

## 2023 Programme of Inquiry

	<b>WHO WE ARE</b> 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.	<b>WHERE WE ARE IN PLACE &amp; TIME</b> 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.	<b>HOW WE EXPRESS OURSELVES</b> 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.	<b>HOW THE WORLD WORKS</b> 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.	<b>HOW WE ORGANISE OURSELVES</b> Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment	<b>SHARING THE PLANET</b> 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.
<b>FOUNDATION</b>  <i>4 Units must be taught: Units of inquiry that must be completed: Who We Are How We Express Ourselves</i>  <i>Self Management Skills taught across all units. Explicitly introduced in start up UOI.</i>  <i>Familiarisation with language associated with Learner Profile Attributes and Key Concepts</i>	<b>Personal &amp; Social Capability</b> <b>Ethical Capability</b>		<b>Digital Technologies</b> <b>History</b> <b>Intercultural Capabilities</b>	<b>Science- Physical, Science</b> <b>Inquiry Skills</b> <b>Critical &amp; Creative Thinking</b>		<b>Science - Biological - Science Inquiry Skills</b> <b>Design and Technologies</b> <b>Geography</b>
	<b>Cooperation supports playful learning</b>		<b>People share stories in many ways</b>	<b>Senses help us explore the world</b>		<b>Living things need energy to survive</b>
	<b>An inquiry into:</b> - ways we cooperate and build relationships (function) - purpose of play to support our learning (function) - our responsibilities as learners (responsibility)		<b>An inquiry into:</b> - why people share stories (perspective) - how others help us understand each other (function/perspective) - different ways we share stories (function)	<b>An inquiry into</b> - using our five senses to investigate (causation) - people use science in their daily lives (connection) - using five senses to explain why things happen (causation)		<b>An inquiry into:</b> - what is a living thing (form) - how living things grow and change (change) - sources of energy (form)
	<b>KEY CONCEPTS</b> RESPONSIBILITY FUNCTION		<b>KEY CONCEPTS</b> PERSPECTIVE FUNCTION	<b>KEY CONCEPTS</b> CONNECTION CAUSATION		<b>KEY CONCEPTS</b> CHANGE FORM
	<b>Related Concepts</b> change, compromise, listening, sharing, community		<b>Related Concepts</b> communication, audience, purpose, culture	<b>Related Concepts</b> observation, science, curiosity		<b>Related Concepts</b> change, energy, photosynthesis, grow, needs, life cycle
	<b>Approaches to Learning</b> Social Skills Self-Management Skills		<b>Approaches to Learning</b> Communication Skills	<b>Approaches to Learning</b> Thinking Skills		<b>Approaches to Learning</b> Research Skills
	<b>Learner Profile</b> Communicators Principled Risk-takers		<b>Learner Profile</b> Open-minded Reflective	<b>Learner Profile</b> Inquirers Knowledgeable		<b>Learner Profile</b> Balanced Caring Thinkers
	<b>Specialists Connected</b>		<b>Physical Education</b> <b>HHAK</b>			<b>Mandarin</b>

<b>YEAR 1</b>	<b>WHO WE ARE</b> 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.	<b>WHERE WE ARE IN PLACE &amp; TIME</b> 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.	<b>HOW WE EXPRESS OURSELVES</b> 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.	<b>HOW THE WORLD WORKS</b> 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.	<b>HOW WE ORGANISE OURSELVES</b> Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	<b>SHARING THE PLANET</b> 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.
	<u>Personal &amp; Social Capability</u>	<u>History</u> <u>Digital Technologies</u>	<u>Intercultural Capability</u> <u>Critical &amp; Creative Thinking</u>	<u>Science - Earth &amp; Space</u> <u>Geography (Knowledge)</u>	<u>Geography</u> <u>(Concepts and Skills)</u> <u>Design and Technologies</u>	<u>Science - Biological</u> <u>Ethical Capability</u>
	<b>Relationships are affected by emotions and actions</b>	<b>Activities and experiences change over time</b>	<b>People bring different perspectives when creating and viewing art</b>	<b>Weather affects our choices and actions</b>	<b>Spaces can be organised for different needs and purposes</b>	<b>Minibeasts play a role in our world</b>
	<b>An inquiry into:</b> - how we share and express emotions (perspective) - recognising and managing our emotions (responsibility) - strategies to build healthy relationships (responsibility)	<b>An inquiry into:</b> - how time is measured (change) - how time influences our experiences (causation) - how daily lives have changed over time (change)	<b>An inquiry into:</b> - different forms of art (form) - what inspires creativity (perspective) - an awareness that people create and respond differently to art (perspective)	<b>An inquiry into:</b> - weather conditions (function) - changes that happen during seasons (change) - how people adapt to earth's weather patterns (change)	<b>An inquiry into:</b> - features of spaces and locations around the world (function) - using spaces for different purposes (responsibility) - designing spaces to meet a need (function)	<b>An inquiry into:</b> -recognising common features of minibeasts(form) - the behaviour and role of minibeasts (connection) - identifying micro-habitats and the characteristics (form)
	<b>KEY CONCEPTS</b> RESPONSIBILITY PERSPECTIVE	<b>KEY CONCEPTS</b> CAUSATION CHANGE	<b>KEY CONCEPTS</b> FORM PERSPECTIVE	<b>KEY CONCEPTS</b> CHANGE FUNCTION	<b>KEY CONCEPTS</b> FUNCTION RESPONSIBILITY	<b>KEY CONCEPTS</b> FORM CONNECTION
	<b>Related Concepts</b> behaviour, thinking, feeling, reaction, zones of regulation, mindfulness, resilience, self expression	<b>Related Concepts</b> comparison, generation, timelines, games, hobbies, sports, daily-life	<b>Related Concepts</b> creativity, imagination, expression, inspiration	<b>Related Concepts</b> day, night, global, calendars, hemispheres, seasons	<b>Related Concepts</b> internal, external, place, wants, needs, features	<b>Related Concepts</b> Life-stages, classification, invertebrates, diversity, similarities, differences
	<b>Approaches to Learning</b> Social Skills	<b>Approaches to Learning</b> Thinking Skills	<b>Approaches to Learning</b> Communication Skills	<b>Approaches to Learning</b> Thinking Skills	<b>Approaches to Learning</b> Self Management Skills	<b>Approaches to Learning</b> Research Skills
	<b>Learner Profile</b> Caring Principled	<b>Learner Profile</b> Reflective Open-minded	<b>Learner Profile</b> Communicators Open-minded	<b>Learner Profile</b> Balanced Risk-takers	<b>Learner Profile</b> Thinker Knowledgeable	<b>Learner Profile</b> Inquirers Caring
<b>Specialists Connected</b>	<b>Physical Education</b> <b>HHAK</b>	<b>The Arts</b>	<b>Mandarin</b>			

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	<a href="#">Personal and Social Capability</a>	<a href="#">Geography</a> <a href="#">History</a>	<a href="#">Critical and Creative Thinking</a> <a href="#">Intercultural Capability</a>	<a href="#">Science - Chemical &amp; Physical</a> <a href="#">Design and Technologies</a>	<a href="#">History</a> <a href="#">Digital Technologies</a>	<a href="#">Science - Earth &amp; Space</a> <a href="#">Ethical Capability</a>
	<b>Responsible choices contribute to our relationships and our community</b>	<b>Places are significant and given meaning by people</b>	<b>People use creative ways to express their ideas, feelings and culture</b>	<b>Forces can move and change materials</b>	<b>Technology has changed daily life</b>	<b>Water is a finite resource shared by global communities</b>
<b>YEAR 2</b>	<b>An inquiry into:</b> - what it means to be responsible (causation) - how responsible choices influence relationships (responsibility) - positive contributions within the community (causation)	<b>An inquiry into:</b> - our connections to place (connection) - location of significant places (connection) - the value of places to people (perspective)	<b>An inquiry into:</b> - how ideas are expressed (form) - how emotions and culture are reflected (function) - justifying our personal preferences (function)	<b>An inquiry into:</b> - the types of forces (form) - properties and observable features of materials (form) - the effect of forces (change)	<b>An inquiry into:</b> - stories about life in the past (change) - evolution of technology over several generations (change) - how people value and perceive changes in technology (perspective)	<b>An inquiry into:</b> - where water comes from (causation) - how water is used (causation) - the appreciation and management of water (responsibility)
	<b>KEY CONCEPTS</b> RESPONSIBILITY CAUSATION	<b>KEY CONCEPTS</b> CONNECTION PERSPECTIVE	<b>KEY CONCEPTS</b> FORM FUNCTION	<b>KEY CONCEPTS</b> CHANGE FORM	<b>KEY CONCEPTS</b> CHANGE PERSPECTIVE	<b>KEY CONCEPTS</b> CAUSATION RESPONSIBILITY
	<b>Related Concepts</b> personal strengths, feelings, cooperation, friendship, choices	<b>Related Concepts</b> community, Indigenous culture, local, national, global	<b>Related Concepts</b> similarities, differences, identity, reflection, language, art	<b>Related Concepts</b> chemical and physical science, properties, energy sources, manufacturing processes	<b>Related Concepts</b> Timeline, transport, communication, appliances	<b>Related Concepts</b> liquid, solid, gas, conservation, water-cycle
	<b>Approaches to Learning</b> Social Skills	<b>Approaches to Learning</b> Self-management Skills	<b>Approaches to Learning</b> Communication Skills	<b>Approaches to Learning</b> Research Skills	<b>Approaches to Learning</b> Thinking Skills	<b>Approaches to Learning</b> Research Skills
	<b>Learner Profile</b> Balanced Knowledgeable	<b>Learner Profile</b> Reflective Open-Minded	<b>Learner Profile</b> Communicators Open-minded	<b>Learner Profile</b> Reflective Inquirers	<b>Learner Profile</b> Caring Risk-Takers	<b>Learner Profile</b> Principled Thinkers
<b>Specialists Connected</b>		<b>Visual Arts</b> <b>Mandarin</b>	<b>Physical Education</b> <b>Performing Arts</b>	<b>HHAK</b>		

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<b>YEAR 3</b>	<b>Personal &amp; Social Capability</b> <b>Ethical Capability</b>	<b>History</b> <b>Geography</b> <b>Ethical Capability</b>	<b>Intercultural Capability</b> <b>History</b> <b>Digital Technologies</b>	<b>Science - Earth &amp; Space</b> <b>Geography</b>	<b>Civics and Citizenship</b> <b>Critical &amp; Creative Thinking</b>	<b>Science - Chemical &amp; SaHE</b> <b>Design and Technologies</b>
	<b>Choices and actions contribute to wellbeing</b>	<b>Explorations impact societies</b>	<b>Celebrations and commemorations reflect culture</b>	<b>Natural forces and human activity change the Earth's physical features</b>	<b>Communities respond to local needs</b>	<b>Small decisions have big impacts on the environment</b>
	<b>An inquiry into:</b> - personal choices affect ourselves and others (perspective) - responding to emotions (perspective) - factors that contribute to wellbeing (responsibility)	<b>An inquiry into:</b> - reasons for exploration (causation) - significant explorations in the 18th Century (causation) - the ways exploration changed societies (change)	<b>An inquiry into:</b> - how people represent values, beliefs and traditions (perspective) - significant events around the world (connection) - the origins of celebrations (connection)	<b>An inquiry into:</b> - physical features and landforms on earth (form) - the power of natural forces (change) - how human activities result in changes to Earth (change)	<b>An inquiry into:</b> - needs of individuals and communities (function) - services and people who support the community (responsibility) - meeting the needs of our community (function)	<b>An inquiry into:</b> - types of natural and processed materials (connection) - the purpose of particular materials (causation) - how design choices influence our environment (causation)
	<b>KEY CONCEPTS</b> RESPONSIBILITY PERSPECTIVE	<b>KEY CONCEPTS</b> CHANGE CAUSATION	<b>KEY CONCEPTS</b> CONNECTION PERSPECTIVE	<b>KEY CONCEPTS</b> CHANGE FORM	<b>KEY CONCEPTS</b> FUNCTION RESPONSIBILITY	<b>KEY CONCEPTS</b> CAUSATION CONNECTION
	<b>Related Concepts</b> health, mindfulness, cyber safety, self-esteem	<b>Related Concepts</b> progress, exploring, mapping, discovery, timelines	<b>Related Concepts</b> Religion, beliefs, culture, lunar calendar	<b>Related Concepts</b> Natural processes, Earth's structure, geosphere, climate, erosion, axis	<b>Related Concepts</b> services, local government, democracy, decision making	<b>Related Concepts</b> food waste, consequences, packaging, materials
	<b>Approaches to Learning</b> Self-management Skills	<b>Approaches to Learning</b> Thinking Skills	<b>Approaches to Learning</b> Communication Skills	<b>Approaches to Learning</b> Research Skills	<b>Approaches to Learning</b> Social Skills	<b>Approaches to Learning</b> Thinking Skills
	<b>Learner Profile</b> Balanced Principled	<b>Learner Profile</b> Risk-Takers Thinkers	<b>Learner Profile</b> Communicators Open-minded	<b>Learner Profile</b> Inquirers Knowledgeable	<b>Learner Profile</b> Balanced Reflective	<b>Learner Profile</b> Caring Risk-takers
	<b>Specialists Connected</b>	<b>Performing Arts</b>	<b>Mandarin</b>		<b>Physical Education</b> <b>HHAK</b>	<b>Visual Arts</b>



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	<b>Personal and social capability</b>	<b>History Civics and Citizenship</b>	<b>Design and Technologies</b>	<b>Science - Chemical &amp; Physical Ethical Capability</b>	<b>Geography Digital Technologies Intercultural Capability</b>	<b>Science - Biological Science Critical &amp; Creative Thinking</b>
	<b>Building community creates a sense of belonging</b>	<b>Exploration has impacted indigenous culture</b>	<b>The natural world inspires art</b>	<b>Heat creates observable change</b>	<b>Populations are organised in response to needs</b>	<b>Human actions impact the sustainability of living things</b>
<b>YEAR 4</b>	<b>An inquiry into:</b> - factors that contribute to belonging (function) - roles to foster belonging (responsibility) - taking action to support community needs (responsibility)	<b>An inquiry into:</b> - diversity of indigenous cultures (perspective) - nature of contact between indigenous people and others (perspective) - impact on indigenous cultures (causation)	<b>An inquiry into:</b> - links between natural world and artistic creations (perspective) - the artistic process (function) - our appreciation of the aesthetic (perspective)	<b>An inquiry into:</b> - chemical changes and reactions (causation) - physical changes & reactions (causation) - communication of scientific knowledge and observations (responsibility)	<b>An inquiry into:</b> - distribution of cities, states and countries (form) - clustering of populations (connection) - interconnections within and between places (connection)	<b>An inquiry into:</b> - the characteristics of living things (form) - the life cycles of living things (change) - human influence on living things (change)
	<b>KEY CONCEPTS</b> RESPONSIBILITY FUNCTION	<b>KEY CONCEPTS</b> CAUSATION PERSPECTIVE	<b>KEY CONCEPTS</b> FUNCTION PERSPECTIVE	<b>KEY CONCEPTS</b> CAUSATION RESPONSIBILITY	<b>KEY CONCEPTS</b> FORM CONNECTION	<b>KEY CONCEPTS</b> FORM CHANGE
	<b>Related Concepts</b> relationships, groups, action	<b>Related Concepts</b> Timelines, languages, artefacts	<b>Related Concepts</b> elements of the arts, design, symmetry	<b>Related Concepts</b> properties, chemical reactions, safety, heat	<b>Related Concepts</b> Infrastructure, accessibility geography	<b>Related Concepts</b> water, ecosystems, plants, relationships
	<b>Approaches to Learning</b> Social Skills	<b>Approaches to Learning</b> Communication Skills	<b>Approaches to Learning</b> Self-management Skills	<b>Approaches to Learning</b> Self-Management Skills	<b>Approaches to Learning</b> Thinking Skills	<b>Approaches to Learning</b> Research Skills
	<b>Learner Profile</b> Balanced Caring	<b>Learner Profile</b> Inquirers Knowledgeable	<b>Learner Profile</b> Reflective Risk-takers	<b>Learner Profile</b> Thinkers Principled	<b>Learner Profile</b> Inquirers Communicators	<b>Learner Profile</b> Caring Open-minded
<b>Specialists Connected</b>		<b>Performing Arts</b>	<b>Visual Arts</b>	<b>Physical Education HHAK</b>	<b>Mandarin</b>	

	<b>WHO WE ARE (Ongoing)</b> 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	<b>WHERE WE ARE IN PLACE &amp; TIME</b> 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.	<b>HOW WE EXPRESS OURSELVES</b> 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.	<b>HOW THE WORLD WORKS</b> 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.	<b>HOW WE ORGANISE OURSELVES</b> Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	<b>SHARING THE PLANET</b> 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.
	<b>Personal &amp; Social Capability</b>	<b>HISTORY CIVICS &amp; CITIZENSHIP Ethical Capability</b>	<b>Critical &amp; Creative Thinking Intercultural Capabilities</b>	<b>SCIENCE - Physical Design and Technology</b>	<b>ECONOMICS &amp; BUSINESS Digital and Technologies</b>	<b>GEOGRAPHY SCIENCE- Earth and Space</b>
	<b>Understanding ourselves and others shapes relationships</b>	<b>Significant events shape nations</b>	<b>Stories can change the way people view the world</b>	<b>Energy is used to shape the world</b>	<b>Economies evolve to meet the changing needs of society</b>	<b>Earth's patterns influence people and places</b>
<b>YEAR 5</b>	<b>An inquiry into:</b> - personal strengths and skills to build a sense of self (responsibility) - our roles and responsibilities to foster positive relationships (connection) - leadership characteristics and actions to support our community (connection)	<b>An inquiry into:</b> - viewpoints of historical events (perspective) - factors that build or divide nations (change) - how significant events impact the status and rights of people (perspective)	<b>An inquiry into:</b> - author's purpose (perspective) - beliefs and values reflected in stories around the world (connection) - how stories connect and change people (connection)	<b>An inquiry into:</b> - energy sources (form) - energy transfer and transformation (function) - how energy is used (function)	<b>An inquiry into:</b> - influences on work choices (causation) - values, history and the nature of business (causation) - the process of product design and digital development (change)	<b>An inquiry into:</b> - geological changes can affect Earth's surface ( <i>science</i> ) (function) - the ways people and environments influence each other (function) - how communities prepare, respond, and recover from natural disaster (change)
	<b>KEY CONCEPTS CONNECTION RESPONSIBILITY</b>	<b>KEY CONCEPTS CHANGE PERSPECTIVE</b>	<b>KEY CONCEPTS CONNECTION PERSPECTIVE</b>	<b>KEY CONCEPTS FORM FUNCTION</b>	<b>KEY CONCEPTS CHANGE CAUSATION</b>	<b>KEY CONCEPTS FUNCTION CHANGE</b>
	<b>Related Concepts</b> relationships, behaviour, rights, interdependence, conflict, cooperation, self, emotions	<b>Related Concepts</b> revolution, federation, freedom, conflict, peace, timeline, education	<b>Related Concepts</b> opinion, expression, values, culture, themes	<b>Related Concepts</b> electricity, open and closed circuits, appliances, light	<b>Related Concepts</b> supply and demand, resources, innovation, production, finance	<b>Related Concepts</b> geological events, natural disasters, landform, location
	<b>Approaches to Learning</b> Social Skills	<b>Approaches to Learning</b> Research Skills	<b>Approaches to Learning</b> Communication Skills	<b>Approaches to Learning</b> Thinking Skills	<b>Approaches to Learning</b> Self-Management Skills	<b>Approaches to Learning</b> Thinking Skills
	<b>Learner Profile</b> Reflective Principled	<b>Learner Profile</b> Knowledgeable Principled	<b>Learner Profile</b> Communicators Risk-takers	<b>Learner Profile</b> Open-Minded Thinkers	<b>Learner Profile</b> Balanced Caring	<b>Learner Profile</b> Inquirers Reflective
<b>Specialists Connected</b>		<b>Mandarin HAK</b>	<b>Performing Arts</b>	<b>Physical Education Visual Arts</b>		

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	<b>Personal &amp; Social Capability</b> <b>Ethical Capability</b>	<b>HISTORY</b> <b>Digital Technologies</b> <b>Intercultural Capability</b>	<b>Economics &amp; Business</b> <b>Design and Technologies</b>	<b>SCIENCE Chemical &amp; SaHE</b> <b>Digital Technologies</b>	<b>CIVICS &amp; CITIZENSHIP</b>	<b>GEOGRAPHY</b> <b>Critical &amp; Creative Thinking</b>
	<b>Bodies, minds and relationships change as we grow</b>	<b>Nations evolve through migration</b>	<b>Consumerism is an expression of self and our demographic</b>	<b>Scientific knowledge is used in decision making</b>	<b>Systems are designed to meet community needs</b>	<b>We have rights and responsibilities as global citizens</b>  *Exhibition*
<b>YEAR 6</b>	<b>An inquiry into:</b> - ways we can maintain and manage our wellbeing (responsibility) - mental, physical and social changes we experience during adolescence (change) - resources available to us as we grow (responsibility)	<b>An inquiry into:</b> - waves of migration (causation) - the impact of migration (perspective) - <i>to be student developed</i> (perspective)	<b>An inquiry into:</b> - our identity as a consumer (responsibility) - what influences our choices as consumers (responsibility) - financial decisions and resource management (function)	<b>An inquiry into:</b> - the branches of science (connection) - chemical changes in everyday materials (causation) - the relevance of science in our world (connection)	<b>An inquiry into:</b> - how government systems work (function) - how laws are established and enforced (function) - taking action to meet community needs (connection)	<b>An inquiry into:</b> - human rights on a global scale - how human rights can be promoted or denied - how action can lead to change - <i>to be student developed</i>
	<b>KEY CONCEPTS</b> CHANGE RESPONSIBILITY	<b>KEY CONCEPTS</b> CAUSATION PERSPECTIVE	<b>KEY CONCEPTS</b> FUNCTION RESPONSIBILITY	<b>KEY CONCEPTS</b> CONNECTION CAUSATION	<b>KEY CONCEPTS</b> FUNCTION CONNECTION	<b>KEY CONCEPTS</b> All
	<b>Related Concepts</b> wellbeing, mindfulness, self, health (mental & physical), resources	<b>Related Concepts</b> nationality, refugee, migrant, ethnicity, prejudice, security, borders	<b>Related Concepts</b> budgets, trends, needs, wants, marketing, economics, accessibility	<b>Related Concepts</b> properties, states, scientific-process, matter	<b>Related Concepts</b> citizenship, dependence, state, federal and international government, law, roles	<b>Related Concepts</b> equality, justice, advocacy, action, location, patterns, Universal Declaration of Human Rights
	<b>Approaches to Learning</b> Social Skills	<b>Approaches to Learning</b> Research Skills	<b>Approaches to Learning</b> Self Management Skills	<b>Approaches to Learning</b> Communication Skills	<b>Approaches to Learning</b> Thinking Skills	<b>Approaches to Learning</b> All
	<b>Learner Profile</b> Open-minded Balanced	<b>Learner Profile</b> Caring Communicators	<b>Learner Profile</b> Inquirer Reflective	<b>Learner Profile</b> Thinkers Knowledgeable	<b>Learner Profile</b> Principled Knowledgeable	<b>Learner Profile</b> All Attributes
	<b>Specialists Connected</b>					<b>All Specialists</b>