

**2023 PROGRAM OF INQUIRY**

**BAYWATER SOUTH PRIMARY SCHOOL**

<p><b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p><b>Where we are in Place &amp; Time</b> An inquiry into orientation in place and time, personal histories; homes and journeys, the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b>How we express ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p><b>How the World works</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How we organise ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>Sharing the planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p><b>YEAR 1: WHO WE ARE (all year)</b> <b>Central Idea</b> Learning about ourselves and others helps to build strong and healthy relationships.  <b>Lines of Inquiry</b> *How emotions affect communication *Belonging and connecting with others *Our responsibilities in maintaining positive relationships <b>Concepts:</b> Perspective, Connection, Responsibility. <b>Specialist:</b> P.E.</p>	<p><b>YEAR 2: WHO WE ARE (all year)</b> <b>Central Idea</b> Learning about ourselves and others helps to build strong and healthy relationships.  <b>Lines of Inquiry</b> *Recognising the rights and responsibilities in relationships *The importance of having a growth mindset *How we can take care of our mind and body <b>Concepts:</b> Function, Causation, Responsibility <b>Specialist:</b> P.E</p>	<p><b>YEAR 3: WHO WE ARE (all year)</b> <b>Central Idea</b> Learning about ourselves and others helps to build strong and healthy relationships.  <b>Lines of Inquiry</b> *The impact of language on building/maintaining relationships. *How we interpret different forms of communication. *How we use personal strengths to connect. <b>Concepts:</b> Causation, Perspective, Connection <b>Specialist:</b> P.E</p>	<p><b>YEAR 4: WHO WE ARE (all year)</b> <b>Central Idea</b> Learning about ourselves and others helps to build strong and healthy relationships.  <b>Lines of Inquiry</b> *The human body (systems, interdependence, impact) *How we interact within our environment *Developing strong and healthy relationships <b>Concepts:</b> Form, Function, Causation  <b>Specialist:</b> P.E.</p>	<p><b>YEAR 5: WHO WE ARE (term 1)</b> <b>Central Idea</b> Learning about ourselves and others helps to build strong and healthy relationships. <b>Lines of Inquiry</b> *The elements of health (personal, physical, mental, social and spiritual) *How our identities are influenced by people and places *The impact of our actions on others <b>Concepts:</b> Function Change, Responsibility <b>Specialist:</b> P.E</p>	<p><b>YEAR 6: WHO WE ARE (semester 1)</b> <b>Central Idea</b> Learning about ourselves and others helps to build strong and healthy relationships.  <b>Lines of Inquiry</b> *Transitions that occur in our bodies and lives *External influences on attitudes and behaviours *Building resilience and strong respectful relationships *Ways we can seek help and manage change <b>Concepts:</b> Change, Causation, Function, Connection  <b>Specialist:</b> P.E</p>

	Term 1: 30 January – 6 April											Term 2: 24 April – 23 June									Term 3: 10 July – 15 September										Term 4: 2 October – 20 December											
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Prep	<p><b>Who we are &amp; How we organise ourselves</b> <b>Central Idea</b> Learning about ourselves and others helps to build strong and healthy relationships. (whole school) <b>Lines of Inquiry</b> *How we connect, play and interact with others safely. *How actions affect others, relationships and the group. *Who we are in our school community. *How we organise ourselves at school. <b>Concepts:</b> Perspective, Causation, Responsibility, Function <b>Specialist:</b> P.E.</p>											<p><b>Who we are</b> <b>How the world works</b> <b>Central Idea</b> We learn about the world by observing and investigating  <b>Lines of Inquiry</b> *Using our senses to observe *Different scientific skills we can use for investigating *Changes in our environment  <b>Concepts:</b> Function, Change</p>									<p><b>Who we are</b> <b>Sharing the planet</b> <b>Central Idea</b> Living things have relationships with each other and their environment. <b>Lines of Inquiry</b> *Characteristics of living and non-living things. *How different places meet the needs of living things. *Animal features. *Our responsibility towards living things <b>Concepts:</b> Form, Causation, Function, Responsibility <b>Specialist:</b> Art</p>										<p><b>Who we are</b> <b>How we express ourselves</b> <b>Central Idea</b> Imagination makes new things possible  <b>Lines of Inquiry</b> *What imagination is *how we can use our imaginations *diverse points of view and approaches <b>Concepts:</b> Form, Function, Perspective <b>Specialist:</b> Art</p>											
Year 1	<p><b>Who we are</b> <b>How we organise ourselves</b> <b>Central Idea</b> The journey of food involves many processes and people  <b>Lines of Inquiry</b> *Where food comes from *The journey and process of food from farm to store *The roles people play in the journey of food  <b>Concepts:</b> Connection, Change</p>			<p><b>Who we are</b> <b>Where we are in place &amp; time</b> <b>Central Idea</b> Games and toys reflect changes over time  <b>Lines of Inquiry</b> *What is a toy and what is a game *How toys have changed *How our toys today connect to the past  <b>Concepts:</b> Form, Change, Connection</p>				<p><b>Who we are</b> <b>How we express ourselves</b> <b>Central Idea</b> Language connects us with others  <b>Lines of Inquiry</b> *communicating ideas and feelings * words, patterns and sentences *using language to interact with others  <b>Concepts:</b> Connection, Function, Form  <b>Specialist Links:</b> Art</p>				<p><b>Who we are</b> <b>How the world works</b> <b>Central Idea</b> Exploring patterns helps us understand the world  <b>Lines of Inquiry</b> *Patterns that we notice in our lives *How exploring patterns helps us understand the world *How we adapt and respond in connection to patterns  <b>Concepts:</b> Form, Function, Causation</p>						<p><b>Who we are</b> <b>Sharing the planet</b> <b>Central Idea</b> Plants have specific needs in order to grow and stay healthy  <b>Lines of Inquiry</b> *Characteristics of plants *The conditions plants need to stay healthy *Our responsibilities towards caring for living things and the environment <b>Concepts:</b> Form, Causation, Responsibility <b>Specialist:</b> Art</p>						<p><b>Who we are</b></p>																		
Year 2	<p><b>Who we are</b> <b>How the world works</b> <b>Central Idea</b> The way materials behave and interact determines their use <b>Lines of Inquiry</b> *How materials can be described and categorised *How materials react under different conditions. *Our choice of materials for design and construction <b>Concepts:</b> Change, Connection, Responsibility <b>Specialist:</b> Art</p>			<p><b>Who we are (all year)</b> <b>Where we are in place &amp; time</b> <b>Central Idea</b> Our place provides an insight into a community's history. <b>Lines of Inquiry</b> *How a local community acknowledges the past *How a nation's history shapes the present *The ways in which significant people/ events may be recognised <b>Concepts:</b> Connection, Perspective, Responsibility</p>				<p><b>Who we are (all year)</b> <b>How we organise ourselves</b> <b>Central Idea</b> Volunteers support and enhance community life.  <b>Lines of Inquiry</b> *Different cultural and social groups *Why volunteers participate in their community *How those who share common beliefs and values work together to achieve their goals  <b>Concepts:</b> Form, Responsibility, Perspective</p>				<p><b>Who we are (all year)</b> <b>Sharing the planet</b> <b>Central Idea</b> Personal choices contribute to a sustainable environment.  <b>Lines of Inquiry</b> *Types of pollution that affect our environment *The importance of sustainability *How our choices can help to reduce the carbon footprint  <b>Concepts:</b> Causation, Change, Responsibility</p>						<p><b>Who we are (all year)</b> <b>How we express ourselves</b> <b>Central Idea</b> Storytellers organise ideas and communicate through learned experiences  <b>Lines of Inquiry</b> *Structuring and communicating ideas *The role of storytelling in our society *What inspires people to tell stories *Using our creativity to initiate and innovate  <b>Concepts:</b> Function, Responsibility, Perspective, Change</p>																								
Year 3	<p><b>Who we are</b> <b>How we organise ourselves</b> <b>Central Idea</b> Rules and Laws can be created through shared decision making  <b>Lines of Inquiry</b> *Different rules and laws *Why societal decisions are made. *How shared decisions impact ourselves, others and the world.  <b>Concepts:</b> Form, Causation, Perspective</p>			<p><b>Who we are (all year)</b> <b>How the world works</b> <b>Central Idea</b> Understanding our physical world enables us to innovate and problem solve. <b>Lines of Inquiry</b> *Observing transitions between states of matter *The process of experimentation and discovery *How we use our scientific understanding to innovate, create and respond to challenges. <b>Concepts:</b> Change, Causation, Responsibility</p>				<p><b>Who we are (all year)</b> <b>How we express ourselves</b> <b>Central Idea</b> The global community is connected by celebrations and commemorations <b>Lines of Inquiry</b> *Celebrations and commemorations around the world *Reasons people celebrate *The role of celebrations in our community  <b>Concepts:</b> Form, Connection, Function  <b>Specialist:</b> Art</p>				<p><b>Who we are (all year)</b> <b>Where we are in place &amp; time</b> <b>Central Idea</b> The contributions of past civilisations on present day societies.  <b>Lines of Inquiry</b> *Characteristics of civilisations *How past civilisations help us to understand the present *Legacy of past civilisations  <b>Concepts:</b> Function, Connection, Causation</p>						<p><b>Who we are (all year)</b> <b>Sharing the planet</b> <b>Central Idea</b> Observing and recording natural cycles can lead to new discoveries about our world  <b>Lines of Inquiry</b> *Observing and recording natural cycles in our world *Impact of natural cycles in our world *Discoveries made through our observations <b>Concepts:</b> Function, Causation, Connection</p>																								

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Year 4	<b>Who we are</b> <b>Who we are (all year)</b> <b>Sharing the planet</b> <b>Central Idea</b> Children worldwide can be exposed to a range of challenges, risks and opportunities. <b>Lines of Inquiry</b> *How children’s life experiences differ around the world *Children’s responses to challenges vary *Ways in which individuals and organisations work to protect children from risk <b>Concepts:</b> Form, Perspective, Responsibility											<b>Who we are (all year)</b> <b>How we organise ourselves</b> <b>Central Idea</b> Science and technology can be used to create, communicate and connect people around the world <b>Lines of Inquiry</b> *How we use technology to communicate *Ethical use of science and technology *How connecting with others and accessing information is changing <b>Concepts:</b> Connection, Responsibility, Change									<b>Who we are (all year)</b> <b>Where we are in place &amp; time</b> <b>Central Idea</b> Exploration leads to discoveries, opportunities and new understandings. <b>Lines of Inquiry</b> *Reasons for exploration (historical and personal) *How explorations have taken place over time *The consequences of exploration <b>Concepts:</b> Causation, Change, Perspective										<b>Who we are (all year)</b> <b>How the world works</b> <b>Central Idea</b> Humans use their understanding of scientific principles in everyday life <b>Lines of Inquiry</b> *Investigating simple machines *Developing and testing theories and scientific principles *What we discover through investigation and how we use that to invent and create <b>Concepts:</b> Function, Causation, Connection <b>Specialist:</b> Art												<b>Who we are (all year)</b> <b>How we express ourselves</b> <b>Central Idea</b> Examining evidence of indigenous peoples provides insight into their cultures and traditions. <b>Lines of Inquiry</b> *The reasons indigenous cultures have the traditions they do *Similarities and differences between cultural traditions *Pattern, rhyme and rhythm as forms of creative expression <b>Concepts:</b> Causation, Connection, Form <b>Specialist:</b> Art											<b>Who we are (all year)</b>
	Year 5	<b>Who we are</b> <b>Who we are (term 1)</b> <b>How the world works</b> <b>Central Idea</b> The universe and our understanding of it is ever changing <b>Lines of Inquiry</b> *Connections between Earth, the solar system, our galaxy and the universe *The scale of the universe *Human exploration of space <b>Concepts:</b> Form, Perspective, Connection											<b>Where we are in place &amp; time</b> <b>Central Idea</b> Society has changed as a result of migration. <b>Lines of Inquiry</b> *Reasons why people choose to migrate *People who have immigrated to Australia *The impact of migration on communities <b>Concepts:</b> Causation, Change, Perspective									<b>How we express ourselves</b> <b>Central Idea</b> Creating and responding to art helps us to understand ourselves and others <b>Lines of Inquiry</b> *The creation of art works *How culture can influence our responses to art *Responding to different forms of expression <b>Concepts:</b> Function, Causation, Perspective <b>Specialist:</b> Art										<b>Sharing the planet</b> <b>Central Idea</b> Energy use impacts society and the environment <b>Lines of Inquiry</b> *Sources of energy *World electricity generation and consumption *How our energy choices impact the others and the world <b>Concepts:</b> Form, Change, Causation												<b>Who we are</b> <b>How we organise ourselves</b> <b>Central Idea</b> The success of a business depends on the innovation, communication and effective management. <b>Lines of Inquiry</b> *Product development *Systems of production *Financial Management *The role of effective communication in running a business <b>Concepts:</b> Change, Function, Connection										
Year 6		<b>Who we are</b> <b>Who we are (semester 1)</b> <b>How we organise ourselves</b> <b>Central Idea</b> Societal decision making impacts how we live <b>Lines of Inquiry</b> *Who has the power to make decisions *How and why decisions are made and their impact *How we can influence decisions in our community <b>Concepts:</b> Form, Causation, Change											<b>Who we are (semester 1)</b> <b>How the world works</b> <b>Central Idea</b> Human survival is connected to understanding the nature of the Earth. <b>Lines of Inquiry</b> *Surface structures of planet Earth *Geological changes and extreme weather conditions *Community response to change <b>Concepts:</b> Form, Change <b>Specialist:</b> Art									<b>Where we are in place &amp; time</b> <b>Central Idea</b> Communities are formed and impacted by colonisation <b>Lines of Inquiry</b> *The reasons for the establishment of colonies *Roles within a colony *The impact of colonies on indigenous people <b>Concepts:</b> Causation, Responsibility, Perspective										<b>How we express ourselves *EXHIBITION*</b> <b>Central Idea</b> Through curation people can engage an audience. <b>Lines of Inquiry</b> Students to write LOI <b>Concepts:</b> Students to select Key Concepts												<b>Sharing the planet</b> <b>Central Idea</b> Reaching a resolution during conflict is influenced by the actions and reactions of all involved. <b>Lines of Inquiry</b> *Peace and conflict around the world *Strategies used to resolve conflict *Consequences of resolutions <b>Concepts:</b> Connection, Perspective, Responsibility										

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