



## Junior School PYP Program of Inquiry, 2020

Grade	<i>An inquiry into Who we are</i>	<i>An inquiry into Where we are in Place and Time</i>	<i>An inquiry into How we express ourselves</i>	<i>An inquiry into How the world works</i>	<i>An inquiry into How we organise ourselves</i>	<i>An inquiry into Sharing the planet</i>
	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
Kindergarten	<p><b>Central idea</b> Values and beliefs shape up as global citizens</p> <p><b>Key concepts</b> Perspective, Responsibility, Reflection</p> <p><b>Related concepts:</b> Belonging, Identity, Wellbeing</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>We are connected to people</li> <li>Choices we make</li> <li>People are unique</li> </ul>	NA	<p><b>Central idea</b> People use images and words to entertain and inform</p> <p><b>Key concepts</b> Form, Perspective</p> <p><b>Related concepts:</b> Feedback, Reflection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>We share stories through a variety of mediums</li> <li>There are multiple aspects to an engaging story</li> <li>People experience text in different ways</li> </ul>	<p><b>Central idea</b> Materials have properties and are used to meet our needs.</p> <p><b>Key concepts</b> Form, Function</p> <p><b>Related concepts:</b> Properties, Role, Structure</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Identifying materials and their use</li> <li>The properties of materials</li> <li>How objects move</li> </ul>	<p><b>Central idea</b> We have different roles in the community to which we belong</p> <p><b>Key concepts</b> Responsibility, Connection</p> <p><b>Related concepts:</b> Relationships</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Communities serve a purpose</li> <li>Places connect us</li> <li>People's roles and responsibilities impact others</li> </ul>	<p><b>Central idea</b> Living things need resources to grow and change</p> <p><b>Key concepts</b> Causation, Responsibility, Change</p> <p><b>Related concepts:</b> Cycles, Growth, similarities, differences</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Living things have needs</li> <li>How plants and animals grow and change</li> <li>How we can care for living things</li> </ul>



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Year 1	<p><b>Central idea</b> Values and beliefs shape up as global citizens</p> <p><b>Key concepts</b> Connection, Reflection, Perspective</p> <p><b>Related concepts:</b> Community</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• People in our community have traditions and beliefs</li> <li>• Families care about their values and traditions</li> <li>• We have a responsibility to care for our world</li> <li>• We use a digital format to reflect on our understanding</li> </ul>	<p><b>Central idea</b> Remembering our past helps us in the present</p> <p><b>Key concepts</b> Perspective, Change, Reflection</p> <p><b>Related concepts:</b> Opinion, interpretation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Aspects of the past can be seen today</li> <li>• Our school is an important historical site</li> <li>• There are significant people in our local history</li> </ul>	<p><b>Central idea</b> People use creative ways to express their ideas, feelings and culture</p> <p><b>Key concepts</b> Perspective, Change, Reflection</p> <p><b>Related concepts:</b> Beliefs, Opinions, Creativity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The first Australians adapted their lives to suit their needs</li> <li>• Our local area has changed over time</li> <li>• Artists portray the world in different ways</li> <li>• Seasons change throughout the year affecting the landscape</li> </ul>	<p><b>Central idea</b> Sound is all around us</p> <p><b>Key concepts</b> Form, Function, Causation</p> <p><b>Related concepts:</b> Design</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Sound is a form of energy</li> <li>• Materials can be combined or changed to produce sound</li> <li>• Many things use sound to function</li> </ul>	<p><b>Central idea</b> Goods and services provide for our needs and wants</p> <p><b>Key concepts</b> Function, responsibility</p> <p><b>Related concepts:</b> Needs and wants</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• People provide goods and services to meet the needs of others</li> <li>• Businesses in our local community</li> <li>• Products are designed for different purposes</li> </ul>	<p><b>Central idea</b> Living things are a valuable resource</p> <p><b>Key concepts</b> Change, Causation</p> <p><b>Related concepts:</b> Cycles, Growth</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Characteristics of living things</li> <li>• Plants are produced for different purposes</li> <li>• Growth and change of living things</li> </ul>
Year 2	<p><b>Central idea</b> Values and beliefs shape up as global citizens</p> <p><b>Key concepts</b> Responsibility</p> <p><b>Related concepts:</b> Relationships, choices, Citizenship</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• We can make a difference locally, nationally and globally</li> <li>• Our toolkit of strategies helps us manage our health and wellbeing</li> <li>• Being a responsible digital citizen</li> </ul>	<p><b>Central idea</b> Changes in technology has affected our daily life</p> <p><b>Key concepts</b> Connection, Change, Causation</p> <p><b>Related concepts:</b> Discovery</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Technology has changed the way people interact</li> <li>• We can inquire to learn about our past</li> <li>• Making global connections helps is to understand others</li> </ul>	<p><b>Central idea</b> Individuals express their creativity in different ways</p> <p><b>Key concepts</b> Perspective, Reflection</p> <p><b>Related concepts:</b> Inspiration, Identity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• There are many modes of self-expression</li> <li>• The relationship between creator and audience</li> <li>• Creativity impacts people</li> </ul>	<p><b>Central idea</b> Objects are designed to function for different purposes</p> <p><b>Key concepts</b> Form, Function</p> <p><b>Related concepts:</b> Design</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The way things are designed and made has changed over time</li> <li>• Forces create movement in products</li> <li>• The properties of materials determines their use</li> </ul>	<p><b>Central idea</b> We connect with people and places in our local area</p> <p><b>Key concepts</b> Connection, Function</p> <p><b>Related concepts:</b> Systems, Interdependence</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Spaces are used for different purposes</li> <li>• People connect with places to meet their needs</li> <li>• Places have systems to help them function</li> </ul>	<p><b>Central idea</b> Living things depend upon the environment in which they belong</p> <p><b>Key concepts</b> Responsibility, Causation</p> <p><b>Related concepts:</b> Consequences, Patterns</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Animals depend on their environment</li> <li>• Food is produced using different processes</li> <li>• We have a responsibility to care for our world</li> </ul>



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Year 3	<p><b>Central idea</b> Values and beliefs shape up as global citizens</p> <p><b>Key concepts</b> Perspective, Connection</p> <p><b>Related concepts:</b> Identity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Actions reflect personal attributes</li> <li>• Cultural identity is influenced by customs and traditions</li> <li>• Empathy, respect and inclusion develop international mindedness</li> </ul>	<p><b>Central idea</b> Exploration leads to discovery and shapes new understanding</p> <p><b>Key concepts</b> Causation, Change</p> <p><b>Related concepts:</b> Exploration</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Reasons for exploration</li> <li>• Methods of navigation</li> <li>• How exploration has changed our world</li> </ul>	<p><b>Central idea</b> Each form of artistic expression can be interpreted and used in different ways</p> <p><b>Key concepts</b> Perspective, Reflection</p> <p><b>Related concepts:</b> Imagination</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How people and cultures express themselves</li> <li>• The different ways we respond and interpret artistic expression</li> <li>• How we can use different art forms to create our own artistic expression</li> </ul>	<p><b>Central idea</b> The world is influenced by forces and motion</p> <p><b>Key concepts</b> Form, Function</p> <p><b>Related concepts:</b> Interaction, Astrology</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Properties of forces</li> <li>• The sun and its interaction with Earth</li> <li>• Properties of gravity</li> </ul>	<p><b>Central idea</b> Systems and spaces are developed to support and meet the needs of communities</p> <p><b>Key concepts</b> Function, Connection</p> <p><b>Related concepts:</b> Organisation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• People use spaces differently</li> <li>• Spaces are designed for purpose</li> <li>• Systems connect people and places</li> </ul>	<p><b>Central idea</b> Living things interact, use and share the natural environment</p> <p><b>Key concepts</b> Connection, Responsibility,</p> <p><b>Related concepts:</b> Interdependence</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Living things are interdependent and need each other for survival</li> <li>• Living things share the environment and its resources</li> <li>• Living things move to seek needed resources</li> </ul>
Year 4	<p><b>Central idea</b> Values and beliefs shape up as global citizens</p> <p><b>Key concepts</b> Connection, Perspective</p> <p><b>Related concepts:</b> Diversity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Types of diversity</li> <li>• Communities are shaped by diversity</li> <li>• Attitudes towards diversity</li> </ul>	<p><b>Central idea</b> Past society influences present day communities</p> <p><b>Key concepts</b> Reflection</p> <p><b>Related concepts:</b> Expansion, Metacognition and Reason</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Reasons and impacts of the expansion of global civilisations</li> <li>• Effects of colonies and expansion in Australia</li> <li>• Rethinking expansion</li> </ul>	<p><b>Central idea</b> The arts help express ideas and emotions</p> <p><b>Concepts</b> Perspective</p> <p><b>Related concepts:</b> Subjectivity, Bias, Prejudice, Opinion</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Artists use techniques to evoke emotion</li> <li>• Ideas can be represented conceptually</li> <li>• People interpret artforms differently</li> </ul>	<p><b>Central idea</b> Energy affects life</p> <p><b>Key concepts</b> Form, Change</p> <p><b>Related concepts:</b> Properties, Modification and Sequences</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Forms of energy</li> <li>• States of matter, their properties and changes of state</li> <li>• Using energy</li> </ul>	<p><b>Central idea</b> People around the world value money in different ways</p> <p><b>Key concepts</b> Function</p> <p><b>Related concepts:</b> Systems, Behaviour, Operations, Patterns, Role</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Money is central to how people live around the world</li> <li>• Systems are set up to earn, manage and spend money</li> <li>• The value of money</li> </ul>	<p><b>Central idea</b> Developing an understanding of local and global issues can lead to taking action</p> <p><b>Key concepts</b> Responsibility, Causation</p> <p><b>Related concepts:</b> Rights, Custodianship, Justice, Empathy</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Human rights issues</li> <li>• Environmental issues</li> <li>• People who take action</li> </ul>



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Year 5	<p><b>Central idea</b> Values and beliefs shape up as global citizens</p> <p><b>Key concepts</b> Change, responsibility</p> <p><b>Related concepts:</b> Values, Belonging, identity, influence</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Strategies for a healthy lifestyle</li> <li>• We have rights and responsibilities to ourselves and others in our community</li> <li>• Managing changes and challenges</li> <li>• Choice and circumstances develop our identity</li> </ul>	<p><b>Central idea</b> History can be viewed from a variety of perspectives</p> <p><b>Key concepts</b> Perspective, Reflection</p> <p><b>Related concepts:</b> Evidence, Opinion</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Significant events and groups have shaped Australia's history</li> <li>• Historians use a range of resources to learn about our past</li> <li>• The Australian colonies developed over time</li> </ul>	<p><b>Central idea</b> Ideas and values can be demonstrated through creative and inspiring action</p> <p><b>Key concepts</b> Responsibility, Reflection</p> <p><b>Related concepts:</b> Initiative, Values</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Language enables us to express our beliefs and values</li> <li>• We play a role in impacting others</li> <li>• Organisation can make a positive difference</li> </ul>	<p><b>Central idea</b> Scientific principles influence design</p> <p><b>Key concepts</b> Function, Causation</p> <p><b>Related concepts:</b> Properties, Consequences</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Electrical energy can be generated from a range of sources</li> <li>• Sustainability influences decision making about energy</li> <li>• Scientific and technological advances impact society and the environment</li> </ul>	<p><b>Central idea</b> Globalisation brings benefits and responsibilities</p> <p><b>Key concepts</b> Perspective, Connection, Responsibility</p> <p><b>Related concepts:</b> Systems, Interdependence, Opinion</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Australia is interdependent with other nations</li> <li>• Human rights need to be acknowledged and respected</li> <li>• Countries have global responsibilities</li> </ul>	<p><b>Central idea</b> Environments provide resources that require careful management</p> <p><b>Key concepts</b> Causation, Function, Form,</p> <p><b>Related concepts:</b> Adaptation, Consequences Sustainability</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Environments have diverse characteristics, features and resources</li> <li>• Human behaviour has consequences for the environment</li> <li>• Living things adapt and change to survive.</li> </ul>



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Year 6	<p><b>Central idea</b> Values and beliefs shape up as global citizens</p> <p><b>Key concepts</b> Change, Perspective, Responsibility</p> <p><b>Related concepts:</b> Growth</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Humans are curious about their place in the universe</li> <li>• Strategies help to manage change, transitions and challenges</li> <li>• Empathy, inclusion and respect have an impact on myself and others</li> <li>• Actions positively influence the health, safety and wellbeing of my community</li> </ul>	<p><b>Central idea</b> People's rights and freedoms have changed throughout time</p> <p><b>Key concepts</b> Change, Perspective, Reflection</p> <p><b>Related concepts:</b> Prejudice, Subjectivity Opinion</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• People struggle for equal rights</li> <li>• Australian society has developed</li> <li>• The world is culturally diverse</li> </ul>	<p><b>Central idea</b> People create for different purposes</p> <p><b>Key concepts:</b> Connection, Perspective, Reflection</p> <p><b>Related concepts:</b> Creativity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Creative arts can reflect our ideas and feelings</li> <li>• Appreciation of our world can be seen through creative interpretations</li> <li>• We can inspire people by sharing our passions</li> </ul>	<p><b>Central idea</b> Advances in Science and Technology have impacted society</p> <p><b>Key concepts</b> Form, Function, Causation</p> <p><b>Related concepts:</b> Innovation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Characteristics of materials are important when designing and producing</li> <li>• The strength of a force can be manipulated</li> <li>• Digital systems interact with each other to transmit data</li> </ul>	<p><b>Central idea</b> Governments use power in different ways</p> <p><b>Key concepts</b> Responsibility, Form</p> <p><b>Related concepts:</b> Systems</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• There are many different forms of governments</li> <li>• Governments have a responsibility towards their citizens</li> <li>• Our country is based on principles that are fair and just</li> </ul>	<p>Exhibition unit 2020</p> <p><b>Central idea</b> Finding solutions to issues that matter makes us human</p> <p><b>Concepts</b> Determined by student groups</p> <p><b>Lines of inquiry</b> Determined by student groups</p>