

Belair Primary School - Programme of Inquiry



Reception

Transdisciplinary theme	Who we are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	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 the 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.	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 on the environment.	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.
Dates of inquiry and title	Term 1 Agreements		Term 4 Celebrations	Term 2 Growth and Change	Term 3 Weather Patterns	
Central Idea	Agreements and routines may help people get along together.		People may celebrate different events that are important to them.	Living things have needs and may change as they grow older.	Changes in the environment can help us make predictions and decisions.	
Lines of Inquiry	<ul style="list-style-type: none"> Different environments require different agreements and routines (function) 		<ul style="list-style-type: none"> Types of celebrations (Form) Celebrations that are important to us 	<ul style="list-style-type: none"> Definition of living things (form) Needs of living things (function) 	<ul style="list-style-type: none"> Daily and seasonal weather (function) Predicting and making decisions 	

	<ul style="list-style-type: none"> Making choices and the consequences of those choices (perspective) Choices people make to develop and follow agreements (responsibility) 		(reflection) <ul style="list-style-type: none"> Celebrations from different cultures (connection) 	<ul style="list-style-type: none"> How living things grow and change (causation) 	when weather changes (change) <ul style="list-style-type: none"> Properties of materials (connection) 	
Key Concepts	Function, perspective, responsibility		Form, reflection, connection	Form, function, causation	Change, function, connection	
Related concepts	Personal safety, cooperation, wellbeing		Creativity, culture, tradition	Growth, living things, needs	Predictions, decisions, weather	
Subject focus	English, Health		English, Arts	English, Science	English, Science	
Specialist teacher connections	Japanese P.E. Music		Japanese Music	Japanese Music	Japanese Music	
Learning experiences	Learner profile: Principled, Communicator, Caring Attitudes: Cooperation, respect, integrity, empathy Skills: Self-management (safety, healthy lifestyle, behaviour, informed choices) Social (all)	Learner profile: Attitudes: Skills:	Learner profile: Open-minded, risk taker, reflective Attitudes: Creativity, integrity, appreciation, tolerance Skills: Communication (all), Research (all)	Learner profile: caring, inquirer, knowledgeable Attitudes: Respect, curiosity, independence Skills: Thinking (acquisition of knowledge, application, comprehension) Communication (listening, thinking, presenting) Research (observing, organising and recording data)	Learner profile: Balanced, thinker, knowledgeable Attitudes: Commitment, confidence, enthusiasm Skills: Thinking (analysis, synthesis, evaluation, dialectical thought) Self management (safety, healthy lifestyle, informed choices, organisation, codes of behaviour) Research (formulating questions, observing, planning, collecting, organising, interpreting, recording data)	Learner profile: Attitudes: Skills:

Year 1/2 - Even Years

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<p>Dates of inquiry and title</p>	<p>Term 1, Weeks 3-6 Decisions</p>	<p>T 2, Wks 1-5 (A) 6-10 (B) Significant places</p>	<p>Term 3 Expression</p>	<p>(A)T 1, Weeks 7-11 (B) T 4 Forces</p>	<p>T 2, Wks 1-5 (B) 6-10 (A) Systems</p>	<p>(B)T 1, Weeks 7-11 (A) T 4 Living things</p>
<p>Central Idea</p>	<p>Individuals can make decisions connected to wellbeing.</p>	<p>People can make connections to places over time.</p>	<p>Art forms are experienced and created by people around the world.</p>	<p>Our daily lives may be affected by forces.</p>	<p>People can communicate with each other in many ways.</p>	<p>Living things can change and interact with each other.</p>
<p>Lines of Inquiry</p>	<ul style="list-style-type: none"> Balanced decisions (causation) Decisions we make affect wellbeing: allergies and intolerances (connection) Reflecting on our health and wellbeing (reflection) 	<ul style="list-style-type: none"> Personal connections to different places in local area and around the world (connection) Reasons why some places are significant (important) to different people including Indigenous people (causation) 	<ul style="list-style-type: none"> Where and why people create art forms (function) Experimentation with different materials, techniques and processes (change) Interpreting art forms and appreciating different points of view (perspective) 	<ul style="list-style-type: none"> How physical force is used (causation) Applying force to change things (change) (including Indigenous perspectives) How forces are used to help people (perspective) 	<ul style="list-style-type: none"> Different ways people communicate with each other (function) Comparing communication systems from the past (causation) Safely communicating online (responsibility) 	<ul style="list-style-type: none"> Characteristics of living things (form) Behaviour and role of living creatures in their habitat (function) How living things grow and change (change)

		<ul style="list-style-type: none"> Reflect on ways to care for places (responsibility) 				
Key Concepts	Causation, connection, reflection	Causation, connection, responsibility	Function, change, perspective	Causation, change, perspective	Function, causation, responsibility	Form, function, change
Related concepts	Choices, wellbeing, decision-making	Action, place, space, interconnections	Expression, appreciation, techniques	Movement, force, push and pull, reactions	Communication, rights and responsibilities, technology	Habitat, interaction, growth
Subject focus	English, Mathematics, Health and P.E.	English, Mathematics, HASS,	English, Mathematics, The Arts,	English, Mathematics, Science, Design and Technology	English, Mathematics, HASS (history), Technologies (digital technologies)	English, Mathematics, Science
Specialist teacher connections	P.E. Japanese	Japanese	P.E. Japanese Music	P.E.	P.E. Japanese	Japanese
Learning experiences	Learner profile: Balanced, reflective, thinker Attitudes: Independence , respect, enthusiasm, Skills: Social and self management	Learner profile: Open-minded, reflective, caring Attitudes: Empathy, appreciation, respect Skills: Thinking, social and self management	Learner profile: Risk taker, open-minded Attitudes: creativity, confidence, appreciation, tolerance Skills: Communication and social	Learner profile: Inquirer, knowledgeable, communicator Attitudes: Curiosity, integrity, commitment Skills: Thinking and Research	Learner profile: Communicator , principled, open minded Attitudes: respect, independence, empathy, cooperation Skills: Communication, social	Learner profile: Inquirer, thinker, knowledgeable Attitudes: Independence, respect, curiosity Skills: Research and Thinking

Year 3 & 3/4 - Even Years

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<p>Dates of inquiry and title</p>	<p>Term 1, Weeks 1-4 Relationships</p>	<p>Term 2 Celebrations and commemorations (Yr 3)</p>	<p>Term 3 Weeks 1-5 Traditional Stories</p>	<p>Term 1 Weeks 5-10 Earth's rotation</p>	<p>Term 4 Volunteering</p>	<p>Term 3 Weeks 6-10 Classification</p>
<p>Central Idea</p>	<p>People's connection with one another through relationships contribute to wellbeing.</p>	<p>People may choose to celebrate and commemorate significant events over time.</p>	<p>Traditional stories can lead us to wonder and make sense of the world.</p>	<p>Earth's rotation on its axis can cause changes in the world.</p>	<p>People may volunteer and contribute to communities in different ways.</p>	<p>Classification helps people to understand living and nonliving things.</p>
<p>Lines of Inquiry</p>	<ul style="list-style-type: none"> Identifying different relationships in our lives (connection) The effect of interests, strengths and challenges in relationships (change) Rights and responsibilities in relationships (responsibility) 	<ul style="list-style-type: none"> Why and how do people choose to celebrate significant events today (perspective) How are significant events influenced by events of the past (causation) The significance of 	<ul style="list-style-type: none"> Purpose of traditional stories (function) Interpreting traditional stories (perspective) Reflecting on how traditional stories are communicated (reflection) 	<ul style="list-style-type: none"> The shape, size and movements of the Sun, Moon and Earth (form) Light and shadow (connection) Rotation and connections to timescales (causation) 	<ul style="list-style-type: none"> Role of paid and unpaid workers in society (local/global) (function) Contribution made by local volunteers in organising events and commemorations (reflection) Our responsibility to contribute as a 	<ul style="list-style-type: none"> Classifying once living, living and non living things (form) Sorting living things based on characteristics (connection) Ways scientists communicate classification systems (causation)

		symbols and emblems (function)			volunteer (locally and globally) (responsibility) <ul style="list-style-type: none"> Thinking mathematically and scientifically as a volunteer (reflection) 	
Key Concepts	Connection, change, responsibility	Function, perspective, causation	Function, perspective, reflection	Form, causation, connection	Function, reflection, responsibility	Form, connection, causation
Related concepts	Diversity, relationships, tolerance	Beliefs and value, history, tradition	Tradition, beliefs and values, expression	Interconnectedness, rotation, cycles	Volunteering, significance, organisation, commemorations	Classification, living and non-living, systems, communication
Subject focus	English, Mathematics, Health and P.E.	English, Mathematics, HASS	English, Mathematics, HASS, The Arts	English, Mathematics, Science, HASS	English, Mathematics, HASS, Science, Health and P.E.	English, Mathematics, HASS, Science
Specialist teacher connections	P.E. Japanese		Japanese Music	Japanese	P.E. Japanese	Japanese
Learning experiences	Learner profile: Open-minded, caring, reflective Attitudes: Empathy, respect, cooperation Skills: Social and communication	Learner profile: Thinker, reflective Attitudes: Tolerance, respect, appreciation Skills: Research, thinking and social	Learner profile: Open-minded, communicators, risk taker Attitudes: Creativity, confidence, enthusiasm Skills: Communication, self management (gross motor skills, fine motor skills, codes of behaviour) and social	Learner profile: Knowledgeable, inquirer Attitudes: Curiosity, independence Skills: Communication and research	Learner profile: Knowledgeable, thinker, balanced Attitudes: Empathy, commitment, integrity Skills: Self-management (gross motor, fine motor, time management, spatial awareness) and social (group decision making, adopting a variety of group roles)	Learner profile: Inquirers, knowledgeable, thinker Attitudes: Curiosity, independence, appreciation Skills: Thinking and research

Year 4/5 - Even Years

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<p>Dates of inquiry and title</p>	<p>Term 1, Weeks 3-6 Connections</p>	<p>Term 3, Weeks 1-5 Geography/Influences</p>	<p>Term 3, Weeks 6-10</p>	<p>Term 4 Classification of materials? Forces?</p>	<p>Term 2, Weeks 4-10 DT and consumer choice</p>	<p>T 1, Wk 8- T 2, Wk 3 Survival</p>
<p>Central Idea</p>	<p>Connections with the community and the environment impact on wellbeing.</p>	<p>The environment can present challenges and benefits for people.</p>	<p>Drama can be used to convey different cultures and viewpoints.</p>	<p>Materials have observable properties and uses.</p>	<p>Choices made by consumers can be influenced by a variety of factors.</p>	<p>The survival of living things may be impacted by a variety of factors.</p>
<p>Lines of Inquiry</p>	<ul style="list-style-type: none"> Types of environments and community groups (form) Differences in participation in Momoyama and Belair PS (perspective) Connections between people's wellbeing and their environment and community (connection) 	<ul style="list-style-type: none"> Characteristics of Africa/South America (Year 4) or Europe/North America (Year 5) (form) Interconnections between people and the environment (causation) Challenges people experience in different geographical locations (perspective) 	<ul style="list-style-type: none"> Stories from Africa/South America (Year 4) or Europe/North America (Year 5) (connection) Reflect on how dramatic performances convey meaning (reflection) Convey characters and viewpoints 		<ul style="list-style-type: none"> Needs vs wants (reflection) Consumer data used by companies (function) Influences of advertisement on the consumer (online, product placement/merchandise) (responsibility) 	<ul style="list-style-type: none"> Environments impact life cycles (connection) Factors including environments that lead to adaptation (change) Behaviours and structural features of living things that help them survive (causation)

			using elements of drama (function)			
Key Concepts	Form, perspective, connection	Form, causation, perspective	Connection, reflection, function		Reflection, function, responsibility	Connection, change, causation
Related concepts	Community, environment, lifestyle and wellbeing	Geography, environment, society	Empathy, culture, interdependence		Technology, values, ownership	Adaptation, survival, environment
Subject focus	English, Mathematics, Health and P.E.	English, Mathematics, HASS	English, Mathematics, The Arts	English, Mathematics, Science, Design and Technology	English, Mathematics, Digital Technologies HASS	English, Mathematics, Science
Specialist teacher connections	P.E.	Japanese	Japanese			
Learning experiences	<p>Learner profile: Balanced, open-minded, reflective</p> <p>Attitudes: Commitment, tolerance, enthusiasm</p> <p>Skills: Thinking skills - (analysis, dialectical thought), social skills (self management - healthy lifestyle, codes of behaviour, informed choices, gross motor skills, safety) and research skills (collecting/recording/organising/interpreting data)</p>	<p>Learner profile: Knowledgeable, open-minded, principled</p> <p>Attitudes: Empathy, appreciation, respect</p> <p>Skills: Thinking and Communication</p>	<p>Learner profile: Caring, risk-taker, communicator</p> <p>Attitudes: Cooperation, creativity, integrity</p> <p>Skills: Social and Self-Management</p>	<p>Learner profile:</p> <p>Attitudes:</p> <p>Skills:</p>	<p>Learner profile: Thinker, principled, knowledgeable</p> <p>Attitudes: Independence, confidence, curiosity</p> <p>Skills: Research and Thinking</p>	<p>Learner profile: Inquirer, communicator, thinker</p> <p>Attitudes: Independence, curiosity</p> <p>Skills: Research, Communication</p>

Year 6/7 - Even Years

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<p>Dates of inquiry and title</p>	<p>T 2, Wk 9 - Term 3, Wk 2 Inclusion and Diversity</p>	<p>Term 1, Weeks 2-6 Geography</p>	<p>Term 3, Weeks 3-8 Imagination</p>	<p>T 3, Wk 9 - T 4, Wk 6 Motion and Forces *Exhibition/Expo*</p>	<p>T 1 Wk 7 - T 2 Wk 2 Who's in charge?</p>	<p>Term 2, Weeks 3-8 Equity</p>
<p>Central Idea</p>	<p>Individuals and groups can build inclusive and diverse communities.</p>	<p>Connections between countries and their people can create change.</p>	<p>Messages can be reimaged in different ways through a variety of mediums.</p>	<p>Scientific knowledge can be used to solve problems and inform personal and community decisions.</p> <p>Exhibition students to develop their own central idea and lines of inquiry</p>	<p>Systems of government may maintain order and direct society.</p>	<p>Energy can be harnessed and used to enhance life.</p>
<p>Lines of Inquiry</p>	<ul style="list-style-type: none"> Defining a diverse, inclusive society (values) Identifying strategies to promote wellbeing and inclusivity in communities 	<ul style="list-style-type: none"> Geographical features and characteristics of countries (form) Descriptions of global connections represented by data (perspective) 	<ul style="list-style-type: none"> Explore ways to communicate and refine dramatic meaning for theatrical effect (causation) Represent and 	<ul style="list-style-type: none"> The effects of different forces to familiar objects (Function) How knowledge of forces has used by 	<ul style="list-style-type: none"> How government systems operate (function) The separation of powers (causation) Citizenship rights and responsibilities 	<ul style="list-style-type: none"> Predictable phenomena on Earth (causation) Transformation of electrical energy (change) Uses of renewable

	<ul style="list-style-type: none"> Challenging different opinions and investigating benefits of valuing diversity and promoting inclusivity (discriminatory language) 	<ul style="list-style-type: none"> Significant events that connect and change people and places throughout the world (causation and change) 	<p>reimagine stories through different mediums (change)</p> <ul style="list-style-type: none"> Use of technologies to present art forms (function) 	<p>people over time (change)</p> <ul style="list-style-type: none"> The impacts of scientific knowledge on personal and community solutions (Reflection) 	(responsibility)	and non-renewable resources (reflection)
Key Concepts	Form, reflection, perspective	Form, perspective, connection*	Function, change, causation	Function, reflection, change	Function, causation, responsibility	Causation, change, reflection
Related concepts	Stereotypes, culture	Interconnectedness, migration, relationships	Media, production, imagination	Cause and effect, processes, movement	Systems, protection, authority, rights	Energy, transformation, resources, environment
Subject focus	English, Mathematics, Health and P.E., Civics and Citizenship	English, Mathematics, HASS,	English, Mathematics, The Arts	English, Science	English, Mathematics, HASS,	English, Mathematics, Science
Specialist teacher connections	Japanese	Japanese	Japanese Music			
Learning experiences	<p>Learner profile: Open-minded, principled</p> <p>Attitudes: Empathy, tolerance</p> <p>Skills: Thinking and communication</p>	<p>Learner profile: Inquirer, knowledgeable, risk taker</p> <p>Attitudes: Curiosity, tolerance, confidence</p> <p>Skills: Thinking and Research</p>	<p>Learner profile: Risk taker, thinkers</p> <p>Attitudes: Cooperation, creativity, enthusiasm</p> <p>Skills: Communication and social</p>	<p>Learner profile: Caring, communicators, balanced</p> <p>Attitudes: Commitment</p> <p>Skills: Communication</p>	<p>Learner profile: knowledgeable, inquirer</p> <p>Attitudes: Respect, integrity</p> <p>Skills: Thinking and social</p>	<p>Learner profile: Reflective, thinker, open minded</p> <p>Attitudes: Independence, appreciation, curiosity</p> <p>Skills: Research and thinker</p>

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<p>Dates of inquiry and title</p>	<p>Term 1 Weeks 2-5 Peace</p>	<p>Term 3 Wk 1-5 (B), Wks 6-10 (A) Daily Life</p>	<p>Term 2 Performance</p>	<p>T1 W 6-11 (B) T 4 (A) Changing materials</p>	<p>Term 3 Wk 1-5 (A), Wks 6-10 (B) Farm to table</p>	<p>T1 W 6-11 (A) T 4 (B) Survival - water</p>
<p>Central Idea</p>	<p>People can build and maintain relationships to create peace.</p>	<p>Technology may change daily life, events and places over time.</p>	<p>People can express emotions and ideas through performance.</p>	<p>Properties of everyday materials can be changed for different reasons.</p>	<p>People can obtain food produced from different locations around the world.</p>	<p>People depend on natural resources for their survival.</p>
<p>Lines of Inquiry</p>	<ul style="list-style-type: none"> Reasons for peace in school and the community (causation) Rights and responsibilities at home, school and the community (essential agreements) (connection) Managing and responsibly resolving conflict at school (responsibility) 	<ul style="list-style-type: none"> Technology changes that have impacted on daily life (function) Differences and similarities between students' daily life, parents and grandparents childhoods (perspective) Reflecting on the history of a significant event/person/site (reflection) 	<ul style="list-style-type: none"> Different ways in which people express ideas and emotions through performance (form) Points of view of the artist and audience (perspective) Creating and reflecting on performances for different audiences (reflection) 	<ul style="list-style-type: none"> Materials in our everyday lives (form) Changing properties of materials (chemical and physical) (change) Changing materials for different purposes (causation) 	<ul style="list-style-type: none"> Locations people obtain food from (local and global) (connection) Features of local and global food production (causation) Processing and packaging foods to be transported to different locations (function) 	<ul style="list-style-type: none"> Water is essential for survival (connection) Where water comes from (function) Managing and conserving water for living things (responsibility)

Key Concepts	Causation, connection, responsibility	Function, perspective, reflection	Form, perspective, reflection	Form, change, causation	Connection, causation, function	Connection, function, responsibility
Related concepts	Tradition, roles and responsibilities, dynamic equilibrium	Time, lifestyle, technology	Diversity, performance	Transformation, prediction, cause and effect	Processes, invention and design, geography	Interdependence, survival, sustainability
Subject focus	English, Mathematics, Health and P.E.	English, Mathematics, HASS, Technologies (Design and technology)	English, Mathematics, Science, Arts,	English, Mathematics, Science, Technologies (Design & Technology)	English, Mathematics, Technologies (Design & Technology), HASS	English, Mathematics, HASS, Science
Specialist teacher connections	Japanese P.E.		Japanese P.E. Music	Japanese	Japanese	
Learning experiences	Learner profile: Caring, principled communicator Attitudes: Integrity, respect, tolerance Skills: Social and communication	Learner profile: Open-minded, reflective, inquirer Attitudes: Empathy, curiosity, appreciation Skills: Research	Learner profile: Communicator, open-minded, risk taker Attitudes: Creativity, confidence, cooperation Skills: Communication and social	Learner profile: Knowledgeable, inquirer Attitudes: Curiosity, enthusiasm, independence Skills: Research and self management	Learner profile: Knowledgeable, thinker, inquirer Attitudes: Curiosity, integrity, appreciation Skills: Research, thinking	Learner profile: Principled, reflective, inquirer Attitudes: Respect, commitment Skills: Self management, thinking

Year 3 & 3/4 - Odd Years

<p>Transdisciplinary theme</p>	<p>Who we are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p>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 the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>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.</p>	<p>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 on the environment.</p>	<p>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.</p>	<p>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.</p>
<p>Dates of inquiry and title</p>	<p>Term 1 Weeks 7-11 Health and wellbeing</p>	<p>Term 2 Indigenous Histories</p>	<p>Term 1 Weeks 2-6 Art forms</p>	<p>Term 3 Week 1-5 Structures</p>	<p>Term 3 Weeks 6-10 Sharing resources</p>	<p>Term 4 A day in the life</p>
<p>Central Idea</p>	<p>A variety of factors contribute to the health and wellbeing of the human body.</p>	<p>Preserving Indigenous histories helps people to appreciate and understand traditions, values, beliefs and changes over time.</p>	<p>The Arts provide a structure for critical and creative thinking to occur.</p>	<p>The design of a structure depends on its purpose, creative ideas, the environment and appropriate materials.</p>	<p>People create systems to sustainably manage and conserve Earth's resources.</p>	<p>Children experience challenges and opportunities wherever they live.</p>
<p>Lines of Inquiry</p>	<ul style="list-style-type: none"> • Impacts of food and drug consumption (connection) • Benefits of physical activity on health (function) • The importance of maintaining a balanced lifestyle (responsibility) 	<ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander peoples connection to Place/Country in the local area over time (connection) • Changes to the local area over time (change) 	<ul style="list-style-type: none"> • Identifying different art forms (causation) • Composing, creating and organising works of art (perspective) • Responding and interpreting works of art (reflection) 	<ul style="list-style-type: none"> • Purpose of structures in different locations and climates (function) • Manipulation of materials to suit a purpose (change) • Factors to consider when designing 	<ul style="list-style-type: none"> • Earth's resources (renewable and non-renewable) (form) • Chemical and physical changes that occur within recycling systems (change) • How 'reduce, 	<ul style="list-style-type: none"> • Universal children's rights and responsibilities (connection) • Cultural norms behind some rule making (causation) • Similarities and differences between life here and in

		<ul style="list-style-type: none"> The preservation of local history (perspective) 		and making a structure (connection)	replace, reuse and recycle' makes a difference (responsibility)	another country (perspective)
Key Concepts	Connection, function, responsibility	Connection, change, perspective	Causation, perspective, reflection	Function, change, connection	Form, change, responsibility	Connection, causation, perspective
Related concepts	Choice, balance, cause and effect	Indigenous history, personal histories, celebrations and commemorations	Patterning, rules, culture, nature, values	Structure, technology, location	Sustainability, responsibilities, systems	Human rights, rights and responsibilities, culture
Subject focus	English, Mathematics, Health and P.E., Science	English, Mathematics, HASS, Visual Arts	English, Mathematics, Arts,	English, Mathematics, Arts, Technologies (Design and Technology)	English, Mathematics, Technologies (Design and Technology), HASS, Science	English, Mathematics, HASS
Specialist teacher connections	Japanese P.E.	P.E.	Japanese P.E.		Japanese	Japanese
Learning experiences	Learner profile: Balanced, thinker, reflective Attitudes: Integrity, commitment, enthusiasm Skills: Research, self management	Learner profile: Inquirer, open-minded Attitudes: Respect, tolerance Skills: Thinking, research	Learner profile: Communicator, thinker Attitudes: Creativity, appreciation, confidence Skills: Thinking and social	Learner profile: Thinker, risk taker Attitudes: Independence, curiosity, cooperation Skills: Research, self management	Learner profile: Principled, caring Attitudes: Independence, cooperation Skills: Thinking, social, communication, research	Learner profile: Knowledgeable, principled, open minded Attitudes: Empathy, appreciation, tolerance Skills: Research, thinking

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<p>Dates of inquiry and title</p>	<p>Term 1 Weeks 3-7 Cultural Diversity</p>	<p>T 1 Wk 8- T 2 Wk 2 Colonial History</p>	<p>Term 4 Week 4-8 Media/Visual Art</p>	<p>T 3 Wk 6 - T 4 Wk 3 Changes to Earth</p>	<p>Term 3 Weeks 1-5 Community</p>	<p>Term 2 Weeks 3-10 Scientific Inventions</p>
<p>Central Idea</p>	<p>Cultural diversity can be respected and valued in communities.</p>	<p>Colonial settlement impacts the lives of humans and the environment.</p>	<p>Artists use different techniques to convey ideas.</p>	<p>The Earth's surface changes over time as a result of processes and human activities.</p>	<p>Communities have interconnected structures to achieve identified outcomes.</p>	<p>Scientific knowledge is used to solve problems and inform personal and community decisions.</p>
<p>Lines of Inquiry</p>	<ul style="list-style-type: none"> Different cultures make up Australia (form) Characteristics of specific cultures (function) Valuing and encouraging diversity (responsibility) 	<ul style="list-style-type: none"> Daily life of different groups (ATSI, convicts and free settlers) in Australia (form, perspective) Impacts of colonial settlement on the environment (change) Reasons behind the actions of different cultural groups in terms of their daily 	<ul style="list-style-type: none"> Visual and media artists use different techniques to show ideas (connection) Artist intention vs viewer interpretation (perspective) *Need additional for 2019 	<ul style="list-style-type: none"> Different landforms of the Earth's surface (form) Changes to landforms over time due to erosion (change) How human activities cause change to the Earth's surface (connection) 	<ul style="list-style-type: none"> Ways people use communities to meet their needs (function) Responsibilities are inherent in communities (responsibility) Reflection is used to improve communities (reflection) 	<ul style="list-style-type: none"> Materials have different properties and uses (function) People use scientific knowledge to create, design and improve products (connection) Material life span and sustainability are a consideration when producing

		life (causation)				products (responsibility)
Key Concepts	Form, function, responsibility	Form, perspective, change, causation (remove one in 2019)	Connection, perspective (need additional in 2019)	Form, change, connection	Function, responsibility, reflection	Function, connection, responsibility
Related concepts	Diversity, multiculturalism	Colonisation, culture	Imagination, communication	Cause and effect, conservation, geology	Community, citizenship, structures, systems	Sustainability, cause and effect
Subject focus	English, Mathematics, Health and P.E.	English, Mathematics, HASS,	English, Mathematics, The Arts,	English, Mathematics, Science, Design and Technology	English, Mathematics, Health and P.E.	English, Mathematics, Science, Design and Technology
Specialist teacher connections	Japanese P.E.		Japanese Music		P.E.	
Learning experiences	Learner profile: Open minded, knowledgeable, reflective Attitudes: Empathy, tolerance, respect, confidence Skills: Thinking, social, research	Learner profile: Inquirer, knowledgeable, communicator Attitudes: Empathy, curiosity, independence Skills: Research, communication	Learner profile: Communicator, open minded, risk taker Attitudes: Creativity, appreciation, enthusiasm Skills: Thinking	Learner profile: Appreciation, curiosity, integrity Attitudes: Knowledgeable, inquirer, communicator Skills: Research, thinking	Learner profile: Caring, thinker, principled Attitudes: Cooperation, integrity, commitment Skills: Social, self management	Learner profile: Principled, thinker, caring Attitudes: Creativity, integrity, commitment Skills: Thinking, self management

<p>Transdisciplinary theme</p>	<p>Who we are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p>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 the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>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.</p>	<p>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 on the environment.</p>	<p>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.</p>	<p>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.</p>
<p>Dates of inquiry and title</p>	<p>Term 2, Weeks 4-7 The media and us</p>	<p>T3 Wk 6 - T4 Wk 2 Ancient civilisations (Expo)</p>	<p>Term 4 Weeks 3-8 Communication through art</p>	<p>Term 3 Weeks 1-5 Food Production</p>	<p>T1 Wk 8 - T 2 Wk 3 World of business</p>	<p>Term 1, Weeks 2-7 Biodiversity</p>
<p>Central Idea</p>	<p>Influences and knowledge can guide health and wellbeing choices.</p>	<p>To be developed with students</p>	<p>Communication through art can be a powerful, persuasive influence.</p>	<p>Scientific principles may impact society and the environment.</p>	<p>Business can build society through employment and relationships.</p>	<p>Biodiversity relies on a balanced ecosystem.</p>
<p>Lines of Inquiry</p>	<ul style="list-style-type: none"> • Messages delivered by the media that impact health and personal identity (reflection) • Transition and wellbeing (causation) • Preventative health measures and promotion of safety and wellbeing (connection) 	<ul style="list-style-type: none"> • Development of ancient societies (causation) • Legacies of ancient societies and their connection to life today (change) • Experiences from the perspective of people who have lived in ancient times (perspective) 	<ul style="list-style-type: none"> • Messages about relationships and power (perspective) • Techniques and styles in visual art (function) • Analysis of visual artworks (reflection) 	<ul style="list-style-type: none"> • Chemistry of food (change) • The use of data to inform decisions about food production (perspective) • Technologies to promote sustainability for food (connection) 	<ul style="list-style-type: none"> • The influence of design on entrepreneurial outcomes (causation) • The relationship between consumer and vendor in markets (perspective) • Business and employment in society (function) 	<ul style="list-style-type: none"> • Classification using global systems (form) • Scientific knowledge of interactions between organisms and its influence (responsibility) • The growth and survival of living things are affected by physical conditions of their environment

						(causation) <ul style="list-style-type: none"> Sudden geological changes and extreme weather events can affect Earth's surface (change)
Key Concepts	Reflection, causation, connection	Causation, change, perspective	Perspective, function, reflection	Change, perspective, connection	Causation, perspective, function	Form, responsibility, causation, change
Related concepts	Persuasion, transition, interactions	Civilisation, continuity, evolution, systems, beliefs	Communication, empathy, power and control	Sustainability, reactions, technology	Systems, ownership, resources, supply and demand	Interaction, biodiversity, interdependence, conservation
Subject focus	English, Mathematics, HASS, Science, Health and P.E.	English, Mathematics, HASS	English, The Arts, Science	English, Science	English, Mathematics, The Arts, HASS (Civics and Citizenship)	English, Science
Specialist teacher connections	P.E.	Support individual inquiries	P.E. Music Japanese	Japanese		
Learning experiences	Learner profile: Caring, reflective, balanced Attitudes: Empathy, confidence, respect Skills: Social, communication and self-management	Learner profile: Attitudes: Skills:	Learner profile: Caring, communicator, open minded Attitudes: Commitment, tolerance, independence Skills: Communication, thinking	Learner profile: Balanced, thinker, knowledgeable Attitudes: Responsibility, confidence, curiosity Skills: Self-management, research	Learner profile: Communicator, principled, risk taker Attitudes: Creativity, appreciation, enthusiasm Skills: Thinking, self management	Learner profile: Principled, knowledgeable, reflective Attitudes: Appreciation, enthusiasm Skills: Communication, research