 1 Programme of Inquiry 2015-2016

Transdisciplinary Themes	<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 an 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>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, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	<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>24 August 2015</b>	<b>5 October 2015</b>	<b>30 November 2015</b>	<b>15 February 2016</b>	<b>25 April 2016</b>
<b>Central Idea</b>	<b>Emotions and actions can influence interactions with others</b>	<b>A community of learners can capture thoughts and ideas</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>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> </ul>	<ul style="list-style-type: none"> <li>What a learner is</li> <li>What a learner does to capture their thoughts and ideas</li> <li>The responsibilities of a learner within a community</li> </ul>	<ul style="list-style-type: none"> <li>The needs of plants</li> <li>Ways plants provide for living things</li> <li>Caring for plants</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>
<b>Key Concepts</b>	Causation Reflection Responsibility	Function Responsibility	Function Connection Responsibility	Form Function Causation	Causation Function Form
<b>Related concepts</b>	Self-regulation Character Fair play Interdependence Fair play	Community Behaviour	Interdependence Plants Growth Systems	Interpretation Communication Opinion Relationships	Shape Stability Structure
<b>Learner Profile Focus</b>	Caring Communicator Principled	Inquirer Thinker Reflective	Knowledgeable Inquirers	Communicator Knowledgeable Courageous	Reflective Thinker Open-Minded
<b>Attitudes Focus</b>	Tolerance Empathy Respect Integrity	Cooperation Commitment	Appreciation Curiosity	Confidence Creativity Enthusiasm	Co-operation Creativity Commitment

## Year 2 Programme of Inquiry 2015-16

Transdisciplinary Themes	How we organize ourselves	How we express ourselves	Where we are in place and time	How the world works	Sharing the planet	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 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 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 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
Proposed Start Date	<b>24 August 2015</b>	<b>26 October 2015</b>	<b>4 January 2016</b>	<b>29 February 2016</b>	<b>3 May 2016</b>	<b>13 June 2016</b>
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>Over lengths of time people experience a range of places and events</b>	<b>Knowledge of the impact of forces helps people understand how the world works</b>	<b>Living things interact with, use and value water in different ways</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>• Ways our needs are met within communities</li> <li>• The relationship between a communities needs and systems and services</li> </ul>	<ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Ways people celebrate</li> <li>• Cultures and beliefs reflected through celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Recording time and place</li> <li>• Places and events from the past</li> <li>• Points of view of an event from the past</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>• Ways living things and water are connected</li> <li>• How water changes</li> <li>• Points of view about the value of water</li> <li>• Responsibilities regarding water</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships we are part of</li> <li>• Choices we can make to retain and restore relationships</li> <li>• Personal choices we make in relationships</li> </ul>
Key Concepts	Form Causation Connection	Form Function Connection	Form Function Perspective	Function Causation Connection	Responsibility Connection Change Perspective	Form Reflection Causation
Related concepts	Systems Networks Interdependence	Beliefs Similarities Differences Religion Relationships Behaviour Artifacts Diversity	History Chronology Time Place	Impact Relationships	Sustainability Conservation Value	Responsibility Relationships Behaviour
Learner Profile Focus	Reflective Courageous	Communicator Reflective Open-minded	Reflective Inquirer Open-minded	Inquirer Thinker	Thinkers Caring	Balanced Principled
Attitudes Focus	Cooperation Independence	Creativity Confidence Enthusiasm	Empathy Tolerance	Curiosity Empathy Enthusiasm Creativity	Commitment Respect	Appreciation Integrity

## Year 3 Programme of Inquiry 2015-16

Transdisciplinary Themes	How we organize ourselves	How the world works	Where we are in place and time	How we express ourselves	Sharing the planet	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 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 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 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 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 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	24 August 2015	26 October 2015	30 November 2015	1 February 2016	11 April 2016	30 May 2016
Central Idea	<b>People create organisations to solve problems and support needs</b>	<b>The world is composed of matter which can go through various changes</b>	<b>Through exploration people discover and learn about the world around them</b>	<b>An appreciation of nature can be expressed through various art forms</b>	<b>Human actions have an effect on the environment they inhabit</b>	<b>Personal wellbeing determines the quality of people's lives</b>
Lines of inquiry	An inquiry into: <ul style="list-style-type: none"> <li>• The roles and responsibilities within organisations</li> <li>• Forms of action</li> <li>• Impact of action</li> </ul>	<ul style="list-style-type: none"> <li>• States and properties of matter and form</li> <li>• How states of matter change</li> <li>• Why states of matter change</li> <li>• Use of states and properties of matter in our daily lives</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for exploration</li> <li>• Attitudes and characteristics of explorers</li> <li>• What we learn through the experience of explorers</li> </ul>	<ul style="list-style-type: none"> <li>• Forms and types of creative expression</li> <li>• Wonders of nature</li> <li>• Appreciation of nature expressed through art and design</li> <li>• Interpreting and evaluating creative expression</li> </ul>	<ul style="list-style-type: none"> <li>• The interconnectedness of people and the natural environment</li> <li>• Positive and negative consequences of our choices</li> <li>• Human responsibility for their actions</li> </ul>	<ul style="list-style-type: none"> <li>• Components of wellbeing</li> <li>• How components of wellbeing affect personal wellbeing</li> <li>• How we can improve wellbeing and our personal environment</li> </ul>
Key Concepts	Form Function Responsibility Reflection	Change Causation Form Function	Form Causation Change	Perspective Form Function	Causation Responsibility Reflection	Responsibility Form Function
Related concepts	Systems Consequences Rights Roles	Transformation Solids, liquids, gases Changes of state Chemical and physical changes Properties	Discovery Exploration History	Expression Creativity Appreciation Perception	Initiative Sustainability Conservation	Balance Choice Nutrition
Learner Profile Focus	Communicator Open-minded Principled	Thinker Knowledgeable Inquirer	Communicator Open-minded	Knowledgeable Open-minded Reflective	Reflective Principled Knowledgeable	Principled Balanced Caring
Attitudes Focus	Commitment Cooperation Tolerance	Curious Independent	Appreciation Creativity Enthusiasm	Appreciation Creativity Enthusiasm	Cooperation Integrity Respect	Commitment Integrity Empathy

## Year 4 Programme of Inquiry 2015-16

Transdisciplinary Themes	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	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
<b>Proposed Start Date</b>	<b>12 August 2015</b>	<b>31 August 2015</b>	<b>2 November 2015</b>	<b>25 January 2016</b>	<b>14 March 2016</b>	<b>23 May 2016</b>
<b>Central Idea</b>	<b>Individuals have a responsibility to find peaceful solutions to conflicts within communities</b>	<b>Cultures reveal beliefs, values and traditions through story</b>	<b>Bodies are made up of interrelated systems, which need to be maintained for healthy functioning</b>	<b>Communities have systems for producing and distributing food which affect the choices people make</b>	<b>The use of energy has an impact on the planet</b>	<b>Human migration is a response to challenges, risks and opportunities</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>• The causes of conflict</li> <li>• Ways people resolve conflict</li> <li>• Roles and responsibilities of community members to resolve conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• What is meant by values and 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>	<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>• 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 sources of energy and how they work</li> <li>• The impact/effects of the use of energy on the planet</li> <li>• How to use energy responsibly</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for migration</li> <li>• The benefits and challenges experienced by migrants</li> <li>• The consequences of migration</li> </ul>
<b>Key Concepts</b>	Causation Function Responsibility	Form Reflection Connection	Function Responsibility Connection	Function Causation Reflection	Responsibility Function Causation	Causation Perspective Change
<b>Related concepts</b>	Consequences Compromise Relationships Rights	Culture Traditions Values Beliefs	Systems Homeostasis	Production Consumption Decision Making	Properties Systems Structure Impact	Impact Identity Prejudice
<b>Learner Profile Focus</b>	Caring Courageous Principled	Communicator Open-minded Reflective	Knowledgeable Communicator Balanced	Principled Reflective Knowledgeable	Reflective Knowledgeable Inquirer	Caring Open-minded
<b>Attitudes Focus</b>	Tolerance Respect Cooperation	Creativity Appreciation	Curiosity Cooperation Commitment	Independence Integrity Commitment	Confidence	Empathy Tolerance

## Year 5 Programme of Inquiry 2015-16

Transdisciplinary Themes	How the world works	Who we are	How we organize ourselves	How we express ourselves	Sharing the planet	Where we are in place and time
	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 and responsibilities; what it means to be human	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 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 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	24 August 2015	5 October 2015	16 November 2015	11 January 2016	7 March 2016	9 May 2016
Central Idea	<b>The Earth's conditions and position in space make life sustainable</b>	<b>Role models reflect the beliefs and values of individuals and society</b>	<b>Local and global trade impacts human-kind</b>	<b>Media can influence how people think and the choices they make</b>	<b>Biodiversity relies on maintaining the interdependent balance of organisms within systems</b>	<b>Evidence of past civilisations can be used to make connections to present day societies</b>
Lines of inquiry	An inquiry into: <ul style="list-style-type: none"> <li>The structure and function of the solar systems</li> <li>The conditions on earth that make earth liveable</li> <li>How the position of earth in space affects living conditions</li> </ul>	<ul style="list-style-type: none"> <li>What motivates our beliefs, values and actions</li> <li>How and why we choose role models</li> <li>The effect role models have on individuals and society</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>	<ul style="list-style-type: none"> <li>The purpose of advertising</li> <li>The types, styles and locations of advertisements</li> <li>The techniques used to make advertising effective and to influence our choices</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>Characteristics of civilisations and societies</li> <li>Connections between past and present</li> <li>Why modern societies continue to use adaptations of these systems and technologies</li> <li>Implications for the future</li> </ul>
Key Concepts	Causation Function	Change Causation Reflection	Function Causation Responsibility	Causation Form Function	Connection Responsibility Causation	Form Change Connection
Related concepts	Space Solar System Time	Initiative Citizenship	Supply Demand Interdependence	Audience Storyboard Media	Biodiversity Conservation Impact	Continuity Progress Difference Validity
Learner Profile Focus	Knowledgeable Inquirer	Principled Caring Courageous	Principled Thinker Reflective	Communicator Reflective Courageous	Caring Principled	Thinker Open-minded Inquirer
Attitudes Focus	Curiosity Confidence Appreciation	Enthusiasm Empathy Commitment	Integrity Cooperation	Cooperation Creativity Confidence	Respect Commitment	Tolerance Appreciation Empathy

## Y6 Programme of Inquiry 2015-16

Transdisciplinary Themes	Where we are in place and time	How the world works	How we express ourselves	Sharing the planet	How we organize ourselves	Who we are
	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 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 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 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 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 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
Proposed Start Date	<b>24 August 2015</b>	<b>26 October 2015</b>	<b>7 December 2015</b>	<b>15 February 2016</b>	<b>14 March 2016</b>	<b>1 June 2015</b>
Central Idea	<b>Perspectives in history can be uncovered through a variety of sources</b>	<b>Matter exists in different forms which can be changed and used for a variety of purposes</b>	<b>Effective communicators use a variety of techniques to elicit emotional responses from an audience</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>
Lines of inquiry	An inquiry into: <ul style="list-style-type: none"> <li>• Significant people and events in history</li> <li>• Ways to interpret sources to further our understanding</li> <li>• Perspectives on history</li> </ul>	<ul style="list-style-type: none"> <li>• Ways that substances 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>• How people provoke or elicit responses through different art forms</li> <li>• How people communicate to advocate for change</li> <li>• How audiences critically respond to messages</li> </ul>	<ul style="list-style-type: none"> <li>• Challenges, risks and opportunities that children encounter</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 effect the transition from pre-adolescence to adolescence</li> <li>• Physical changes that occur during puberty</li> <li>• Relationships with other people</li> </ul>
Key Concepts	Form Function Perspective	Reflection Change Connection	Perspective Function Causation	Perspective Reflection Form	Form Causation Perspective Responsibility	Change Causation Perspective
Related concepts	History Truth Artefacts	Chemical and physical changes	Creating Composing	Equality Rights Resilience Health	Cooperation Freedom	Family Identity Roles Puberty Growth
Learner Profile Focus	Inquirer Thinker	Knowledgeable Thinker	Open-minded Communicator	Communicator Thinker	Communicator Thinker	Open-minded Balanced
Attitudes Focus	Curiosity Appreciation Respect	Curiosity Integrity	Independent Creativity	Cooperation Enthusiasm	Cooperation Enthusiasm	Empathy Tolerance