



**PROGRAMME OF INQUIRY school year 2021/2022**

Year group	An Inquiry into: <b>Who we are</b>	An Inquiry into: <b>Where we are in place and time</b>	An Inquiry into: <b>How we express ourselves</b>	An Inquiry into: <b>How the world works</b>	An Inquiry into: <b>How we organise ourselves</b>	An Inquiry into: <b>Sharing the planet</b>
3,4	<p><b>Central idea:</b></p> <p>Who we are gives us our identity.</p> <p><b>Key concepts:</b></p> <p>perspective, form, change</p> <p><b>Related concepts:</b></p> <p>Identity, rights, rules and routines</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- Who I am</li> <li>- My physical and personal characteristics</li> <li>- Feelings</li> </ul>		<p><b>Central idea:</b></p> <p>Manners affect others.</p> <p><b>Key concepts:</b></p> <p>form, responsibility, function</p> <p><b>Related concepts:</b></p> <p>Behaviour, pattern, fairness</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>-Basic manners</li> <li>-Importance of manners</li> <li>-Group decision making</li> </ul>		<p><b>Central idea:</b></p> <p>Organisation affects daily life.</p> <p><b>Key concepts:</b></p> <p>Function, causation, connection</p> <p><b>Related concepts:</b></p> <p>Chronology, impact, interdependence</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- Daily routine</li> <li>- Sense of time management</li> <li>- Time concept</li> </ul>	<p><b>Central idea:</b></p> <p>Marine wildlife impacts the balance of ecosystems.</p> <p><b>Key concepts:</b></p> <p>form, connection, causation</p> <p><b>Related concepts:</b></p> <p>Adaptation, interdependence, impact</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- Water animals and plants</li> <li>- Differences between water and land life</li> <li>- Impact of pollution on water life</li> </ul>

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4, 5,6	<p><b>Central idea:</b></p> <p>Families are different.</p> <p><b>Key concepts:</b></p> <p>Form, function, connection</p> <p><b>Related concepts:</b></p> <p>Family, roles, identity</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- Form of families</li> <li>- The function of the family</li> <li>- Families in different cultures</li> </ul>		<p><b>Central idea:</b></p> <p>We express ourselves through music in unique ways.</p> <p><b>Key concepts:</b></p> <p>Form, function, perspective</p> <p><b>Related concepts:</b></p> <p>Communication, cooperation, identity</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different styles of music</li> <li>- Making own music</li> <li>- Influence of music on me</li> </ul>	<p><b>Central idea:</b></p> <p>Various sources of light reveal things in different ways.</p> <p><b>Key concepts:</b></p> <p>Function, Causation change</p> <p><b>Related concepts:</b></p> <p>Structure, transformation, light</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different ways that light behaves</li> <li>- Discovering and making shadows using different light sources</li> <li>- Reflective surfaces and how things can look different</li> </ul>		<p><b>Central idea:</b></p> <p>A shared habitat is a constantly changing environment which affects the needs of people and animals.</p> <p><b>Key concepts:</b></p> <p>Change, connection, responsibility</p> <p><b>Related concepts:</b></p> <p>Habitat, needs, consequences</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- How a habitat changes over time</li> <li>- How people and animals affect a habitat</li> <li>- Humans' and animals' needs in a shared living space</li> </ul>

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6,7	<p><b>Central idea:</b></p> <p>My physical and mental characteristics make me who I am</p> <p><b>Key concepts:</b></p> <p>Form, connection, perspective</p> <p><b>Related concepts:</b></p> <p>Interdependence, behaviour, properties</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- my physical body</li> <li>- senses connect me with the world</li> <li>- mindfulness</li> </ul>	<p><b>Central idea:</b></p> <p>Traditions and celebrations show similarities and differences between cultures</p> <p><b>Key concepts:</b></p> <p>Causation, function, perspective</p> <p><b>Related concepts:</b></p> <p>Similarities, differences, role, beliefs</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- Traditions and celebrations in our lives</li> <li>- How and why people celebrate</li> <li>- Important events in our lives</li> </ul>	<p><b>Central idea:</b></p> <p>We express ourselves using our thoughts and ideas in many different ways.</p> <p><b>Key concepts:</b></p> <p>Form, perspective, connection</p> <p><b>Related concepts:</b></p> <p>Structure, subjectivity, interpretation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- Text formats and their elements</li> <li>- Points of perspective</li> <li>-Me as a communicator</li> </ul>	<p><b>Central idea:</b></p> <p>The use of water reflects who we are.</p> <p><b>Key concepts:</b></p> <p>Change, causation, responsibility</p> <p><b>Related concepts:</b></p> <p>Properties, cycle, initiative</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- Properties and sources of water</li> <li>- Consequences of water use</li> <li>- Rational use of water</li> </ul>	<p><b>Central idea:</b></p> <p>Being part of the school community brings different responsibilities</p> <p><b>Key concepts:</b></p> <p>Form, function, responsibility</p> <p><b>Related concepts:</b></p> <p>System, communication, relationships</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Grade one and a school community</li> <li>-Class routines and processes</li> <li>-our responsibilities as learners</li> </ul>	<p><b>Central idea:</b></p> <p>Sharing Earth with plants brings responsibilities.</p> <p><b>Key concepts:</b></p> <p>Change, responsibility, connection</p> <p><b>Related concepts:</b></p> <p>Growth, cycles, interdependence, initiative</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>- Life cycle of a plant</li> <li>- Caring for plants</li> <li>- Contribution of plants to life on Earth</li> </ul>

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7, 8	<p><b>Central idea</b> Working together we make a difference in our class community</p> <p><b>Key concepts:</b> function, responsibility, causation</p> <p><b>Related concepts:</b> role, pattern, interdependence</p> <p><b>Lines of inquiry</b> -Class climate -The art of working together -Action vs consequences</p>	<p><b>Central idea</b> The way people communicate evolves over time</p> <p><b>Key concepts:</b> Change, form, function</p> <p><b>Related concepts:</b> discovery chronology, history</p> <p><b>Lines of inquiry</b> - How has communication between people changed over time -communication inventions through time - comparing and contrasting different communication inventions</p>	<p><b>Central idea</b> People express feelings and ideas through arts in various ways.</p> <p><b>Key concepts:</b> change, connection, perspective</p> <p><b>Related concepts:</b> opinion, value, interpretation</p> <p><b>Lines of inquiry</b> -how emotions can be express through the arts - how artists are inspired by their feelings - personal responses to creative works</p>	<p><b>Central idea</b> Different ecosystems build up the natural world</p> <p><b>Key concepts:</b> form, change, causation</p> <p><b>Related concepts:</b> ecosystems, interdependence, sustainability</p> <p><b>Lines of inquiry</b> - different ecosystems - changes in ecosystems - living things' adaptation</p>	<p><b>Central idea</b> The choices we make influence our health in different ways.</p> <p><b>Key concepts:</b> form, perspective, responsibility</p> <p><b>Related concepts:</b> impact, structure, initiative</p> <p><b>Lines of inquiry</b> -being healthy -how physical activity and dietary choices affect our lives -(healthy) lifestyle habits</p>	<p><b>Central idea</b> Animal groups and their characteristics impact each other.</p> <p><b>Key concepts:</b> form, function, connection</p> <p><b>Related concepts:</b> classification, growth, habitat</p> <p><b>Lines of inquiry</b> -classification of animals - characteristics of animals -food chain</p>

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8, 9	<p><b>Central idea</b></p> <p>Individual perception of the world influences ones thinking.</p> <p><b>Key concepts:</b> function, Connection, responsibility</p> <p><b>Related concepts:</b> role, interdependence, initiative</p> <p><b>Lines of inquiry</b> -how senses work -what brain does -dealing with limitations</p>	<p><b>Central idea</b></p> <p>Exploration leads to discoveries, opportunities and new understandings.</p> <p><b>Key concepts:</b> function, form, causation</p> <p><b>Related concepts:</b> systems, role, consequences</p> <p><b>Lines of inquiry</b> -nature and other tools we use to orientate -who the early explorers were and their explorations -impact of discoveries today</p>	<p><b>Central idea</b></p> <p>The design of buildings and structures is dependent upon the environment and available materials</p> <p><b>Key concepts:</b> causation, change, connection</p> <p><b>Related concepts:</b> Structure , adaptation, interdependence</p> <p><b>Lines of inquiry</b> -Buildings and structures and materials used  -environment and material use impact on buildings and structures  -Indigenous architecture in different environment</p>	<p><b>Central idea</b></p> <p>Weather conditions impact people’s lives.</p> <p><b>Key concepts:</b> form, change, connection</p> <p><b>Related concepts:</b> adaptation, initiative, consequences</p> <p><b>Lines of inquiry</b> -difference between weather and climate -reasons for weather changes -weather problems: people and places are affected by the weather</p>	<p><b>Central idea</b></p> <p>In various situations we work and communicate differently.</p> <p><b>Key concepts:</b> form, function, perspective</p> <p><b>Related concepts:</b> similarities, differences, responsibility/behaviour</p> <p><b>Lines of inquiry</b> - forms of communication - conflict resolution - I as a reflective student in various situations</p>	<p><b>Central idea</b></p> <p>Children worldwide face various challenges and risks.</p> <p><b>Key concepts:</b> Connection, perspective, responsibility</p> <p><b>Related concepts:</b> relationships, subjectivity, rights</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>- rights are connected to responsibilities</li> <li>- Children’s rights around the world</li> <li>- What happens if we don’t accept our responsibilities</li> </ul>

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9, 10	<p><b>Central idea</b></p> <p>Beliefs, values and culture have an impact on who we are as individuals.</p> <p><b>Key concepts:</b> Form, function, perspective</p> <p><b>Related concepts:</b> religion, traditions, values</p> <p><b>Lines of inquiry</b> -Main world religions -Common views of different religions -Values promoted by different religions</p>	<p><b>Central idea</b></p> <p>Past civilisations influence contemporary societies.</p> <p><b>Key concepts:</b> form, function, change</p> <p><b>Related concepts:</b> Discovery, innovation, continuity</p> <p><b>Lines of inquiry</b> -past civilizations -daily life in past civilizations -Past civilizations and their influence on present-day societies</p>	<p><b>Central idea</b></p> <p>Stories come in different forms.</p> <p><b>Key concepts:</b> perspective, connection, function</p> <p><b>Related concepts:</b> communication, traditions, structure</p> <p><b>Lines of inquiry</b> - Myths, legends, tales and fables around the world - Similarities and differences between fables, myths, tales and legends - Characterization, plot development and the role of setting</p>	<p><b>Central idea</b></p> <p>Earth provides energy for different uses.</p> <p><b>Key concepts:</b> change, function, responsibility,</p> <p><b>Related concepts:</b> Conservation of energy, transformation, behaviour</p> <p><b>Lines of inquiry</b> - how renewable and non-renewable energy sources change -Use of energy in today's world -saving energy</p>	<p><b>Central idea</b></p> <p>Transportation systems around the world affect our lives in different ways.</p> <p><b>Key concepts:</b> causation, responsibility, connection</p> <p><b>Related concepts:</b> discovery, safety, transportation</p> <p><b>Lines of inquiry</b> - impact of transportation - safety and traffic manners - Reasons for transportation</p>	<p><b>Central idea</b></p> <p>The conservation of forests balances ecosystems.</p> <p><b>Key concepts:</b> causation, connection, responsibility</p> <p><b>Related concepts:</b> classification, ecosystems, balance</p> <p><b>Lines of inquiry</b> -The diversity of trees and use of them -the ecosystem of a forest -Significant events that affect the balance of an ecosystem and their consequences</p>

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10, 11	<p><b>Central idea</b></p> <p>Our bodies react in different ways to external and internal influences.</p> <p><b>Key concepts:</b> form, change responsibility</p> <p><b>Related concepts:</b> conflict, identity, communication</p> <p><b>Lines of inquiry</b> -external and internal influences -Consequences of influences -How to deal with them</p>	<p><b>Central idea</b></p> <p>There are different ways of interpreting how man has evolved over time.</p> <p><b>Key concepts:</b> perspective, causation, change;</p> <p><b>Related concepts:</b> beliefs, prehistory/history (timeline), evolution, adaptation, migration</p> <p><b>Lines of inquiry</b> - Theories about the evolution of man - migration through pre-historic time - evolution of a man through time</p>	<p><b>Central idea</b></p> <p>We use various codes to communicate non-verbally for a number of purposes.</p> <p><b>Key concepts:</b> form, causation, function</p> <p><b>Related concepts:</b> innovation, communication, codes</p> <p><b>Lines of inquiry</b> -ways of non-verbal communication -reasons for different codes - recording systems</p>	<p><b>Central idea</b></p> <p>Diverse planet habitats offer different opportunities for hosting life.</p> <p><b>Key concepts:</b> function, connection, perspective</p> <p><b>Related concepts:</b> Systems, sustainability, evidence</p> <p><b>Lines of inquiry</b> -the positions and conditions of space bodies in our Solar System -planets' suitability for human/Earth life (organisms, plants, animals, humans) -missions to planets finding evidence of life</p>		<p><b>Central idea</b></p> <p>There are many ways to conserve animals.</p> <p><b>Key concepts:</b> causation, connection, responsibility</p> <p><b>Related concepts:</b> endangered, conservation, balance</p> <p><b>Lines of inquiry</b> -endangered animals and reasons for them -importance of animals for the balance of nature; -conservation of animals</p>