

**School: Kingsville Primary School – PROGRAMME OF INQUIRY**

**IBO – PRIMARY YEARS PROGRAMME : PROGRAMME OF INQUIRY**

	<p>An inquiry into <b>Who we are</b> An exploration of the nature of the self; of our beliefs and values; of personal, physical, mental, social and spiritual health; of our families, friends, communities and cultures; of our rights and responsibilities; of what it means to be human.</p>	<p>An inquiry into <b>Where we are in time and place</b> An exploration of our orientation in place and time; of our personal histories; of history and geography from local and global perspectives; of our homes and journeys; of the discoveries, explorations and migrations of humankind; of the contributions of individuals and civilisations.</p>	<p>An inquiry into <b>How we express ourselves</b> An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts.</p>	<p>An inquiry into <b>How the world works</b> An exploration of the physical and material world; of natural and human-made phenomena; of the world of science and technology.</p>	<p>An inquiry into <b>How we organise ourselves</b> An exploration of human systems and communities; of the world of work, its nature and its value; of employment and unemployment and their impact.</p>	<p>An inquiry into <b>Sharing the planet</b> An exploration of our rights and responsibilities as we try to share finite resources with other people, with other living things; of communities and of the relationships within and between them.</p>
<b>Level 6</b>	<p><b>Central Idea:</b> Relationships are complex and require nurturing in order to prosper</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The diverse types of relationships that exist locally, nationally and globally</li> <li>Strategies for building and maintaining relationships (growing apart)</li> <li>Barriers to and means of connecting with a variety of groups</li> <li>Reflecting on how you are changing and how this affects you</li> </ul>	<p><b>Central idea:</b> Influential individuals and events build a national identity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Key figures and events that led to Australia’s Federation</li> <li>Experiences of Australian democracy and citizenship</li> <li>The contribution of individuals and groups in the development of Australian society</li> </ul> <p><b>Concepts –</b> form, function, causation</p>	<p><b>Central Idea</b> The arts can be used to discover and express our political beliefs and values about Governments.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Art as a form of communication</li> <li>The beliefs, ideals and decisions of government systems throughout the world</li> <li>The rights and responsibilities of citizens</li> </ul> <p><b>Concepts –</b> form, perspective, change, causation</p>	<p><b>Central Idea</b> The earth is part of a vast universe much of which is still unknown.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The origins and compositions of our Solar System and the Universe;</li> <li>The history and impact of space exploration;</li> <li>Man’s imagination of a vast universe.</li> <li>The origins and history of the names of the planets in our solar system</li> <li>The universe as inspiration for the Arts</li> </ul> <p><b>Concepts-</b> form, function</p>	<p><b>Central Idea</b> The arts can be used to discover and express our political beliefs and values about Governments.</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Art as a form of communication</li> <li>The beliefs, ideals and decisions of government systems throughout the world</li> <li>The rights and responsibilities of citizens</li> </ul> <p><b>Concepts –</b> form, perspective, change, causation</p>	<p><b>Central Idea</b> Circumstance and choice maintains or transforms the environment.</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Social, physical and economic impact on the environment</li> <li>Perspectives and responsibilities of the stakeholders within local, national and global issues.</li> <li>Identifying the factors surrounding environmental issues</li> <li>How people express their opinions about environmental issues</li> </ul> <p><b>Concepts –</b> responsibilities, connection</p>

	and your relationships <b>Concepts</b> – Causation, responsibility					
<b>Level 5</b>	<p><b>Central Idea</b> Development and change is ongoing and presents challenges and opportunities</p> <p><b>An inquiry into</b></p> <ul style="list-style-type: none"> <li>Developmental stages of various living things.</li> <li>Rites of passage across culture time and place</li> <li>Making informed choices and actions</li> </ul> <p><b>Concepts</b> – change, reflection, responsibility</p>	<p><b>Central Idea</b> The development of a colony can be shaped by significant events and opportunities</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>The reasons for the establishment of a colony.</li> <li>Living conditions, choices and impacts of colonial life.</li> <li>The reasons for the migration of people and their contributions within a colony.</li> <li>The role that significant individuals or groups played in shaping a colony.</li> <li>The impact of a significant development or event on a colony</li> </ul> <p><b>Concepts</b> – form, function, causation</p>	<p><b>Central idea:</b> People use a variety of medium to influence thinking</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Mediums come in different forms</li> <li>The purpose of different mediums</li> <li>The affect that messages have on our thinking</li> <li>Creators use different techniques to influence thinking</li> </ul> <p><b>Concepts</b> – form, reflection</p>	<p><b>Central idea:</b> The earth undergoes natural changes that impact on people's lives.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>The physical characteristics of the earth</li> <li>Natural disasters that affect the earth and its atmosphere</li> <li>Scientific understandings, discoveries and inventions that guide our response to natural disasters</li> </ul> <p><b>Concepts</b> - function, causation</p>	<p><b>Central idea:</b> Trade is based on the principles of supply and demand.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>The complexities surrounding the meeting of consumer demands.</li> <li>The consumption, production and distribution of goods and services.</li> <li>Personal money management</li> </ul> <p><b>Concepts</b> – connection, responsibility</p>	<p><b>Central idea:</b> The relationships between neighbours can have significant implications.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Peace and conflict issues across the Asian region</li> <li>Being aware of cultural differences</li> <li>The rights and responsibilities of being a global citizen.</li> </ul> <p><b>Concepts-</b> responsibility, perspective</p>
<b>Level 3/4</b>	<p><b>Central Idea:</b> Services in the community can support people's health</p> <p><b>An Inquiry Into:</b></p> <ul style="list-style-type: none"> <li>The areas of health</li> <li>The services in a community</li> <li>The planning and management of community health</li> <li>How sport can benefit</li> </ul>	<p><b>Central Idea:</b> Exploration of the world can have an impact on indigenous cultures.</p> <p><b>An Inquiry Into:</b></p> <ul style="list-style-type: none"> <li>Great journeys of exploration</li> <li>The life of Aboriginal and Torres Strait Islander People before the arrival of Europeans</li> </ul>	<p><b>Central Idea:</b> Purpose and audience influence design</p> <p><b>An Inquiry Into:</b></p> <ul style="list-style-type: none"> <li>The design process</li> <li>The function of different media</li> <li>The role of feedback in improving design</li> </ul>	<p><b>Central Idea:</b> Heat affects the way humans live</p> <p><b>An Inquiry Into:</b></p> <ul style="list-style-type: none"> <li>Heat can be produced and is measurable</li> <li>Heat can be transferred</li> <li>Heat can affect the state of a material</li> <li>Advancements in</li> </ul>	<p><b>Central Idea:</b> There is a relationship between a community and its rules and laws and customs</p> <p><b>An Inquiry Into:</b></p> <ul style="list-style-type: none"> <li>The differences between rules, laws and customs</li> <li>The roles of leaders and representatives</li> <li>The ways rules and</li> </ul>	<p><b>Central Idea:</b> Natural processes and human activities can change the earth's surface over time</p> <p><b>An Inquiry Into:</b></p> <ul style="list-style-type: none"> <li>Natural processes that change the landscape over time</li> <li>Human activities that change the landscape overtime</li> </ul>

	<p>mental health</p> <p><b>Concepts:</b> change, perspective, responsibility</p>	<ul style="list-style-type: none"> <li>European settlement in Australia</li> <li>The impact of contact between indigenous Australians and European settlers</li> </ul> <p><b>Concepts:</b> causation, responsibility</p>	<p><b>Concepts:</b> connection, form</p>	<p>technology have improved our management of heat</p> <p><b>Concepts:</b> form, connection, change</p>	<p>laws can be changed</p> <p><b>Concepts:</b> form, function</p>	<ul style="list-style-type: none"> <li>Our responsibility to care for our landscape</li> </ul> <p><b>Concepts:</b> form, function, change</p>
<b>Level 2</b>	<p><b>Central idea:</b> We belong to a nation which consists of varying groups which as individuals, families and communities.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Individuals can belong to a range of groups based around their personal strengths</li> <li>The similarities and differences between individuals and groups</li> <li>Our responsibilities as part of our multicultural society</li> <li>The roles, rights and responsibilities of various family and community members</li> </ul> <p><b>Concepts:</b> function, responsibility</p>	<p><b>Central idea:</b> The history of a local area may be revealed through the historical sites of cultural and spiritual significance.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Evidence of the past.</li> <li>What historical sites tell us about the past.</li> <li>The importance of the past to the local community.</li> <li>The Indigenous people of the local area before colonisation</li> </ul> <p><b>Concepts</b> Reflection Connection</p>	<p><b>Central idea:</b> Traditions and values can be maintained and expressed through celebrations</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>How a culture's identity is defined through celebrations</li> <li>Considering the role of celebrations for cultural identity</li> <li>Understanding that cultures' traditions can lead to respect and tolerance</li> <li>Artefacts and symbols play a significant role in celebrations</li> <li>The similarities and differences between ways in which families and communities express their cultures and beliefs through celebrations</li> <li>The place of dance in indigenous culture</li> </ul> <p><b>Concepts</b> Form Perspective</p>	<p><b>Central idea:</b> Depending upon various conditions, properties of matter may transform their state.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>The physical change of everyday materials</li> <li>Change can be reversible or irreversible</li> <li>The properties of objects and materials</li> <li>The result of combining different materials</li> </ul> <p><b>Concepts</b> Form Change</p>	<p><b>Central idea:</b> Humans grow and consume food made from plants and animals</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>People's food needs and wants</li> <li>Cultural influence on food design</li> <li>Cultural influence on tool design</li> <li>Food design process</li> <li>The food we eat is part of a healthy lifestyle</li> </ul> <p><b>Concepts</b> Causation Function</p>	<p><b>Central idea:</b> Living things have unique features and needs that allows them to grow, change and reproduce offspring that are similar to themselves</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>The unique external features of living things</li> <li>The way that habitats meet the needs of living things</li> <li>The growth and development of living things</li> </ul> <p><b>Concepts</b> Causation Connection</p>
<b>Level 1</b>	<p><b>Central Idea</b> Individuals may be influenced by significant</p>	<p><b>Central idea:</b> The geography of an area affects how people live.</p>	<p><b>Central idea:</b> People express themselves through the different forms of the Arts.</p>	<p><b>Central idea:</b> Light and sound help us experience our world</p>	<p><b>Central idea:</b> Technology is constantly changing to reflect the needs and wants of</p>	<p><b>Central idea:</b> Macroinvertebrates have a role within the ecosystem.</p>

	<p>connections.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Significant human and cultural relationships (language, Australia, religion, sporting, community)</li> <li>Influences that make me who I am.</li> <li>Personal connections are made in different ways (nature vs nurture)</li> </ul> <p><b>Concepts</b> Causation, Connection</p>	<p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>The geographical features of our natural environment influence how we live.</li> <li>Looking at the changes in shelters and homes across locations, cultures and time.</li> <li>The geography of their local area and investigate and describe elements of the natural and human environments</li> </ul> <p><b>Concepts</b> Perspective Causation</p>	<p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>People can explore ways to discover and express personal ideas and feelings through the arts.</li> <li>There are many different kinds of medium in which to express ourselves.</li> <li>The way artist use performing arts to express themselves.</li> <li>The way artists use visual arts to express emotion.</li> </ul> <p><b>Concepts</b> Connection Form</p>	<p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>The sources of light and sound</li> <li>The properties of light and sound</li> <li>The manipulation of light and sound</li> </ul> <p><b>Concepts</b> Change Causation</p>	<p>communities.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Technology has had different forms over time.</li> <li>Technology responds to community needs and context.</li> <li>Problems, needs and opportunities inspire innovative solutions.</li> </ul> <p><b>Concepts</b> Change Function</p>	<p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>The role of macroinvertebrates in our environment</li> <li>The features, habitats and life cycle of macroinvertebrates</li> <li>The different views on human management/intervention</li> <li>Human responsibility towards macroinvertebrates</li> </ul> <p><b>Concepts</b> Responsibility Perspective</p>
<b>Level Foundation</b>	<p><b>Central idea</b> The choices we make affect our wellbeing.</p> <p><b>An inquiry into</b></p> <ul style="list-style-type: none"> <li>Different relationships in the school community.</li> <li>Forming positive relationships.</li> <li>Making and sustaining friendships.</li> <li>Emotions affect our wellbeing.</li> <li>Our daily practices can have an impact on our wellbeing</li> </ul> <p><b>Concepts</b> Causation Responsibility</p>	<p><b>Central Idea</b> Family histories can help us understand how the past is different from the present.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>My family history</li> <li>My personal history</li> <li>The different structures of families and family groups</li> <li>How family stories are communicated (photo albums, oral stories, memoirs, family trees, newspaper clippings, letters, artefacts)</li> <li>The games people played in the past compared to the present.</li> </ul>	<p><b>Central idea:</b> Stories have different purposes and can take many forms</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>How the combination of print and images create meaning</li> <li>Stories have different purposes and audiences</li> <li>Feelings and emotions that stories evoke.</li> <li>Stories can be told in many different ways</li> <li>A story can be told in all languages</li> <li>How the Performing Arts can be used to</li> </ul>	<p><b>Central idea</b> Seasonal changes affect the behaviour of living things.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>The effects of seasons on living things.</li> <li>The ways animals and humans adapt to the changes in seasons.</li> <li>How different cultural groups and Aboriginals describe seasons and weather patterns</li> <li>The way we identify the differences between seasons</li> </ul> <p><b>Concepts</b></p>	<p><b>Central Idea:</b> The features of a local area are important to the people who live there.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>The common features of local areas</li> <li>Significant places can be located using positional language</li> <li>How areas are considered special</li> <li>How we interact with our local area</li> </ul> <p><b>Concepts</b> Perspective Connection</p>	<p><b>Central idea</b> Living things have certain requirements in order to survive.</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Living things in the environment</li> <li>Recognising the needs of all living things</li> <li>The role of prey and predators</li> </ul> <p><b>Concepts</b> Responsibility Perspective</p>

		<b>Concepts</b> Change Connection	tell stories <b>Concepts</b> Form Function	Reflection Causation		
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