

## Essendon North Primary School - 2018 Programme of Inquiry

*Global learners and leaders, exceeding expectations.*

	WHO WE ARE	WHERE WE ARE IN PLACE & TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANISE OURSELVES	SHARING THE PLANET
	Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	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.	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	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	Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.
FOUNDATION	<p><b>Relationships connect people</b></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- who I am (change)</li> <li>- people I am connected to (connection)</li> <li>- building friendly relationships (connection)</li> </ul> <p><b>KEY CONCEPTS</b> CONNECTION CHANGE</p> <p><b>Related Concepts</b> friendship, belonging, family, community</p>	<p><b>New experiences shape our personal history</b></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>-different ways I have changed (change)</li> <li>- new things I know and can do (reflection)</li> <li>- preparing for new experiences (change)</li> </ul> <p><b>KEY CONCEPTS</b> REFLECTION CHANGE</p> <p><b>Related Concepts</b> transition, growth</p>	<p><b>People share stories in many ways</b></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- why people share stories (perspective)</li> <li>- how stories help us understand each other (function/perspective)</li> <li>- different ways we share stories (function)</li> </ul> <p><b>KEY CONCEPTS</b> PERSPECTIVE FUNCTION</p> <p><b>Related Concepts</b> communication, audience, purpose</p>	<p><b>Senses help us investigate the world</b></p> <p><b>An inquiry into</b></p> <ul style="list-style-type: none"> <li>- using our five senses to investigate (causation)</li> <li>- scientific observations (form)</li> <li>- using five senses to explain why things happen (causation)</li> </ul> <p><b>KEY CONCEPTS</b> FORM CAUSATION</p> <p><b>Related Concepts</b> change, observation,, science</p>	<p><b>Cooperation supports activities and play</b></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- listening and negotiating with others (responsibility)</li> <li>- playing safely and fairly (responsibility)</li> <li>- problem solving (reflection)</li> </ul> <p><b>KEY CONCEPTS</b> RESPONSIBILITY REFLECTION</p> <p><b>Related Concepts</b> resolving conflict, compromise, listening, sharing</p>	<p><b>Food is grown, made and used in a variety of ways</b></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- where our food comes from (function)</li> <li>- the variety of food we eat (form)</li> <li>- how plants grow to provide food (function)</li> </ul> <p><b>KEY CONCEPTS</b> FUNCTION FORM</p> <p><b>Related Concepts</b> sharing, grow, production, needs</p>
YEAR 1	<p><b>Culture and beliefs contribute to identity</b></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- similarities and differences (connection)</li> <li>- individual beliefs and values (perspective)</li> </ul>	<p><b>Daily lives and activities change over time</b></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- activities from the past and present (form)</li> <li>- how lives have changed throughout time(function)</li> </ul>	<p><b>People communicate ideas and emotions</b></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- how we share and express our ideas (reflection)</li> <li>- recognising and</li> </ul>	<p><b>Climate changes how people live</b></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- climate and weather patterns (function)</li> <li>- lives of people in different climates (function)</li> </ul>	<p><b>Spaces can be organised for different needs and purposes</b></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- features of spaces and locations around the world (form)</li> <li>- using spaces for different</li> </ul>	<p><b>Living things use and share habitats</b></p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- life cycles of living things (change)</li> <li>- how changes to habitats affect living things (change)</li> </ul>

	<p>- cultures within our learning community (connection)</p> <p><b>KEY CONCEPTS</b> CONNECTION PERSPECTIVE</p> <p><b>Related Concepts</b> belonging, community, self, inclusion</p>	<p>- developments in technology (function)</p> <p><b>KEY CONCEPTS</b> FORM FUNCTION</p> <p><b>Related Concepts</b> progress, history, comparison, timelines, development</p>	<p>managing our emotions (responsibility) - interpreting and responding to others (reflection)</p> <p><b>KEY CONCEPTS</b> RESPONSIBILITY REFLECTION</p> <p><b>Related Concepts</b> communication, thinking, feeling</p>	<p>- how people adapt to climate (causation)</p> <p><b>KEY CONCEPTS</b> CAUSATION FUNCTION</p> <p><b>Related Concepts</b> weather, place, seasons, lifestyle</p>	<p>purposes (responsibility) - designing spaces to meet a need (form)</p> <p><b>KEY CONCEPTS</b> FORM RESPONSIBILITY</p> <p><b>Related Concepts</b> geography, internal, external, sustainability, design</p>	<p>- the dependence of living things on each other (connection)</p> <p><b>KEY CONCEPTS</b> CHANGE CONNECTION</p> <p><b>Related Concepts</b> plants, growth, animal, biodiversity</p>
YEAR 2	<p><b>Needs of people change over time</b></p> <p><b>An inquiry into:</b> - the needs of people (function) - ensuring our needs and rights are met (causation) - rights and responsibilities change as we grow (causation)</p> <p><b>KEY CONCEPTS</b> CAUSATION FUNCTION</p> <p><b>Related Concepts</b> self, growth, change, rights, responsibility</p>	<p><b>People are connected to place</b></p> <p><b>An inquiry into:</b> - personal and indigenous connections to place (connection) - geography skills (reflection) - historical sites of cultural importance (connection)</p> <p><b>KEY CONCEPTS</b> CONNECTION REFLECTION</p> <p><b>Related Concepts</b> traditions, change, continuity, significance, culture</p>	<p><b>Personal preferences and purpose influence design</b></p> <p><b>An inquiry into:</b> - the design process (form) - altering a design based on purpose or preference (change) - reflection, feedback and creative thinking (change)</p> <p><b>KEY CONCEPTS</b> FORM CHANGE</p> <p><b>Related Concepts</b> decision making, evaluate, solutions</p>	<p><b>People use the scientific process to explain the world</b></p> <p><b>An inquiry into:</b> - using Science in daily life (connection) - properties force, light and sound (change) - applying the scientific process (connection)</p> <p><b>KEY CONCEPTS</b> CHANGE CONNECTION</p> <p><b>Related Concepts</b> physical science force, light, sound</p>	<p><b>People have roles within an organisation</b></p> <p><b>An inquiry into:</b> - the purpose of community organisations (perspective) - roles within an organisation (function) - expectations of myself and others (perspective)</p> <p><b>KEY CONCEPTS</b> PERSPECTIVE FUNCTION</p> <p><b>Related Concepts</b> cooperation, wellbeing, community membership, employment</p>	<p><b>Living things can be preserved or endangered</b></p> <p><b>An inquiry into:</b> - why living things become endangered (causation) - human impact on the preservation of animals (responsibility) - ways we can take action (responsibility)</p> <p><b>KEY CONCEPTS</b> CAUSATION RESPONSIBILITY</p> <p><b>Related Concepts</b> conservation, sustainability</p>
YEAR 3	<p><b>Choices and actions contribute to wellbeing</b></p> <p><b>An inquiry into:</b> - personal choices affect ourselves and others (reflection) - responding to emotions (reflection) - factors that contribute to wellbeing (change)</p>	<p><b>Humans discover through exploration</b></p> <p><b>An inquiry into:</b> - significant explorations that have changed Australia (causation) - what motivates people to explore/invent (causation) - responsibilities of explorers/inventors (responsibility)</p>	<p><b>Celebrations and commemorations reflect culture</b></p> <p><b>An inquiry into:</b> - values, beliefs and traditions (function) - significant events from the past (connection) - cultural perspectives (connection)</p>	<p><b>Living things require a range of physical conditions</b></p> <p><b>An inquiry into:</b> - physical conditions on earth and other planets (form) - classification of living things (form) - impact of physical conditions on living things (function)</p>	<p><b>Community needs can be supported in many ways</b></p> <p><b>An inquiry into:</b> - needs of individuals and communities (causation) - services and people who support the community (responsibility) - meeting the needs of our community (causation)</p>	<p><b>Decision making for the sustainable use of resources</b></p> <p><b>An inquiry into:</b> - how people reduce, reuse and recycle, renew (change) - making decisions about resources (perspective) - changes in resource use (change)</p>

	<p><b>KEY CONCEPTS</b> CHANGE REFLECTION</p> <p><b>Related Concepts</b> health, mindfulness, safety confidence, self esteem</p>	<p><b>KEY CONCEPTS</b> RESPONSIBILITY CAUSATION</p> <p><b>Related Concepts</b> progress, innovation, journey, history</p>	<p><b>KEY CONCEPTS</b> FUNCTION CONNECTION</p> <p><b>Related Concepts</b> love, rites of passage, religion, death, birth</p>	<p><b>KEY CONCEPTS</b> FUNCTION FORM</p> <p><b>Related Concepts</b> , climate, Earth and space, living, scientific process</p>	<p><b>KEY CONCEPTS</b> CAUSATION RESPONSIBILITY</p> <p><b>Related Concepts</b> services, council, decision making, democracy, collaboration</p>	<p><b>KEY CONCEPTS</b> PERSPECTIVE CHANGE</p> <p><b>Related Concepts</b> sustainability, responsibility</p>
YEAR 4	<p><b>Interactions shape identities within global communities</b></p> <p><b>An inquiry into:</b> - social, formal and online interactions (responsibility) - awareness of self and others (perspective) - participating in a global community (responsibility)</p> <p><b>KEY CONCEPTS</b> RESPONSIBILITY PERSPECTIVE</p> <p><b>Related Concepts</b> relationships, diversity, communication, self</p>	<p><b>People explain the present through examining the past</b></p> <p><b>An inquiry into:</b> - indigenous people from past to present (change) - systems that have been influenced by the past (reflection) - sequencing of events through time (change)</p> <p><b>KEY CONCEPTS</b> CHANGE REFLECTION</p> <p><b>Related Concepts</b> legislation, communication, chronology,</p>	<p><b>The natural world inspires art</b></p> <p><b>An inquiry into:</b> - links between natural world and artistic creations (reflection) - the artistic process (function) - our appreciation of the aesthetic (reflection)</p> <p><b>KEY CONCEPTS</b> FUNCTION REFLECTION</p> <p><b>Related Concepts</b> appreciation, elements of art, patterns, create, nature</p>	<p><b>Production of materials changes society and environments</b></p> <p><b>An inquiry into:</b> - scientific and technological development of materials (causation) - opinions of material usage (perspective) - environmental impacts of material production (causation)</p> <p><b>KEY CONCEPTS</b> PERSPECTIVE CAUSATION</p> <p><b>Related Concepts</b> function, properties, natural and processed materials, states of matter</p>	<p><b>People organise the world through classification</b></p> <p><b>An inquiry into:</b> - types of classification systems (form) - using similarities and differences to classify (connection) - how organisation of the world creates connections (connection)</p> <p><b>KEY CONCEPTS</b> FORM CONNECTION</p> <p><b>Related Concepts</b> environment, geography, features, country</p>	<p><b>Conflict resolution within and between communities</b></p> <p><b>An inquiry into:</b> - causes of and responses to conflict (function) - possible outcomes of conflict (function) - resolving conflict and rebuilding communities (connection)</p> <p><b>KEY CONCEPTS</b> CONNECTION FUNCTION</p> <p><b>Related Concepts</b> peace, perspective, justice, truth, compromise</p>
YEAR 5	<p><b>Leaders take on of roles within communities</b></p> <p><b>An inquiry into:</b> - electoral processes for leadership (form) - rights, roles and responsibilities (responsibility) - leadership in a global community (form)</p>	<p><b>Significant events shape nations</b></p> <p><b>An inquiry into:</b> - multiple viewpoints of historical events (perspective) - factors that contribute to nation building (change) - relationships between events and impacts (perspective)</p>	<p><b>Intercultural experiences develop ideas and relationships</b></p> <p><b>An inquiry into:</b> - influences of cultures, values and beliefs (causation) - factors that promote or inhibit expressing ideas (causation) - developing respectful relationships (connection)</p>	<p><b>People use scientific principles to make informed decisions</b></p> <p><b>An inquiry into:</b> - scientific investigations (function) - applying scientific principles in everyday life (responsibility) - Sciences of chemical, physical, biological, earth and space. (function)</p>	<p><b>Consumers drive innovation in design</b></p> <p><b>An inquiry into:</b> - the impact of economic demands on design (reflection) - process of product design and digital development (change) - designing solutions for consumer and environmental needs (reflection)</p>	<p><b>Young people think about the environment of their future</b></p> <p><b>An inquiry into:</b> - questions and concerns about the environment (reflection) - environmental implications of human action (causation) - <i>to be student developed</i></p>

	<p><b>KEY CONCEPTS</b> RESPONSIBILITY FORM</p> <p><b>Related Concepts</b> power, influence, role model, global community</p>	<p><b>KEY CONCEPTS</b> CHANGE PERSPECTIVE</p> <p><b>Related Concepts</b> revolution, federation, colonisation, freedom, conflict</p>	<p><b>KEY CONCEPTS</b> CAUSATION CONNECTION</p> <p><b>Related Concepts</b> intercultural, opinion, expression</p>	<p><b>KEY CONCEPTS</b> RESPONSIBILITY FUNCTION</p> <p><b>Related Concepts</b> evidence, change, properties, consequence</p>	<p><b>KEY CONCEPTS</b> CHANGE REFLECTION</p> <p><b>Related Concepts</b> supply and demand innovation, economics, budgets</p>	<p><b>KEY CONCEPTS</b> CAUSATION REFLECTION</p> <p><b>Related Concepts</b> sustainability, renewable, sources of energy, equality</p>
YEAR 6	<p><b>A strong sense of identity empowers people</b></p> <p><b>An inquiry into:</b> - understanding my identity within the world (connection) - growth and fixed mindsets (change) - empowerment for leadership and community service (change)</p> <p><b>KEY CONCEPTS</b> CONNECTION CHANGE</p> <p><b>Related Concepts</b> choice, agency, individuality, leadership, service</p>	<p><b>Nations evolve through migration</b></p> <p><b>An inquiry into:</b> - stories of why and how people migrate (causation) - the impact of multiculturalism (perspective) - <i>to be student developed</i></p> <p><b>KEY CONCEPTS</b> CAUSATION PERSPECTIVE</p> <p><b>Related Concepts</b> ethnicity, prejudice, security, borders, freedom</p>	<p><b>People express creativity in individual ways</b></p> <p><b>An inquiry into:</b> - personal journey of learning (reflection) - different mediums people use to express themselves creatively (form) - extending, enjoying and responding to creativity (reflection)</p> <p><b>KEY CONCEPTS</b> FORM REFLECTION</p> <p><b>Related Concepts</b> exploration, change, performance, compose, self</p>	<p><b>Humans use science and technology to develop sustainable practices.</b></p> <p><b>Exhibition Unit of Inquiry</b></p> <p>Students will develop lines of inquiry linked to Key Concepts of their choice.</p> <p><b>Related Concepts</b> interdependence, needs and wants, resources, future</p>	<p><b>Investigating systems advances our understanding of the world</b></p> <p><b>An inquiry into:</b> -how systems work (function) -interconnectedness of systems (connection) - <i>to be student developed</i></p> <p><b>KEY CONCEPTS</b> FUNCTION CONNECTION</p> <p><b>Related Concepts</b> dependence, relationships, systems, role, interdependence</p>	<p><b>Human rights can be promoted or denied</b></p> <p><b>An inquiry into:</b> - how people's lives are impacted by human rights (causation) - understanding and responding to human rights (responsibility) - specific human rights issues (causation)</p> <p><b>KEY CONCEPTS</b> RESPONSIBILITY CAUSATION</p> <p><b>Related Concepts</b> equality, justice, citizenship, legislation</p>