

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 organise 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 Living things	Term 3 Weather Patterns	
Central Idea	People can share a connection through personal history and place.		People may celebrate different events that are important to them.	The environment can affect living things in different ways.	People can create solutions in response to everyday events.	
Lines of Inquiry	<ul style="list-style-type: none"> personal histories (change) 		<ul style="list-style-type: none"> Types of celebrations (Form) Celebrations that are important to us 	<ul style="list-style-type: none"> Different environments (form) Needs of living things (function) 	<ul style="list-style-type: none"> Properties of materials (function) 	

	<ul style="list-style-type: none"> places that are special to people (perspective) caring for special places (connection) 		(reflection) <ul style="list-style-type: none"> Celebrations from different cultures (connection) 	<ul style="list-style-type: none"> Impact of changes in the environment (causation) 	<ul style="list-style-type: none"> Knowledge of natural events (causation) Developing solutions from data (connection) 	
Key Concepts	Change, perspective, connection		Form, reflection, connection	Form, function, causation	Causation, function, connection	
Related concepts	Personal history, place		Creativity, culture, tradition	Environment, living things, behaviour	Properties, behaviour, solutions	
Subject focus	English, Health		English, Arts	English, Science	English, Science, Technology	
Specialist teacher connections	Japanese P.E. Music		Japanese Music	Japanese Music	Japanese Music	
Learning experiences	Learner profile: Open-minded, Communicator, Caring Approaches to learning: Self-management, communication	Learner profile: Approaches to learning:	Learner profile: Open-minded, risk taker, reflective Approaches to learning: Communication (all), Research (all)	Learner profile: caring, inquirer, knowledgeable Approaches to learning: Research and Thinking	Learner profile: Risk taker, thinker, knowledgeable Approaches to learning: Thinking, self management	Learner profile: Approaches to learning:

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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>Forces can change objects, materials and living things.</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 (form) Applying force to objects, materials and living things (change) 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	Form, 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 Approaches to learning: Social and self management	Learner profile: Open-minded, reflective, caring Approaches to learning: Thinking, social and self management	Learner profile: Risk taker, open-minded Approaches to learning: Communication and social	Learner profile: Inquirer, knowledgeable, communicator Approaches to learning: Thinking and Research	Learner profile: Communicator, principled, open minded Approaches to learning: Communication, social	Learner profile: Inquirer, thinker, knowledgeable Approaches to learning: Research and Thinking

Year 3 & 3/4 - Even 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 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 Approaches to learning: Social and communication	Learner profile: Thinker, reflective Approaches to learning: Research, thinking and social	Learner profile: Open-minded, communicators, risk taker Approaches to learning: Communication, self management (gross motor skills, fine motor skills, codes of behaviour) and social	Learner profile: Knowledgeable, inquirer Approaches to learning: Communication and research	Learner profile: Knowledgeable, thinker, balanced Approaches to learning: 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 Approaches to learning: 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>Science knowledge can help people to understand the effect of their actions.</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 	<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) 	<ul style="list-style-type: none"> How knowledge of Earth's natural laws and patterns informs choices (causation) Life on Earth is different to life in space (reflection) Human engagement with 	<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)

		geographical locations (perspective)	<ul style="list-style-type: none"> Convey characters and viewpoints using elements of drama (function) 	space (responsibility)		
Key Concepts	Form, perspective, connection	Form, causation, perspective	Connection, reflection, function	Causation, reflection, responsibility	Reflection, function, responsibility	Connection, change, causation
Related concepts	Community, environment, lifestyle and wellbeing	Geography, environment, society	Empathy, culture, interdependence	Consequences, the physical world, choice	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>Approaches to learning: 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>Approaches to learning: Thinking and Communication</p>	<p>Learner profile: Caring, risk-taker, communicator</p> <p>Approaches to learning: Social and Self-Management</p>	<p>Learner profile: Knowledgeable, thinker, reflective</p> <p>Approaches to learning: Thinking, communication, self management</p>	<p>Learner profile: Thinker, principled, knowledgeable</p> <p>Approaches to learning: Research and Thinking</p>	<p>Learner profile: Inquirer, communicator, thinker</p> <p>Approaches to learning: 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>Approaches to learning: Thinking and communication</p>	<p>Learner profile: Inquirer, knowledgeable, risk taker</p> <p>Approaches to learning: Thinking and Research</p>	<p>Learner profile: Risk taker, thinkers</p> <p>Approaches to learning: Communication and social</p>	<p>Learner profile: Caring, communicators, balanced</p> <p>Approaches to learning: Communication</p>	<p>Learner profile: knowledgeable, inquirer</p> <p>Approaches to learning: Thinking and social</p>	<p>Learner profile: Reflective, thinker, open minded</p> <p>Approaches to learning: Research and thinker</p>

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<p>Dates of inquiry and title</p>	<p>Term 1 Weeks 2-6</p>	<p>T 2 Wk 9-T3 Wk 4 (Yr2) / T3 Wk 5-10 (Yr 1) Daily Life</p>	<p>Term 1 Wks 7-11 Performance</p>	<p>T1 W 7-11 (Yr1) T 4 (Yr 2) Changing materials</p>	<p>T 2 Wk 9-T3 Wk 4 (Yr1) / T3 Wk 5-10 (Yr 2) Farm to table</p>	<p>T1 W 7-11 (Yr2) T 4 (Yr 1) Survival - water</p>
<p>Central Idea</p>	<p>People can build and maintain relationships. (Yr1) How we interact with others can influence our identity. (Yr 2)</p>	<p>Daily life can change over time.</p>	<p>People can create performance to represent ideas.</p>	<p>Interactions between materials and objects can lead to change.</p>	<p>People can develop technology and systems to create solutions.</p>	<p>Earth's resources can be used in a variety of ways.</p>
<p>Lines of Inquiry</p>	<ul style="list-style-type: none"> Types of relationships (form) The importance of relationships (connection) Ways positive relationships can be built (responsibility) The contribution of strengths and 	<ul style="list-style-type: none"> Personal histories (change) (yr 1) Lives of people have changed over time (causation) (Yr1) Objects from the past and present (causation) (Yr 2) 	<ul style="list-style-type: none"> Why people create performances (connection/form) Elements and processes used to create performance arts (form) Responding to performance (perspective) 	<ul style="list-style-type: none"> Ways objects and materials can be described (connection) Ways objects and materials can be changed (causation) Reasons why objects and 	<ul style="list-style-type: none"> The purpose of familiar products and services and how they meet a range of present needs (function) Solutions to simple problems using a sequence of steps and decisions (causation) 	<ul style="list-style-type: none"> Earth's resources (form) Ways Earth's resources can be used (function) Ways Earth's resources can be conserved (responsibility)

	<p>achievements to identities (connection)</p> <ul style="list-style-type: none"> Positive ways to interact with others (responsibility) Emotional responses impact on others' feelings (causation) 	<ul style="list-style-type: none"> Lives of people have changed over time (change)(Yr 2) 		materials are changed? (change)		
Key Concepts	Form, causation, connection, responsibility	Change, causation	Form, perspective, connection	Connection, change, causation	Causation, function	Form, function, responsibility
Related concepts	Rights and responsibilities, empathy, interaction, identity, choice	Past, daily life	Representation, performance, composition, response	Interaction, prediction, investigation	Technology, systems, solutions	Resources, lifestyle
Subject focus	English. Mathematics, Health and P.E.	English. Mathematics, HASS, Technologies (Design and technology)	English, Mathematics,, Arts,	English, Mathematics, Science, Technologies (Design & Technology)	English, Mathematics, Technologies (Design & Technology)	English. Mathematics, HASS, Science
Specialist teacher connections	Japanese P.E.		Japanese P.E. Music	Japanese	Japanese	
Learning experiences	<p>Learner profile: Caring, open-minded, balanced communicator</p> <p>Approaches to learning: Social, self-management and communication</p>	<p>Learner profile: Knowledgeable, reflective, inquirer</p> <p>Approaches to learning: Research, communication</p>	<p>Learner profile: Communicator, reflective, risk taker</p> <p>Approaches to learning: Communication and self management</p>	<p>Learner profile: Knowledgeable, inquirer, thinker</p> <p>Approaches to learning: Research and thinking</p>	<p>Learner profile: Risk taker, thinker, inquirer</p> <p>Approaches to learning: Research, thinking</p>	<p>Learner profile: Principled, thinker, inquirer</p> <p>Approaches to learning: Research, thinking</p>

Year 3 & 3/4 - Odd Years

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<p>Dates of inquiry and title</p>	<p>Term 1 Weeks 1-6</p>	<p>Term 2 Indigenous Histories</p>	<p>Term 1 Weeks 7-11 Art forms</p>	<p>Term 3 Week 1-5 Materials/heat</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 can contribute to health and wellbeing.</p>	<p>Identity can be shaped by people's connection to the past and place.</p>	<p>People can communicate ideas through the arts.</p>	<p>Materials can be changed depending on their use.</p>	<p>People can design sustainable solutions to meet present and future needs.</p>	<p>Children experience challenges and opportunities wherever they live.</p>
<p>Lines of Inquiry</p>	<ul style="list-style-type: none"> • What it means to be healthy (function) • Factors which affect our health (connection) • To be negotiated with each class (responsibility) 	<ul style="list-style-type: none"> • Significance of events in bringing about change (Change) • Indigenous connection to place (Connection) • Our personal histories and connection to place (Perspective) 	<ul style="list-style-type: none"> • Similarities and differences between artworks (perspective) • Artworks that communicate ideas (causation) • Elements and processes in artworks (form) 	<ul style="list-style-type: none"> • Ways heat can change materials (change) • Properties of materials and how it relates to their use (form) • Scientific thinking and investigating (form) 	<ul style="list-style-type: none"> • Include environmental sustainability considerations when creating products (responsibility) • The use of appropriate technologies and techniques (function) • Contributions of people in design and 	<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 another country (perspective)

					technologies occupations (responsibility)	
Key Concepts	Connection, function, responsibility	Connection, change, perspective	Causation, perspective, form	Form, change	Function, responsibility	Connection, causation, perspective
Related concepts	Wellbeing, balance, health	Environment, identity, place	Collaboration, communication, similarities and differences	Heat, fairness, materials	Sustainability, design, solutions	Human rights, rights and responsibilities, culture
Subject focus	English, Mathematics, Health and P.E., Science	English, Mathematics, HASS, The Arts	English, Mathematics, Arts,	English, Mathematics, Science, Technologies (Design and Technology)	English, Mathematics, Technologies (Design and Technology), Science	English, Mathematics, HASS
Specialist teacher connections	Japanese P.E.	P.E.	Japanese P.E.		Japanese	Japanese
Learning experiences	Learner profile: Balanced, thinker, knowledgeable Approaches to learning: Thinking, self management	Learner profile: Inquirer, open-minded Approaches to learning: Thinking, research	Learner profile: Communicator, risk taker, reflective Approaches to learning: Communication and social	Learner profile: Inquirer, principled Approaches to learning: Research, self management	Learner profile: Communicator, caring, risk taker Approaches to learning: Thinking, social	Learner profile: Knowledgeable, principled, open minded Approaches to learning: Research, thinking

<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 2-4?5?</p>	<p>T 1 Wk 6- Wk 11</p>	<p>Term 3 Week 6-10</p>	<p>T 3 Wk 1 - 5</p>	<p>Term 4</p>	<p>Term 2 Weeks 3-10 Scientific Inventions</p>
<p>Central Idea</p>	<p>An individual's actions and motivation can impact on others.</p>	<p>Global events can shape changing communities.</p>	<p>People can collaborate to communicate ideas and points of view.</p>	<p>Energy can be transferred and transformed in different ways.</p>	<p>Business/economics Post Office? Random acts of kindness? Christmas</p>	<p>Scientific understanding can inform how we respond to significant changes in the environment.</p>
<p>Lines of Inquiry</p>	<ul style="list-style-type: none"> Qualities and motivation of leaders (form) The influence/impact of people on identities. (causation) The significant actions of people and events/developments in bringing about change. (change) 	<ul style="list-style-type: none"> Why and how Australia became a nation (causation) Causes and effects of change on particular communities (change) The experiences of different people in the past (perspective) 	<ul style="list-style-type: none"> Features of media artworks (form) Communication through media arts (function) Ways science can be incorporated in and portrayed through art (connection) 	<ul style="list-style-type: none"> Transfer and transformation of energy (function) Appropriate use of technology (responsibility) Communication of scientific knowledge (function/responsibility) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> causes of significant changes to the environment (causation) how communities respond to significant changes in the environment (causation/connection) how humans use scientific knowledge to minimise the

						impact of significant changes to the environment (causations/connection)
Key Concepts	Form, causation, change	Change, perspective, causation	Form, function, connection	Function, responsibility	Responsibility	Causation, connection
Related concepts	Impact, motivation, actions	Past and present, cause and effect, society	Communication, collaboration, technologies	Energy, transformation		Interconnections, environment, challenge
Subject focus	English, Mathematics, History	English, Mathematics, HASS,	Science, The Arts, Technology	English, Mathematics, Science, Design and Technology	HASS (business and economics)	English, Mathematics, Science, HASS, Design and Technology
Specialist teacher connections	Japanese P.E.	Japanese	Japanese Music	P.E.		
Learning experiences	Learner profile: Open minded, principled, reflective, inquirer Approaches to learning: Thinking, social, self-management	Learner profile: Knowledgeable, inquirer, open minded Approaches to learning: Research, thinking	Learner profile: Risk taker, balanced Approaches to learning: Social, self management	Learner profile: Principled, communicator Approaches to learning: Self-management, communication	Learner profile: Approaches to learning:	Learner profile: Knowledgeable, communicator, thinker Approaches to learning: Communication, research

Year 7 - 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 1-6</p>	<p>T3 Wk 6 - T4 Wk2</p>	<p>Term 4 Weeks 3-8</p>	<p>T2 Wk 3 - Wk 8</p>	<p>T2 Wk 9 - T3 Wk 5 *Exhibition*</p>	<p>T1 Wk 6 - T2 Wk 2</p>
<p>Central Idea</p>	<p>Challenging perspective can lead to change.</p>	<p>Populations can adapt, construct and create to form influential societies</p>	<p>Communication through art can be a powerful, persuasive influence.</p>	<p>Knowledge of change and sustainability can influence choices and solutions.</p>	<p>Organisation choices are influenced by present and future needs</p>	<p>Interactions between organisms can have varying implications.</p>
<p>Lines of Inquiry</p>	<ul style="list-style-type: none"> • Different perspectives and interpretations of historical events (perspective) • Factors influencing responses to issues and challenges (causation). Identity, values, experiences, needs, influences, power 	<ul style="list-style-type: none"> • Reasons for change and continuity over time (causation) • Role and significance of groups and individuals in societies (change) • Perspectives from the ancient past (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"> • Knowledge and its influence on our decisions (change) • Sustainability and its impact on choices and solutions (responsibility) 	<ul style="list-style-type: none"> • How businesses operate (function) • How businesses respond to the demands of consumers (function) • Students choose own lines of inquiry 	<ul style="list-style-type: none"> • Classification and organisation of diverse organisms (form) • Interaction between organisms (connection) • Using scientific knowledge to influence human actions and the possible

	<ul style="list-style-type: none"> Ways to be active and informed citizens (reflection) 					implications (causation)
Key Concepts	Reflection, causation, perspective	Causation, change, perspective	Perspective, function, reflection	Change, responsibility	Causation, perspective, function	Form, connection, causation
Related concepts	Challenges, change, citizenship, perception	Societies, developments	Communication, empathy, power and control	Sustainability, solutions	Entrepreneur, consumer, producer, needs and wants, ethics	Interaction, homeostasis, classification, implications
Subject focus	English, HASS	English, Mathematics, HASS	English, The Arts, Science	English, Science	English, Mathematics, The Arts, HASS (Civics and Citizenship)	English, Science
Specialist teacher connections	P.E.	Japanese	P.E. Music Japanese	Japanese		
Learning experiences	Learner profile: Caring, open minded, principled Approaches to learning: Social, and thinking	Learner profile: Inquirer, knowledgeable Approaches to learning: Communication	Learner profile: Caring, communicator, open minded Approaches to learning: Communication, thinking	Learner profile: Inquirer, knowledgeable Approaches to learning: Research, thinking	Learner profile: Approaches to learning:	Learner profile: Knowledgeable, communicator, thinker Approaches to learning: Communication, research