

## Year 1 Programme of Inquiry 2020-2021

<b>Transdisciplinary Themes</b>	<b>Who we are</b> An inquiry into the nature of the self; personal and social health; human relationships including friends and communities; responsibilities	<b>How we organize ourselves</b> An inquiry into the interconnectedness of communities;	<b>How the world works</b> An inquiry into the natural world; the interaction between the natural world (physical and biological) and human societies	<b>How we express ourselves</b> An inquiry into the ways in which we express ideas, feelings culture, beliefs and values; the ways in which we extend and enjoy our creativity
<b>Proposed Start Date</b>	<b>August 2020</b>	<b>October 2020</b>	<b>January 2021</b>	<b>April 2021</b>
<b>Central Idea</b>	<b>Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.</b>	<b>Communities can flourish through the involvement of its members</b>	<b>Structures are designed for a variety of purposes</b>	<b>Stories are created and shared for a purpose</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>The core emotions and the extent to which these are felt</li> <li>Personal strategies for solving problems or differences</li> <li>The impact of actions on others</li> </ul>	<ul style="list-style-type: none"> <li>Our communities</li> <li>How a learning community works</li> <li>Flourishing communities</li> </ul>	<ul style="list-style-type: none"> <li>Types of structures</li> <li>Structure building and design</li> <li>Influences on the design of structures</li> </ul>	<ul style="list-style-type: none"> <li>Creating stories</li> <li>Purpose of stories</li> <li>Sharing stories</li> </ul>
<b>Key Concepts</b>	Causation Responsibility Perspective	Connection Function Responsibility	Form Causation Function	Form Perspective Connection
<b>Related concepts</b>	Self- regulation Character Interdependence Fair-play Relationships	Community Role Ownership Relationships Systems	Shape Stability Structure Comparison Sustainability	Expression Creativity Appreciation
<b>Learner Profile Focus</b>	Communicators Caring Principled	Reflective Communicators Courageous	Thinkers Reflective Open-minded	Communicators Open-minded Reflective

## Year 2 Programme of Inquiry 2020-2021

<b>Transdisciplinary Themes</b>	<b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; interconnectedness of individuals from local and global perspectives	<b>Who we are</b> An inquiry into the nature of the self; personal, mental and social health; human relationships	<b>How we express ourselves</b> An inquiry into the ways in which we discover and express culture, beliefs and values	<b>Sharing the planet</b> An inquiry into the struggle to share finite resources with other living things	<b>How the world works</b> An inquiry into the natural world and its laws; how humans use their understanding of scientific principles
<b>Proposed Start Date</b>	<b>August 2020</b>	<b>September 2020</b>	<b>October 2020</b>	<b>February 2021</b>	<b>April 2021</b>
<b>Central Idea</b>	<b>Understanding place and time enables people to reflect on identity</b>	<b>Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.</b>	<b>Celebrations reflect the significance of cultures and beliefs</b>	<b>Living things can adapt to suit the environment</b>	<b>Forces act all around us and impact our daily lives</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>Places that are significant to identity</li> <li>Personal family events</li> <li>The relationship between place, time and identity</li> </ul>	<ul style="list-style-type: none"> <li>My own strengths</li> <li>Relationships</li> <li>Applying strengths in different situations</li> </ul>	<ul style="list-style-type: none"> <li>The reasons people celebrate</li> <li>Ways people celebrate</li> <li>Themes that are reflected through celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of living things</li> <li>Relationships between an animals characteristics and the environment</li> <li>Connections between living things, sustainability and environments</li> </ul>	<ul style="list-style-type: none"> <li>The types of forces</li> <li>Scientific investigation</li> <li>The effect of forces on our daily lives</li> </ul>
<b>Key Concepts</b>	Perspective Form Connection	Function Form Change Causation	Perspective Function Connection	Function Causation Connection	Function Responsibility Causation
<b>Related concepts</b>	Personal identity Place identity History Relationships	Relationships Self-regulation Choice Conflict Growth Family Friendships Inclusion Respect Tolerance Strengths	Beliefs Similarities/ Differences Relationships Behaviour	Survival Plants Adaptation Living vs non-living Classification Habitat Animals Environment Relationships	Impact Relationships Energy Movement Force
<b>Learner Profile Focus</b>	Knowledgeable Reflective	Principled Caring	Communicator Open-minded	Inquirer Caring Communicator	Thinker Inquirer

## Year 3 Programme of Inquiry 2020-2021

<b>Transdisciplinary Themes</b>	<b>How we organize ourselves</b> An inquiry into the structure and function of organizations; societal decision-making	<b>Who we are</b> 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	<b>How the world works</b> An inquiry into the natural world and its laws; how humans use their understanding of scientific principles	<b>How we express ourselves</b> An inquiry into the ways in which we express ideas, feelings and nature; our appreciation of the aesthetic	<b>Sharing the planet</b> An inquiry into responsibilities in the struggle to share finite resources with other people and with other living things	<b>Where we are in place and time</b> An inquiry into orientation in place and time; the discoveries and explorations of humankind
<b>Proposed Start Date</b>	<b>August 2020</b>	<b>September 2020</b>	<b>October 2020</b>	<b>January 2021</b>	<b>March 2021</b>	<b>May 2021</b>
<b>Central Idea</b>	<b>Organisations are structured to solve problems and achieve goals</b>	<b>Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.</b>	<b>Matter exists in different forms which can be changed and used for a variety of purposes</b>	<b>An appreciation of nature can be expressed through various art forms</b>	<b>Human actions have an impact on the sustainability of the environment</b>	<b>Through exploration, people discover and learn about themselves and the world around them</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>Organisations and their structures</li> <li>How structures affect success</li> <li>The responsibility of individuals within an organisation</li> </ul>	<ul style="list-style-type: none"> <li>The components of well-being</li> <li>How components of wellbeing (physical, social, emotional, spiritual, mental) affect us.</li> <li>Making informed choices to achieve and maintain wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>States &amp; properties of matter</li> <li>Changing states of matter</li> <li>Use of matter in people's daily lives</li> </ul>	<ul style="list-style-type: none"> <li>Types of creative expression</li> <li>Ways that nature is expressed through art and design</li> <li>Interpreting and evaluating creative expression</li> </ul>	<ul style="list-style-type: none"> <li>Interconnectedness of living things and the natural environment</li> <li>Positive and negative impact of human actions in relation to the natural environment</li> <li>Human responsibility for our actions</li> </ul>	<ul style="list-style-type: none"> <li>The character strengths of explorers</li> <li>How people explore</li> <li>What motivates people to explore</li> </ul>
<b>Key Concepts</b>	Form Function Responsibility	Form Function Responsibility	Form Change Function	Form Perspective Connection	Connection Causation Responsibility	Form Function Causation
<b>Related concepts</b>	Systems Consequences Roles Rights	Wellbeing Health Happiness	Transformation Solids, liquids, gases Changes of state Chemical and physical changes Properties	Expression Creativity Appreciation	Relationships Sustainability	Exploration Impact Transform
<b>Learner Profile Focus</b>	Communicators Open-minded Principled	Principled Balanced Caring	Thinkers Inquirers Knowledgeable	Communicators Open-minded Reflective	Principled Open-minded Knowledgeable	Courageous Communicators Inquirers

## Year 4 Programme of Inquiry 2020-2021

<b>Transdisciplinary Themes</b>	<b>How we express ourselves</b> An inquiry into the ways in which we express ideas, culture, beliefs and values	<b>Sharing the planet</b> An inquiry into communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	<b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems; their impact on humankind and the environment	<b>Who we are</b> An inquiry into the nature of the self; personal and physical health; what it means to be human	<b>How the world works</b> An inquiry into the natural world and its laws; the impact of scientific and technological advances on society and on the environment	<b>Where we are in place and time</b> An inquiry into personal histories; homes and journeys; migrations of humankind
<b>Proposed Start Date</b>	<b>August 2020</b>	<b>September 2020</b>	<b>November 2020</b>	<b>February 2021</b>	<b>April 2021</b>	<b>May 2021</b>
<b>Central Idea</b>	<b>People express identity and culture through story</b>	<b>Access to equal opportunities affects peace within a community</b>	<b>Communities have systems for production and distribution which affect the choices people make.</b>	<b>Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.</b>	<b>People have ideas for inventions in response to energy needs</b>	<b>Human migration involves challenges, risks and opportunities</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>• What is culture and identity</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>	<ul style="list-style-type: none"> <li>• Equal opportunities</li> <li>• The conditions which create peace and conflict</li> <li>• Choices people make to maintain a peaceful community</li> </ul>	<ul style="list-style-type: none"> <li>• The systems for producing and distributing food</li> <li>• Different production and distribution methods</li> <li>• How people choose the food they 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 interdependent</li> <li>• How to maintain healthy body systems</li> </ul>	<ul style="list-style-type: none"> <li>• Forms and sources of energy</li> <li>• Solving energy issues through invention</li> <li>• How to be an inventor</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for migration</li> <li>• The benefits and challenges experienced by migrants</li> <li>• The effects of migration on people and place</li> </ul>
<b>Key Concepts</b>	Form Connection	Perspective Causation Responsibility	Function Causation Perspective	Function Connection Responsibility	Function Form Causation	Causation Change Perspective
<b>Related concepts</b>	Culture Traditions Values Beliefs Identity Stories	Consequences Compromise Rights Relationships Community Peace / Justice	Production Consumption Decision Making Harvesting Growing Sustainability	Systems Homeostasis Interdependence Nervous Respiratory Digestive	Conservation Efficiency Forms of Energy Transformation of Energy Creativity Invention	Impact Identity Prejudice Refugees Immigration
<b>Learner Profile Focus</b>	Communicator Open minded Thinker	Caring Courageous Principled	Principled Reflective Knowledgeable	Inquirer Communicator Balanced	Courageous Thinker	Caring Open minded Reflective

## Year 5 Programme of Inquiry 2020 - 2021

<b>Transdisciplinary Themes</b>	<b>Who we are</b> An inquiry into the nature of the self; personal, physical, mental and social; human relationships including families and friends; what it means to be human	<b>How we organize ourselves</b> An inquiry into economic activities and their impact on humankind and the environment.	<b>Sharing the planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things;	<b>How we express ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;	<b>How the world works</b> An inquiry into the natural world and its laws;	<b>Where we are in place and time</b> An inquiry into orientation in place and time; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
<b>Proposed Start Date</b>	<b>August/June 2020</b>	<b>September 2020</b>	<b>October 2020</b>	<b>February 2021</b>	<b>March 2021</b>	<b>May 2021</b>
<b>Central Idea</b>	<b>Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.</b>	<b>Consumer responsibility impacts local and global trade</b>	<b>Sustainability of ecosystems relies on maintaining the interdependent balance of organisms.</b>	<b>Advertising can influence people's opinions and the choices they make</b>	<b>Scientific investigation leads to understandings of the Earth's systems and cycles</b>	<b>Connections between past civilisations and present day societies influence the future</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>How our actions impact on our relationships with others (Aug)</li> <li>How we can be safe, responsible and respectful online (Aug)</li> <li>How we develop personal and physical characteristics (June)</li> <li>Changes and challenges from childhood to adolescence (June)</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>Connections between organisms and their environment</li> <li>Human impact on the balance of ecosystems</li> <li>Human responsibility for the biodiversity of the planet</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>Earth 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>
<b>Key Concepts</b>	Perspective Reflection Change	Function Causation Responsibility	Responsibility Connection Causation	Causation Function Reflection	Causation Function Connection	Form Connection Causation
<b>Related concepts</b>	Genetics Growth Systems Puberty Relationships	Demand Resources Consumption Supply Fair Trade	Biodiversity Interdependence Biomes Impact	Audience Media Perspective Creativity Resilience	Structure Rotation, Tilt Earth, Sun, Moon Earth - atmosphere, weather, energy, gravity Sustainable Systems	Legacy Artefacts Chronology Innovation Progress
<b>Learner Profile Focus</b>	Open-minded Balanced	Thinkers Principled	Caring Principled	Communicators Reflective Courageous	Knowledgeable Inquirers	Open minded Thinkers

## Year 6 Programme of Inquiry 2020-2021

<b>Transdisciplinary Themes</b>	<b>How the world works</b> An inquiry into how humans use their understanding of scientific principles	<b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental and social; human relationships including families, friends, communities; what it means to be human	<b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; local and global perspectives	<b>Sharing the planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	<b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; societal decision-making	<b>How we express ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity
<b>Proposed Start Date</b>	<b>August 2020</b>	<b>September/June 2020</b>	<b>October 2020</b>	<b>December 2020</b>	<b>February 2021</b>	<b>April 2021</b>
<b>Central Idea</b>	<b>Investigation is required in order to understand scientific (chemical and physical) phenomena</b>	<b>Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.</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>The ways in which leadership of groups is acquired and exercised has consequences for communities and societies.</b>	<b>People can use their passion and expertise to make a positive difference.</b>
<b>Lines of inquiry</b> An inquiry into:	<ul style="list-style-type: none"> <li>Fair testing in a scientific investigation</li> <li>The systematic process of scientific inquiry</li> <li>How scientists use evidence to inform conclusions</li> </ul>	<ul style="list-style-type: none"> <li>influences on people's self-worth</li> <li>How people build and manage relationships to support each other</li> <li>Changes and challenges from childhood to adolescence</li> </ul>	<ul style="list-style-type: none"> <li>The role of a historian</li> <li>How people's perspective on significant events is influenced</li> <li>The reliability of opinions connected to significant events</li> </ul>	<ul style="list-style-type: none"> <li>Local and global issues</li> <li>Challenges and risks connected to local and global issues</li> <li>Human responsibility for our actions</li> </ul>	<ul style="list-style-type: none"> <li>The different ways people can become leaders</li> <li>The systems used by groups to make rules and laws</li> <li>The impact of group's decision making on communities and societies</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>
<b>Key Concepts</b>	Function Change Connection	Causation Function Change	Function Perspective	Form Causation Responsibility	Form Function Perspective	Function Causation Responsibility
<b>Related concepts</b>	Chemical and physical changes Properties Evidence Systems	Genetics Growth Systems (endocrine) Puberty	History Opinion Interpretation Evidence Bias	Creativity Problem solving Opportunity Risk Challenge	Systems Citizenship Leadership Fairness Equality Decisions Legislation Justice	Cooperation Freedom Creating Composing
<b>Learner Profile Focus</b>	Knowledgeable Communicators Courageous	Open-minded Balanced	Inquirers Thinkers Open-minded	Caring Principled Reflective	Communicators Balanced	Communicators Thinkers Open-minded