



Belair Primary School - Programme of Inquiry



The Programme of Inquiry (POI) indicates the inquiries led by classroom teachers across a two year cycle. The specialist programme complements the POI covering content not covered in the POI. Some content sits outside the POI and is taught by the classroom teacher as stand alone content. The POI is constantly refined and adapted to meet the changing needs of the school.

Reception Even years

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	Term 3	Term 2	Term 1	Term 4		
Central Idea	People can grow, learn and be healthy.	Places can be special to people for different reasons.	People can celebrate and commemorate events in many ways.	The environment can affect living things in different ways.		
Lines of Inquiry	<ul style="list-style-type: none"> Ways people grow and change (change) Different emotions people experience (causation) Actions that help them be healthy, safe and physically active. (responsibility) 	<ul style="list-style-type: none"> Features of familiar places (form) Places are special to people (connection) Ways people can care for places (responsibility) 	<ul style="list-style-type: none"> Events that are important to people (form) Reasons people celebrate and commemorate events (perspective) The Arts express and represent ideas (connection) 	<ul style="list-style-type: none"> Different environments (form) Needs of living things (function) Impact of changes in the environment (causation) 	<ul style="list-style-type: none"> 	

Key Concepts	Change, causation, responsibility	Form, connection, responsibility	Form, connection, perspective	Form, function, causation		
Related concepts	Growth, emotions, health	Places, features, special	Commemorate, events, represent	Environment, living things, behaviour		
Subject focus	English, Health	English, HASS	English, Arts, HASS	English, Science, Technologies		
Specialist teacher connections	(Japanese) P.E. Music	Japanese Music P.E	Japanese Music P.E	(Japanese) Music		
Learning experiences	Learner profile: Thinker, knowledgeable Balanced Approaches to learning: Self-management, research	Learner profile: Caring, inquirer, reflective Approaches to learning: Thinking, research	Learner profile: Open-minded, risk taker, communicator Approaches to learning: Social, communication	Learner profile: caring, inquirer, knowledgeable Approaches to learning: Research and Thinking		

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, Weeks 3-6	T 2 Wk 3-10	Term 3 Wks 6-10	T 1, Week 7- T2 Week 2	T3 Wk 1-5	T 4
Central Idea	People can make decisions connected to their health.	Daily life can change over time.	People can create performance to represent ideas.	Living things can change over time.	People can develop systems and technology to create solutions.	Earth's resources can be used in a variety of ways.
Lines of Inquiry	<ul style="list-style-type: none"> Positive ways to interact with others (function) Ways decisions impact our health (causation) Strategies to keep ourselves healthy and safe (change) 	<ul style="list-style-type: none"> Important dates in people's lives (connection) Lives of people have changed over time (causation/change) 	<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"> Needs of living things (form) Ways living things change (change) Stages of life cycles (function) 	<ul style="list-style-type: none"> Features of technology (function) The purpose of familiar products and services (connection) People create designed solutions to meet needs (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)
Key Concepts	Causation, function,	Change, causation,	Form, perspective,	Form, function,	Causation, function,	Form, function,

	change	connection	connection	change	connection	responsibility
Related concepts	Decisions, health	Past, daily life	Representation, performance, composition, response	Living things, needs	Technology, systems, solutions	Resources, lifestyle
Subject focus	English, Mathematics, Health and P.E.	English. Mathematics, HASS, Technologies	English, Mathematics,, Arts,	English, Mathematics, Science	English, Mathematics, Technologies	English. Mathematics, HASS, Science
Specialist teacher connections	P.E. (Japanese)		Japanese P.E. Music	Japanese Science	Japanese	
Learning experiences	Learner profile: Balanced, open minded,, principled Approaches to learning: Thinking, self management	Learner profile: Inquirer, reflective, knowledgeable Approaches to learning: Thinking, communication	Learner profile: Communicator, reflective, risk taker Approaches to learning: Communication and self management	Learner profile: Inquirer, knowledgeable, principled Approaches to learning: Research, communication	Learner profile: Risk taker, reflective, inquirer Approaches to learning: Self management, thinking	Learner profile: Principled, thinker, inquirer Approaches to learning: Research, thinking

Year 3 & 3/4 - Even Years

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, Weeks 1-6	T3 wk 6 - T4 Wk2	Term 2 Wk 1 - T2 Wk 5	Term 4 Weeks 3-8	Term 1, wks 7-11	Term 2 Wks 1-8
Central Idea	Perspective and change may influence interaction.	Past experiences can have a significant impact on people and places.	Stories can communicate different perspectives and opinions.	Movement and natural processes can cause changes in the world.	People can be active citizens within communities.	Scientists can communicate their observations and understandings of living things.
Lines of Inquiry	<ul style="list-style-type: none"> Influences that strengthen identities (change) Strategies for managing change (connection) Emotional responses and interactions with others (perspective) 	<ul style="list-style-type: none"> Individuals, events and aspects of the past that have significance in the present (change) Connections between people and the characteristics of places (connection) Fact vs opinions (responsibility) 	<ul style="list-style-type: none"> Stories expressing feelings and opinions (form) Different ways stories can be communicated (function) Ways stories reflect cultural experiences (perspective) 	<ul style="list-style-type: none"> Everyday observations of movement and natural processes (function) Explanations for everyday observations (connection) Natural processes can impact the Earth's surface (causation) 	<ul style="list-style-type: none"> Decision making in communities (perspective) The role of rules and laws in communities (causation) Ways people participate in communities as active citizens (responsibility) 	<ul style="list-style-type: none"> Observable features of living things (form) Ways scientists group living things (function) Relationships that assist the survival of living things (causation)

Key Concepts	Change, connection, perspective	Change, connection, responsibility	Form function, perspective	Function, causation, connection	Perspective, causation, responsibility	Form, function, causation
Related concepts	Identity, interaction, cooperation	Significance, experiences, past	Communication, response, expression	Movement, observations, natural, processes	Community, citizen, democracy	Features, relationships, communicate
Subject focus	English, Mathematics, Health and P.E.	English, Mathematics, HASS	English, HASS, The Arts, Technologies	English, Mathematics, Science, HASS	English, Mathematics, HASS, Science, Health and P.E.	English, Mathematics, HASS, Science
Specialist teacher connections	P.E. Japanese	(Japanese)	Japanese Music		P.E. Japanese	(Japanese)
Learning experiences	Learner profile: Open-minded, balanced, reflective Approaches to learning: Social and self management	Learner profile: Principled, thinker, reflective Approaches to learning: Research and thinking	Learner profile: Open-minded, communicators Approaches to learning: Communication, social	Learner profile: Knowledgeable, inquirer, thinker Approaches to learning: Thinking and research	Learner profile: Caring, open minded, principled Approaches to learning: Self management, thinking	Learner profile: Inquirers, knowledgeable, communicator Approaches to learning: Communication and research

Year 5 - Even Years

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 3 Wk 1-6	T 4	Throughout Term 3, Term 3 Week 6-10 *Expo*	T 1 Wk 7 - T2 Wk3	Term 1 Wk 1-6	Term 2 Weeks 4-10
Central Idea	Identity is influenced by people, place and emotions.	Characteristics of place and environment can impact people and their choices.	The Arts can communicate historical, cultural and societal contexts.	Scientific thinking can change and evolve as new discoveries are made.	Citizens can work together to achieve shared goals.	Adaptations can impact on survival.
Lines of Inquiry	<ul style="list-style-type: none"> Developmental changes (change) Influence of people and places on identity (connection) Influence of emotions on behaviours (causation) 	<ul style="list-style-type: none"> Characteristics of places in different locations (form) Interconnectedness with people and environment (connection) Views on how to respond to an issue or 	<ul style="list-style-type: none"> Elements and processes of arts (function) How ideas are communicated in artworks (connection) Characteristics of artworks from different social, historical and cultural 	<ul style="list-style-type: none"> The key features of the solar system (form) Peoples' connection to the solar system (connection) Scientific developments impact daily life (change) 	<ul style="list-style-type: none"> Democracy in action (function) Roles of different people in a democracy (responsibility) Achieving goals in a democracy (function/responsibility) 	<ul style="list-style-type: none"> Ways living things function in their environments (form and function) Structural and behavioural adaptations (function) Science knowledge develops from many people's

		challenge (perspective)	contexts (perspective)			contributions. (causation)
Key Concepts	Causation, connection, change	Form, connection, perspective	Perspective, function, connection	Form, connection, change	Responsibility, function	Form, function, causation
Related concepts	Identity, influence, emotions	Place, environments, challenge	Culture, history, society	Scientific developments, systems, culture	Democracy, citizenship, civics	Adaptions, environment
Subject focus	English, Health, The Arts	English, Mathematics, HASS,	Science, The Arts, Technologies	English, Mathematics, Science, Technologies	HASS civics and citizenship), Mathematics, English	English, Mathematics, Science, HASS, Technologies
Specialist teacher connections	Japanese P.E.	Japanese	Japanese Music	Science		Science
Learning experiences	Learner profile: risk taker, balanced, reflective Approaches to learning: Social, self management	Learner profile: Knowledgeable, inquirer, caring Approaches to learning: Research, thinking	Learner profile: Risk taker, reflective, open minded Approaches to learning: Communication, research, self management	Learner profile: Inquirer, Knowledgeable, Open minded Approaches to learning: Research, communication	Learner profile: Balanced, principled, communicator Approaches to learning: Thinking, social	Learner profile: Caring, communicator, thinker Approaches to learning: Communication, research

Year 6 - Even Years

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	T4	Term 2 Wk 1-8	T2 wk 8 - T3 wk3	T 1 wk 1-6	T 1 Wk 7 - 10	Term 3, Weeks 4-10 *Exhibition*
Central Idea	Change and transitions.	People can change the landscape of places through decision making.	Art can be used to communicate perspectives and connect with others.	The growth and survival of living things can be affected by physical conditions of their environments.	Different government systems can engage citizens in decision-making to different degrees.	Scientific knowledge from different science disciplines and diverse cultures can be used to solve real world problems. Exhibition students to develop their own central idea and lines of inquiry
Lines of Inquiry	<ul style="list-style-type: none"> Developmental changes and transitions (change) Valuing diversity impacts well-being 	<ul style="list-style-type: none"> Events that lead to federation (change) Impacts of decision making on different groups of people 	<ul style="list-style-type: none"> Purpose and audience of media artworks (connection) Elements of media art (form) 	<ul style="list-style-type: none"> Effects of environmental changes on living things (causation) 	<ul style="list-style-type: none"> The privileges and responsibilities of a citizen (responsibility) Processes for 	<ul style="list-style-type: none"> Chosen by students

	and relationships (perspective) <ul style="list-style-type: none"> Decision-making and problem solving skills connected to health, safety and well-being (responsibility) 	(perspective) <ul style="list-style-type: none"> Causes and effects of migration (causation) 	<ul style="list-style-type: none"> Ways points of view, ideas and stories are shaped and portrayed (perspective) 	<ul style="list-style-type: none"> Needs of living things (function) 	decision making (function) <ul style="list-style-type: none"> Different systems of government (connection) 	
Key Concepts	Change, responsibility, perspective	Causation, change, perspective	Form, perspective, connection	Causation, function	Function, connection, responsibility	
Related concepts	Well-being, diversity, interconnectedness	Migration, federation	Communication, media, audience	Scientific knowledge, disciplines, culture	Democracy, citizenship, processes	
Subject focus	English, Mathematics, Health and P.E., Civics and Citizenship	English, Mathematics, HASS,	English, Mathematics, The Arts	English, Science, Technologies	English, Mathematics, HASS,	English, Mathematics, Science
Specialist teacher connections	Japanese PE	Japanese	Japanese Music			
Learning experiences	Learner profile: Open-minded, caring, balanced Approaches to learning: Social, self-management	Learner profile: Reflective, communicator, open minded Approaches to learning: Research and thinker	Learner profile: Risk taker, communicator, inquirer Approaches to learning: Communication and social	Learner profile: Inquirer, thinker Approaches to learning: Self management, research	Learner profile: Principled, knowledgeable, balanced Approaches to learning: Research and thinking	Learner profile: Approaches to learning:

Reception/1 Odd years (2021 only)

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	Term 3, Wk 1-5	Term 4	Term 2	Term 3	
Central Idea	People can learn from their past and change.	Places I care about	People can celebrate and commemorate events in many ways. (Change to Dance/technology 2021)	Living things live in places where their needs may be met.	Places can be special to people for different reasons. Weather in my world in 2021	
Lines of Inquiry	<ul style="list-style-type: none"> Changes that occur as people grow (change) Ways that daily life has changed and how it has remained the same (causation) Ways we know about the past (perspective) 		<ul style="list-style-type: none"> Events that are important to people (form) Reasons people celebrate and commemorate events (perspective) The Arts express and represent ideas (connection) 	<ul style="list-style-type: none"> Wants vs needs (form) Features of living things (causation) Living things live in different places (connection) 	<ul style="list-style-type: none"> Features of familiar places (form) People are connected to places (connection) Different places are special to different people (perspective) 	
Key Concepts	Change, perspective, causation	Form, change, responsibility	Form, connection, perspective	Form, connection, causation	Form, connection, perspective	

Related concepts	Families, daily life, past	Place, features	Commemorate, events, represent	Needs, living things, place	Places, features, special	
Subject focus	English, Health, HASS (History)		English, Arts, HASS	English, Science	English, HASS	
Specialist teacher connections	Japanese P.E. Music		Japanese Music P.E	(Japanese)	Japanese Music P.E	
Learning experiences	Learner profile: Reflective, Communicator, Inquirer Approaches to learning: Research, communication	Learner profile: Approaches to learning:	Learner profile: Open-minded, risk taker, communicator Approaches to learning: Social, self management	Learner profile: Thinker, inquirer, knowledgeable Approaches to learning: Research and Thinking	Learner profile: Thinker, principled, open minded Approaches to learning: Communication, research	Learner profile: Approaches to learning:

Year ½ and 2 - Odd Years (for 2023)

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 Weeks 1-6	T 2 Wks 1-5 (Yr 1) 6-10, T3 , wks 1/2 (Yr 2) Significant places	Term 3 Expression	T 1, Weeks 7-11 (Yr 2) T 4 (Yr 1) Sky and landscape	T 2, Wks 1-6 (2) 6-10, T3 , wks 1/2 (Yr 1) Systems	T 1, Weeks 7-11 (Year 1) T 4 (Yr 2) Living things
Central Idea	How we interact with others can influence our identity.	People can make connections to places in different ways.	People can use art to express ideas, observation and imagination.	People can observe and measure changes in the sky and landscape.	People can use systems to communicate.	Living things can grow and change over time. (* need to edit for 2023)
Lines of Inquiry	<ul style="list-style-type: none"> The contribution of strengths and achievements to identities (connection) Positive ways to interact with others (responsibility) Emotional responses impact on others' feelings (causation) 	<ul style="list-style-type: none"> Significance of different places to different people (perspective) Representation of geographical divisions (form) Ways people care for places and sites of significance (responsibility) 	<ul style="list-style-type: none"> Visual art techniques and processes (form) Where and why artworks are created (causation) Ideas, observation and imagination expressed through art (perspective) 	<ul style="list-style-type: none"> Observable features of the sky and landscape (form) Changes in the sky and landscape around the world (causation) Responsibilities of scientists who make predictions and conduct investigations (responsibility) 	<ul style="list-style-type: none"> Ways systems are used to communicate (function) Ways systems have changed over time (change) Ways to share information safely (connection) 	<ul style="list-style-type: none"> Characteristics of living things (form) Living things grow, change and have offspring (change) Ways scientists make predictions and conduct investigations (responsibility)

Key Concepts	Causation, connection, responsibility	Form, responsibility, perspective, connection change	Form, causation,, perspective	Form, causation, connection, responsibility	Function, change, connection	Form, function, change, causation, responsibility
Related concepts	Interaction, identity, choice	Place, location	Imagination, observation, process	Observation, measurement, events, daily life	Systems, communication	Living things, growth, characteristics, needs vs wants
Subject focus	English. Mathematics, Health and P.E.	English, Mathematics, HASS,	English, Mathematics, The Arts,	English, Mathematics, Science, Technologies	English, Mathematics, HASS (history), Technologies	English, Mathematics, Science
Specialist teacher connections	Japanese P.E.	Japanese	P.E. Japanese Music	P.E.	P.E. Japanese	Japanese
Learning experiences	Learner profile: Caring, balanced communicator Approaches to learning: Social, self-management	Learner profile: Caring, thinker, reflective, knowledgeable Approaches to learning: Thinking, self management, communication, research	Learner profile: Risk taker, open-minded, communicator, Approaches to learning: Self management and social	Learner profile: Inquirer, knowledgeable, reflective, communicator Approaches to learning: Thinking, research, communication	Learner profile: Communicator, reflective, thinker Approaches to learning: Communication, research	Learner profile: Inquirer, caring, knowledgeable, principled Approaches to learning: Research Communication, and Thinking

Year 3 & 3/4 - Odd Years

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 Weeks 1-6	Term 2	Term 3 Weeks 1-5	Term 3 Week 1-5	Term 3 Weeks 6-10	Term 1, Wk 7-11
Central Idea	People can make choices that impact their health, safety and wellbeing.	Identity can be shaped by people's connection to the past and place.	People can communicate ideas through the arts.	Natural processes and human activity can cause changes to Earth's surface.	People can design sustainable solutions to meet present and future needs.	Relationships can assist with survival.
Lines of Inquiry	<ul style="list-style-type: none"> Information from health and safety messages (connection) Benefits of being healthy and physically active (function) Strategies that keep people safe, healthy and active (responsibility) 	<ul style="list-style-type: none"> Significance of events in bringing about change (change) People's connection to place (perspective) Individuals, events and aspects of the past that have significance in the present (connection) 	<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"> Properties of the Earth's surface (causation) Ways the Earth's surface changes over time (change) Scientific knowledge helps people to understand the effect of their actions (responsibility) 	<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"> Relationships that assist the survival of living things (causation) Key stages in the life cycle of living things (change) Individual and community actions for sustainability (responsibility)

					technologies occupations (responsibility)	
Key Concepts	Connection, function, responsibility	Connection, change, perspective	Causation, perspective, form	Change, responsibility, causation	Function, responsibility	Causation, change responsibility
Related concepts	Wellbeing, safety,, health	Environment, identity, place	Collaboration, communication	Natural processes, human activity	Sustainability, design, solutions	Relationships, survival, life cycle
Subject focus	English, Mathematics, Health and P.E., Science	English, Mathematics, HASS, The Arts	English, Mathematics, Arts,	English, Mathematics, Science, Technologies	English, Mathematics, Technologies, Science	English, Mathematics, Science
Specialist teacher connections	Japanese P.E.	P.E.	Japanese P.E. Music	Science	Japanese Science	Japanese
Learning experiences	Learner profile: Balanced, open minded, reflective Approaches to learning: Research, self management	Learner profile: Thinker, principled, risk taker Approaches to learning: Thinking, communication	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, inquirer, caring Approaches to learning: Research, communication

Year 5 - Odd Years

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 Weeks 1-6	T 1 Wk 6- T 2 Wk 3	Throughout Term 2/3, Term 3 Week 6-10 *Expo*	T 3 Wk 1 - 5	Term 4	Term 2 Weeks 4-10
Central Idea	Identity is influenced by people, place and media.	Characteristics of place and environment can impact people and their choices.	The Arts can communicate historical, cultural and societal contexts.	Scientific solutions can develop from many people's contributions.	Interactions between consumers and business can present different challenges.	Adaptations can impact survival.
Lines of Inquiry	<ul style="list-style-type: none"> The role of advertising in shaping personal values and wants (causation) Interactions with media in daily life (connection) The influence of people, places and media on 	<ul style="list-style-type: none"> Characteristics of places in different locations (form) Interconnectedness with people and environment (connection) Views on how to respond to an issue or challenge (perspective) 	<ul style="list-style-type: none"> Elements and processes of arts (function) How ideas are communicated in artworks (connection) Characteristics of artworks from different social, historical and cultural contexts (perspective) 	<ul style="list-style-type: none"> Key features of our solar system. (form) Ways scientific developments have been used to respond to needs (function) People behind the scientific developments and 	<ul style="list-style-type: none"> Choices when allocating resources. (responsibility) Factors that influence consumer choice (perspective) Factors and strategies that influence 	<ul style="list-style-type: none"> Structural and behavioural adaptations (form and function) Ways living things function in their environments (function) Ways scientific developments affect lives, and

	identity (perspective)			technological solutions (change)	challenges in business (causation)	solve problems (causation)
Key Concepts	Causation, connection, perspective	Form, connection, perspective	Perspective, function, connection	Form, function, change	Responsibility, causation, perspective	Form, function, causation
Related concepts	Identity, well being, decision making	Place, environments, challenge	Culture, history, society	Scientific developments, solutions, technologies	Consumer, business, resources	Adaptions, environment
Subject focus	English, Health, The Arts	English, Mathematics, HASS,	Science, The Arts, Technologies	English, Mathematics, Science, Technologies	HASS (business and economics), Mathematics, English	English, Mathematics, Science, HASS, Technologies
Specialist teacher connections	Japanese P.E.	Japanese	Japanese Music	Science		Science
Learning experiences	Learner profile: Open minded, balanced, reflective Approaches to learning: Thinking, communication	Learner profile: Knowledgeable, inquirer, caring Approaches to learning: Research, thinking	Learner profile: Risk taker, reflective, open minded Approaches to learning: Communication, research, self management	Learner profile: Approaches to learning:	Learner profile: Caring, open-minded, knowledgeable Approaches to learning: Thinking communication	Learner profile: Risk taker, communicator, thinker Approaches to learning: Communication, research

Year 6 - Odd Years

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 Weeks 1-6	T 1 Wk 7- T 2 Wk 3	Throughout T 1, 2 & 3 Term 3 Week 6-10 *Exhibition*	T 3 Wk 1 - 5	Term 4	Term 2 Weeks 5-10
Central Idea	Identity is influenced by people, place and media.	Connections can occur between diverse people and places across the world.	The Arts can influence and be influenced by history, culture and society.	Scientific understanding can inform responses to natural events.	Interactions between consumers and business can present different challenges.	Environmental changes can impact on survival.
Lines of Inquiry	<ul style="list-style-type: none"> The role of advertising in shaping personal values and wants (causation) Interactions with media in daily life (connection) The influence of values, cultures and stereotypes on identity (perspectives) 	<ul style="list-style-type: none"> Diverse characteristics of different places in different locations (form).Connections between people, places, communities and environments and their impact (connection) 	<ul style="list-style-type: none"> Students to select 	<ul style="list-style-type: none"> natural events that change the earth's surface (change) human responses to natural events (function) collection and recording of statistics linked to natural events (responsibility) 	<ul style="list-style-type: none"> Ways that businesses choose to provide goods and services (function) Business choices about the allocation of resources including trade-offs. (causation) 	<ul style="list-style-type: none"> the effect of environmental changes on individual living things. (causation) procedures to develop and test investigable questions (responsibility)

		<ul style="list-style-type: none"> Descriptions of changing places using data (change) 			<ul style="list-style-type: none"> Consumer and financial decisions. (responsibility) 	<ul style="list-style-type: none"> simple cause-and-effect relationships (function)
Key Concepts	Causation, connection, perspective	Form, connection, change	Students to select	Function, responsibility	Responsibility, causation, perspective	Causation, function, responsibility
Related concepts	Identity, well being, decision making	Place, globalisation, diversity	Students to select	Energy, transformation	Consumer, business, resources	Prediction, survival, conditions
Subject focus	English, Health, The Arts	English, Mathematics, HASS,	Students to select	English, Mathematics, Science, Technologies	HASS (business and economics), Mathematics, English	English, Mathematics, Science, Technologies
Specialist teacher connections	Japanese P.E.	Japanese	Music	P.E. Science		Science
Learning experiences	Learner profile: Open minded, balanced, reflective Approaches to learning: Thinking, communication	Learner profile: Knowledgeable, inquirer, reflective Approaches to learning: Research, self management	Learner profile: Approaches to learning:	Learner profile: Principled, communicator Approaches to learning: Self-management, communication	Learner profile: Caring, open-minded, knowledgeable Approaches to learning: Thinking communication	Learner profile: Knowledgeable, communicator, principled Approaches to learning: Communication, research