

Rose Park Primary School: Programme of Inquiry

A: 2015 and B: 2016

Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	<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>

<p style="text-align: center;">R/1 A</p>	<p>Central idea Our choices affect our wellbeing</p> <p>Key concepts: Causation, Responsibility, Form</p> <p>Related concepts: Consequences, Values, Responsibility</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The nature of wellbeing • What affects our wellbeing • Making choices about our wellbeing <p>Subject areas: Personal, social & physical education, Social Studies, Maths</p> <p>Science- Foundation SHE – Science involves exploring and observing the world using the senses</p>	<p>Central idea Families have different histories</p> <p>Key concepts: Connection, Form, Perspective</p> <p>Related concepts: Relationships, Structures, Similarities, Differences, Beliefs</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Families • Family histories • Connectedness to other places <p>Subject areas: Personal, social & physical education, Social Studies, Language</p> <p><i>History – Foundation</i></p> <p><i>History - Personal and family histories</i></p> <p><i>What is my history and how do I know? What stories do other people tell about the past?</i></p> <p><i>How can stories of the past be told and shared?</i></p> <p><i>Who the people in their family are, where they were born and raised and how they are related to each other.</i></p> <p><i>The different structures of families and Family groups today, and what they have in common</i></p> <p><i>How they, their family and friends commemorate past events that are important to them</i></p> <p><i>How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media and museums</i></p>	<p>Central idea People can express feelings, thoughts and ideas through the arts</p> <p>Key concepts: Function, Form, Perspective</p> <p>Related concepts: Communication, Properties (materials)</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Expression through the arts • Ways the arts can help us to express and provoke feelings, thoughts and ideas • People express themselves for different reasons • We can interpret the way people express themselves <p>Subject areas: Arts, Language, Science and Technology</p> <p>Science-Foundation Objects are made of materials that have observable properties</p>	<p>Central idea Oceans are a vital part of our world and can be affected by our choices</p> <p>Key concepts: Causation, Responsibility, Connection</p> <p>Related concepts: Impact, Interdependence, Values, Structure</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The ocean as an ecosystem • Living things that depend on the ocean habitat • The impact of humans on the ocean environment • Ways we and others can protect the ocean <p>Subject areas: Science/ Technology, Social Studies</p> <p>Science – Yr 1 Living things live in different places where their needs are met</p> <p>Science – Yr1 Living things have a variety of external features</p> <p>Geography - Foundation</p> <ul style="list-style-type: none"> • What are places like? • What makes a place special? • How can we look after the places we live in <p><i>The representation of the location of places and their features on maps and a globe.</i></p> <p><i>The places people live in and belong to, their familiar features and why they are important to people.</i></p> <p><i>The Countries/Places that Aboriginal and Torres Strait Islander Peoples belong to in the local area and why they are important to them.</i></p> <p><i>The reasons why some places are special to people, and how they can be looked after.</i></p>	<p>Central idea We are connected to many different food systems</p> <p>Key concepts: Form, Function, Connection</p> <p>Related concepts: Role, Systems</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The food system • How the food system works • Our connection to the food system <p>Subject areas: Social Studies, Language</p> <p>Science – Yr 1 Everyday materials can be physically changed in a variety of ways</p>	<p>Central idea Living things have needs</p> <p>Key concepts: Form, Responsibility</p> <p>Related concepts: Interdependence, impact, values</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Living things • Needs of living things • Ways we can be responsible towards living things <p>Subject areas: Social Studies, Science/Technology</p> <p>Science – Foundation Living things have basic needs including food and water</p> <p>Science – Yr 1 Living things live in different places where their needs are met</p>
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<p style="text-align: center;">R/1 B</p>	<p>Central idea We are responsible for caring for ourselves and others.</p> <p>Key concepts: Responsibility, Perspective</p> <p>Related concepts: Rights, Citizenship, Values, Review, Interpretation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What makes us unique • How we take care of ourselves • How we learn to get along with others (Personal responsibility & getting along) <p>Subject areas: Social Studies, Personal, social & physical education, Language</p>	<p>Central idea People have played throughout time</p> <p>Key concepts: Change, Responsibility</p> <p>Related concepts: Adaptation, Rights (to play)</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different types of play • Purpose of play • Changes in play • Responsibility connected with play <p>Subject areas: Science/Technology, Social Studies, Maths, Language</p> <p>Science – Foundation The way objects move depends on a variety of factors, including their size and shape</p>	<p>Central idea Stories can engage their audience and communicate ideas, feelings and lessons for life.</p> <p>Key concepts: Function, Perspective</p> <p>Related concepts: Citizenship, Beliefs</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The way stories can be communicated • The purpose of stories • The ways stories can be interpreted <p>Subject areas: Arts, Language, Personal, social & physical education, Social Studies</p>	<p>Central idea Places are special to people (Indigenous focus)</p> <p>Key concepts:</p> <p>Related concepts:</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • res <p>Subject areas:</p> <p>Geography focus</p> <p>Science – Yr 1 Observable changes occur in the sky and landscape (indigenous focus)</p> <p>Foundation Daily and seasonal changes in our environment , including the weather , affect everyday life</p> <p>Geography – Year 1</p> <ul style="list-style-type: none"> • <i>What are the different features of places?</i> • <i>How can we care for places?</i> • <i>How can spaces within a place be rearranged to suit different purposes?</i> <p><i>The natural, managed and constructed features of places, their location, how they change and how they can be cared for.</i></p> <p><i>The weather and seasons of places and the ways in which different cultural groups, including Aboriginal and Torres Strait Islander Peoples, describe them.</i></p> <p><i>The ways the activities located in a place create its distinctive features.</i></p> <p><i>The ways that space within places, such as classroom or backyard, can be rearranged to suit different activities or purposes.</i></p>	<p>Central idea There are systems in place to help a community function</p> <p>Key concepts: Function, Connection, Form</p> <p>Related concepts: Role, Systems, Structure, Relationships, Networks, Differences, Similarities</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Community structures • The systems in a community • People have an impact on the community <p>Subject areas: Social Studies, Language</p>	<p>Central idea People reduce, reuse, recycle and refuse waste to care for the planet</p> <p>Key concepts: Connection, Responsibility, Causation</p> <p>Related concepts: Systems, Networks, Citizenship</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Natural & human made waste • The Impact of waste on the environment • Ways that we reduce, reuse, recycle and refuse waste <p>Subject areas: Social Studies, Science/Technology</p>
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<p>1/2 A</p>	<p>Central idea We use our senses to find out about ourselves and our environment.</p> <p>Key concepts: Function, Connection</p> <p>Related concepts: Systems (sensory)</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The senses and how they are connected • Using senses • The impact of a sensory impairment <p>Subject areas: Health, Arts, Language</p> <p>Science – Yr 1 Light and sound are produced by a variety of sources and can be sensed</p>	<p>Central idea We build our homes from what we have to suit our environment</p> <p>Key concepts: Responsibility, form, connection</p> <p>Related concept: Structure, impact relationship</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different materials • Different kinds of homes • Different kinds of environments <p>Subject areas: Science, Geography</p> <p>Science - Yr 2 Different materials can be combined, including by mixing, for a particular purpose.</p> <p><i>The definition of places as parts of the earth's surface that have been given meaning by people and how places can be defined at a variety of scales.</i></p> <p>Geography - People are connected to other places Distance has an influence on where we go, how often and for what purpose The environment is the source of every material thing we use or consume. The significance of an environment or place contributes to how it is managed or used Weather can be described and measured by temperature, sunshine, rainfall and wind</p> <p><i>The importance today of an historical site of cultural or spiritual significance :e.g. a community building, a landmark, a war memorial</i></p>	<p>Central idea Our lives can be enriched by colour</p> <p>Key concepts: Function, Perspective, Form</p> <p>Related concepts: Pattern, Opinion, Similarities, Differences</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The impact of colour on our lives • Expressing ourselves through colour • Creative uses of colour <p>Subject areas: Arts, Science, Language</p> <p>Science – Yr 1 Light and sound are produced by a range of sources and can be sensed</p>	<p>Central idea All living things go through a process of change</p> <p>Key concepts: Change, Causation, Form</p> <p>Related concepts: Cycles, Growth, Sequences, Transformation, Adaptation, Structure, Similarities, Differences</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Cycles in nature • Phases in a cycle • Similarities and differences of cycles <p>Subject areas: Science, Geography</p> <p>Science- Yr 2 Living things grow, change and have similar offspring to themselves</p> <p><i>The ways in which Aboriginal and Torres Strait Islander peoples maintain special connections to particular court/ place.</i></p>	<p>Central idea Communities rely on people doing different kinds of work</p> <p>Key concepts: Form. Connection</p> <p>Related concepts: Cooperation, Responsibility Friendship, Interdependence</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What makes a community • Different roles people have in the community <p>Subject areas: History</p> <p><i>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past.</i></p>	<p>Central idea Human actions affect the balance of life forms in an ecosystem</p> <p>Key concepts: Connection, Causation, Responsibility</p> <p>Related concepts: Responsibility, Opinions, Beliefs</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Relationship between living things • Properties of a balanced ecosystem • The effect of human activities on ecosystems <p>Subject areas: Science, Maths, Geography</p> <p>Science- Yr 1 Living things have a variety of external features Living things live in different places where their needs are met</p> <p><i>The location of the major geographical divisions of the world in relation to Australia</i></p>
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	<p>Central idea People around the world celebrate special events</p> <p>Key concepts: Connection, Reflection, Function</p> <p>Related concepts: Relationships, Behaviour, Communication</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How do families and communities choose what to celebrate What do families and communities celebrate Why do families and communities celebrate <p>Subject areas: Social Studies , Arts, Language</p> <p><i>The connections of people in Australia to other places in Australia, the countries of the Asia region and across the world.</i></p>	<p>Central idea Changes in systems can affect the ways people move and connect</p> <p>Key concepts: Change, Connection, Function</p> <p>Related concepts: Systems, Relationships, Transformation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Transport as a system (how it works) The evolution of transport Transport in the future <p>Subject areas: Science, Social Studies, Maths</p> <p>Science - Yr 2 A push or pull affects how an object moves or changes shape</p> <p>History - The past in the Present. <i>The impact of changing technology on people's lives (at home and in the ways they worked, travelled ,communicated and played in the past)</i></p> <p>What aspects of the past can you see today? What do they tell us? What remains of the past are important to the local community? Why? How have changes in technology shaped our daily life?</p> <p>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial The impact of changing technology on people's lives (at home and in the ways they worked, travelled, communicated, and played in the past)</p> <p><i>The influence of purpose, distance and accessibility on the frequency with which people visit places.</i></p>	<p>Central idea Human beings use sound to communicate a message or create a mood.</p> <p>Key concepts: Function, Causation</p> <p>Related concepts: Structures, Communication</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> What is sound, its characteristics and how it travels The uses of sound How sound affects our mood <p>Subject areas: Arts, Science, Literacy</p> <p>Science – Yr 1 Light and sound are produced by a variety of sources and can be sensed</p>	<p>Central idea Different reactions occur when everyday substances combine</p> <p>Key concepts: From, Change, Causation</p> <p>Related concepts: Properties, Transformation, Impact</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The different states of matter Basic chemical actions and reactions How common substances interact when they mix <p>Subject areas: Science</p> <p>Science- Yr 2 Different materials can be combined, including by mixing, for a particular purpose.</p>	<p>Central idea All members of a group have rights & responsibilities as they work towards a common goal.</p> <p>Key concepts: Connection, Responsibility, Causation</p> <p>Related concepts: Co-operation, Responsibility, Friendship, Interdependence</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The reasons people form groups How members of a group work together to achieve a common goal <p>Subject areas: Social Studies, Personal, social and physical education</p>	<p>Central idea Water is a life sustaining resource</p> <p>Key concepts: Perspective, Reflection</p> <p>Related concepts: Responsibility, Sustainability, Consumption</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Collecting and using water? Different uses of water? Our responsibilities in conserving water <p>Subject areas: Social Studies, Science, Maths</p> <p>Science – Yr 2 Earth's resources, including water are used in a variety of ways.</p> <p>Geography - Places are named areas of the earth's surface Smaller places are part of larger places and places are defined at different scales Aboriginal Peoples and Torres Strait Islander peoples are the first people of their respective country/place People have characteristics that can change over time Space has different types of characteristics and uses Environmental features of places can be observed , described and classified in different ways People affect the environments in which they live</p>
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<p style="text-align: center;">3 A</p>	<p>Central idea We are a community of learners with individual needs and styles</p> <p>Key concepts: Function , Reflection</p> <p>Related concepts: Behaviour Responsibility, Relationships, Communication</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What kind of learner I am • Understanding we all learn in different ways • How we work together to learn • Setting goals for learning <p>Subject areas: Personal, social & physical education,</p> <ul style="list-style-type: none"> • <i>How and why are places similar and different?</i> ○ <i>What would it be like to live in a neighbouring country?</i> ○ <i>How do people's feelings about places influence their views about the protection of places?</i> 	<p>Central idea Our indigenous culture has changed over time.</p> <p>Key concepts: Causation, Change, Perspectives</p> <p>Related concepts: Impact, Interdependence, Initiative</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Beliefs and practices that shape aboriginal culture • Issues of reconciliation & change <p>Subject areas: Social Studies, Science</p> <p><i>History – Year 3</i></p> <p><i>Community and remembrance</i> <i>Who lived here first and how do we know?</i> <i>How has our community changed?</i> <i>What features have been lost and what features have been retained?</i> <i>What is the nature of the contribution made by different groups and individuals in the community?</i> <i>How and why do people choose to remember significant events of the past?</i> <i>The importance of Country and Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied)</i></p> <p><i>ONE important example of change and</i></p> <p><i>ONE important example of continuity over time in the local community, region or state/ territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life</i> <i>The role that people of diverse backgrounds have played in the development and character of the local community</i> <i>Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems.</i> <i>Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival, Ramadan</i></p>	<p>Central idea People make decisions based on how they interpret messages</p> <p>Key concepts: Perspective, Reflection</p> <p>Related concepts: Opinion, truth, Evidence , Interpretation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • We are constantly sending and receiving messages • Different forms of communication inform and persuade people. <p>People make decisions based on how they interpret messages</p> <p>Subject areas: English, The Arts, Design and Technology</p> <p>Health & PE</p>	<p>Central idea Earth Science TBA</p> <p>Key concepts:</p> <p>Related concepts:</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The <p>Subject areas: Science</p> <p><i>Science – Yr 3</i> <i>Earth's rotation on it's axis causes regular changes including day and night</i></p>	<p>Central idea Community Project TBA</p> <p>Key concepts: Connection, Function, Responsibility</p> <p>Related concepts:</p> <p>Lines of inquiry</p> <p>Subject areas:</p>	<p>Central idea Our world consist of living and non-living things</p> <p>Key concepts: Form, Connection, Responsibility</p> <p>Related concepts: Structure, Classification, Citizenship, Values</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The observable features of living and non-living things • The grouping of living things based on their characteristics • The interdependence of living things and their environment • Our responsibility to ensure sustainability <p>Subject areas: Science, Geography, Design and Technology</p> <p><i>Science – Yr 3</i> <i>Living things can be grouped on the basis of observable features and can be distinguished from non-living things.</i></p>
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<p>3 B</p>	<p>Central idea The human body has systems that work together to sustain life</p> <p>Key concepts: Connection, Function, Responsibility</p> <p>Related concepts: Systems, Interdependence, Values</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Types and functions of body systems Things that affect body systems Our responsibility to our bodies <p>Subject areas: Personal, social & physical education, Language – Literacy genre explanation</p>	<p>Central Idea Our local community has changed overtime.</p> <p>Key concepts: Change, Reflection,,Perspective</p> <p>Related concepts: Impact, Transformation, Interpretations</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The local community has changed over time The reasons for change in our local community The impact of change on our local community <p>Subject areas: History/ Social Studies, Literacy</p> <p>ONE important example of change and ONE important example of continuity over time in the local community, region or state/ territory; for example, in relation to the areas of transport, work, education, natural and built environments,</p> <p><i>The similarities and differences in individuals' and groups' feelings and perceptions about places, and how they influence views about the protection of these places</i></p> <p><i>Reflect on their learning to propose individual action in response to a contemporary geographical challenge and identify the expected effects of the proposal</i></p>	<p>Central idea People use their bodies to express themselves.</p> <p>Key concepts: Function, Reflection</p> <p>Related concepts: Behaviour, Communication, Interpretation, Review</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> People move their bodies in different ways People express themselves through movement Different elements and techniques can be used to express ourselves People react and respond to movement and dance <p>Subject areas: The Arts, Personal, Social and physical education</p> <p>Health & PE</p>	<p>Central idea Heat affects the way humans live</p> <p>Key concepts: Function, Change, Connection</p> <p>Related concepts: Behaviour, Role, Adaptation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The production of heat The transferring of heat through conduction Changes that occur due to heat How humans use their understanding of heat <p>Subject areas: Science</p> <p>Science – Yr 3 <i>A change of state between solid and liquid can be caused by adding or removing heat</i> <i>Heat can be produced in many ways and can move from one object to another</i></p>	<p>Central idea Societies can create and organize events that contribute to the community</p> <p>Key concepts: Function, Connection, Responsibility</p> <p>Related concepts: Systems, Relations, Networks, Citizenship, Values</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> People create and organize events for a range of purposes. People interconnect using a variety of skills and strategies The contributions of events to society <p>Subject areas: Personal, social and physical education</p> <p>Health & PE</p>	<p>Central idea Exploring the use of the planet's natural resources</p> <p>Key concepts: Causation, Form Responsibility</p> <p>Related concepts: Properties, Impact Consequences , Responsibility</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Types and locations of natural resources How resources are collected The social and environmental effects of consumption <p>Subject areas: Science, Social Studies, Technology</p> <p>Design & Technology</p>
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<p>4/5 A</p>	<p>Central idea Respectful and responsible choices foster social harmony</p> <p>Key concepts: Form, Responsibility</p> <p>Related concepts: Harmony</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Positive human relationships • Effective conflict resolution • Roles and responsibilities within the community <p>Subject areas: Personal, social & physical education, Social Studies</p>	<p>Central idea Our world has been changed by exploration</p> <p>Key concepts: Change, Perspective, Reflection</p> <p>Related concepts: Growth, Adaptation, Prejudice, Review</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The reasons people explore • Different types of exploration • The impact of exploration e.g. multiculturalism & indigenous <p>Subject areas: Social Studies, Language, Arts</p> <p><i>The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander Peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.</i></p> <p><i>The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts.</i></p> <p><i>Stories of the First Fleet, including reasons for the journey, who travelled to Australia, and their experiences following arrival.</i></p> <p><i>The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment</i></p> <p><i>Also Geography</i></p>	<p>Central idea Artefacts are created and used as expressions of culture</p> <p>Key concepts: Form, Perspective</p> <p>Related concepts: Culture</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Types of artefacts • The connection between artefacts and culture <p>Subject area: Art History, Geography</p> <p>Science – Yr 4 Natural and processed materials have a range of physical properties; these can influence their use</p> <p>History - First contacts Why did the great journeys of exploration occur? What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans? Why did the Europeans settle in Australia? What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander Peoples and early traders, explorers and settlers?</p> <p>o How do people and environments influence one another?</p>	<p>Central idea Time is an integral aspect of our daily lives</p> <p>Key concepts: Connection, Function</p> <p>Related concepts: Patterns, Systems, Relationships</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • History of time • Measurement of time • The relationship between the solar system and time <p>Subject areas: Maths, Science</p> <p>Science- Yr 5 The Earth is part of a system of planets orbiting around a star (a sun)</p>	<p>Central idea Communities are shaped by science and technology</p> <p>Key concepts: Change, Function</p> <p>Related concepts: Grow</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Developments in Science and Technology (change) • The impact of science and Technology <p>Subject areas: Science, Technology</p> <p>Science – Yr 4 <i>Forces can be exerted by one object on another through direct contact or from a distance (ROBOTS)</i></p> <p>Economics and Business - Year 5</p> <p><i>Why do I have to make choices as a consumer? What influences the decisions I make? What can I do to make informed decisions?</i></p> <p><i>The differences between the needs and wants and why choices need to be made about how limited resources are used. Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices.</i></p>	<p>Central idea Rivers are one of our most delicate resources</p> <p>Key concepts: Responsibility, Connection, Causation</p> <p>Related concepts: Systems, Relationships, Values, Consequences</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The complexity of a river system • The importance of a river system • How people use and manage rivers • The delicate eco- balance of a river system <p>Subject areas: Science, Social Studies</p> <p>Science – Yr 4 Earth's surface changes over time as a result of natural processes and human activity</p> <p><i>How do people and environments influence one another? •How do people influence the human characteristics of places and the management of spaces within them? •How can the impact of bushfires or floods on people and places be reduced?</i></p> <p><i>The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places The influence of the environment on the human characteristics of a place The influence people have on the human characteristics of places and the management of spaces within them The impact of bushfires or floods on environments and communities, and how people can respond</i></p>
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						<p><i>Economics and Business - Year 5</i></p> <p><i>Why do I have to make choices as a consumer?</i></p> <p><i>What influences the decisions I make?</i></p> <p><i>What can I do to make informed decisions?</i></p> <p><i>The differences between the needs and wants and why choices need to be made about how limited resources are used.</i></p> <p><i>Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices.</i></p>
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Central idea
Our values and beliefs affect the choices we make

Key concepts: Form, Causation, Responsibility

Related concepts: Choices, Consequences

Lines of inquiry

- How and why values are formed
- How values and beliefs affect our behaviour and decision-making
- How our choices affect ourselves and others

Subject areas: Personal, social & physical education

Economics and Business - Year 5

*Why do I have to make choices as a consumer?
What influences the decisions I make?
What can I do to make informed decisions?*

*The differences between the needs and wants and why choices need to be made about how limited resources are used.
Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices.*

Civics and Citizenship – Year 4

*How can local government contribute to community life?
What is the difference between rules and laws and why are they important?
How has my identity been shaped by the groups to which I belong?
How can I participate in my country?*

*The purpose of government and some familiar services provided at the local level.
The differences between rules and laws
Why laws are important
How a person's identity can be shaped by the different cultural, religious and/or social groups to which they may belong.*

Civics and Citizenship – Year 5

*What is democracy in Australia and why is voting in a democracy important?
How do laws affect the lives of citizens?
How and why do people participate in groups to achieve shared goals?*

The key values that underpin Australia's democratic system of government

Central idea
World events shape global communities

Key concepts: Perspective, Causation

Related concepts: Migration, History, Conflict, Prejudice

Lines of inquiry

- Migration through personal histories
- Events that have influenced migration
- The impact that migrants have had on our local community

Subject area: HASS

History - The Australian colonies

*What do we know about the lives of people in Australia's colonial past and how do we know?
How did an Australian colony develop over time and why?
How did colonial settlement change the environment?
What were the significant events and who were the significant people that shaped Australian colonies?*

*Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800.
The nature of a convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islanders Peoples), and how the environment changed.
The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought.
The reasons people migrated to Australia from Europe and Asia, and the experiences and contributions of a particular migrant group within a colony.
The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander Peoples.*

Central idea
People communicate through The Arts

Key concepts: Function, Reflection

Related concepts: Communication, Review

Lines of inquiry

- Expression and communication through The Arts
- Cultural significance in The Arts
- How we respond to The Arts

Subject areas: Arts

Science – Yr 5
Light from a source forms shadows and can be absorbed, reflected or refracted

Central idea
Matter has different observable properties and behaves in different ways

Key concepts: Function, Form, Change

Related concepts: Properties, Transformation, Behaviour

Lines of inquiry

- The three states of matter
- Change in state
- Practical applications of change in state

Subject areas: Science, Maths,

Science – Yr 5
Solids, liquids and gases have different observable properties and behave in different ways

Central idea
Societies have different structures for making decisions

Key concepts: Form, Function, Causation

Related concepts: Structure, Systems, Impact

Lines of inquiry

- Decision making processes in different societies
- How decisions impact on different groups

Subject areas: HASS

Civics and Citizenship – Year 4
**How can local government contribute to community life?
What is the difference between rules and laws and why are they important?
How has my identity been shaped by the groups to which I belong?
How can I participate in my country?**

*The purpose of government and some familiar services provided at the local level.
The differences between rules and laws
Why laws are important
How a person's identity can be shaped by the different cultural, religious and/or social groups to which they may belong.*

Civics and Citizenship – Year 5
**What is democracy in Australia and why is voting in a democracy important?
How do laws affect the lives of citizens?
How and why do people participate in groups to achieve shared goals?
The key values that underpin Australia's democratic system of government.
The roles and responsibilities of electors and representatives in Australia's democracy.
The key features of the Australian electoral process.
How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander peoples.
The roles and responsibilities of key personnel in law enforcement and in the legal system
Why people work in groups to achieve their aims and how they can express their shared beliefs and values and exercise influence**

Central idea
The world is full of interacting systems that depend on each other

Key concepts: Connection, Responsibility

Related concepts: Science

Lines of inquiry

- The diversity of ecosystems
- Relationships between living and non-living things
- Human and natural impact on ecosystems

Subject areas: Science

Economics and Business - Year 5

*Why do I have to make choices as a consumer?
What influences the decisions I make?
What can I do to make informed decisions?*

*The differences between the needs and wants and why choices need to be made about how limited resources are used.
Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices.*

Science – Yr 4
Living things, including plants and animals, depend on each other and the environment to survive.

Science – Yr 4
Living things have life cycles

Science – Yr 5
Living things have structural features and adaptations that help them to survive in their environment.

		<p>Geography – Year 5 How do people and environments influence one another?</p> <ul style="list-style-type: none"> • How do people influence the human characteristics of places and the management of spaces within them? • How can the impact of bushfires or floods on people and places be reduced? <p>The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places The influence of the environment on the human characteristics of a place The influence people have on the human characteristics of places and the management of spaces within them The impact of bushfires or floods on environments and communities, and how people can respond</p>			<p>Geography – Year 5 How do people and environments influence one another?</p> <ul style="list-style-type: none"> • How do people influence the human characteristics of places and the management of spaces within them? • How can the impact of bushfires or floods on people and places be reduced? <p>The location of the major countries of Europe and North America in relation to Australia and the influence of people on the environmental characteristics of places in at least two countries from both continents The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places The influence of the environment on the human characteristics of a place The influence people have on the human characteristics of places and the management of spaces within them The impact of bushfires or floods on environments and communities, and how people can respond</p>	<p>Geography – Year 4</p> <ul style="list-style-type: none"> • How does the environment support the lives of people and other living things? • How do different views about the environment influence approaches to sustainability? • How can people use places and environments more sustainably? <p><i>The location of the major countries of Africa and South America in relation to Australia, and their main characteristics, including the types of natural vegetation and native animals in at least two countries from both continents</i> <i>The types of natural vegetation and the significance of vegetation to the environment and to people</i> <i>The importance of environments to animals and people, and different views on how they can be protected</i> <i>The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences their past and present views about the use of resources</i> <i>The natural resources provided by the environment, and different views on how they could be used sustainably</i> <i>The sustainable management of waste from production and consumption</i></p>
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<p style="text-align: center;">6/7 A</p>	<p>Central idea The decisions we make everyday influence who we are and who we want to become</p> <p>Key concepts: Causation, Change, Responsibility</p> <p>Related concepts: Relationships, Transformation, Consequences</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Factors that influence our decisions • Decision-making processes for groups & individuals • Impact or consequences that decisions can have <p>Subject areas: Personal, social & physical education, Social Studies, Language</p> <p>Science – Yr 7 Changes to an objects motion is caused by unbalanced forces acting on an object</p>	<p>Central idea Past civilisations shape present day systems and technologies</p> <p>Key concepts: Change, Perspective, Causation</p> <p>Related concepts: Adaptation, Systems, Impact</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Aspects of past civilisations that have survived • Reasons that various systems and technologies developed • Why modern societies continue to use adaptations of these systems and technologies <p>Subject areas: Art, Social Studies, Language, Technology ,Art</p> <p>Science – Yr 7 Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative position of the sun, earth and the moon</p> <p><i>History - The ancient world</i></p> <p><i>How do we know about the ancient past? Why and where did the earliest societies develop? What emerged as the defining characteristics of ancient societies? What have been the legacies of ancient societies?</i></p> <p><i>Overview content for the ancient world (Egypt, Mesopotamia, Persia, Greece, Rome, India, China and the Maya) includes the following:</i> <i>the theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia.</i> <i>the evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery)</i> <i>key features of ancient societies (farming, trade, social classes, religion, rule of law)</i></p> <p><i>The depth studies for this year level include:</i></p> <ol style="list-style-type: none"> 1. Investigating the ancient past 2. The Mediterranean world (ONE of Egypt, Greece, Rome) 3. The Asian world (ONE of China, India) 	<p>Central idea Communities around the world recognize important personal & cultural events through celebrations</p> <p>Key concepts: Function, Connection, Perspective</p> <p>Related concepts: Behaviour, Systems, Beliefs</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Purpose of celebrations • Similarities and Differences between celebrations • Conflicting belief systems <p>Subject areas: The Arts, Social Studies, Language</p> <p>Science – Yr 7 Earth's gravity pulls objects towards the centre of the Earth</p>	<p>Central idea Chemical sciences influence our everyday lives</p> <p>Key concepts: Form, Causation, Change</p> <p>Related concepts: Relationships, Impact</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Properties of chemicals • Predicting, conducting, investigating and reaching conclusions • Identifying and explaining patterns <p>Subject areas: Science</p> <p>Science – Yr 6 Changes to materials can be reversible, such as melting, freezing, evaporating; or irreversible such as burning and rusting.</p> <p>Science – Yr 7 Mixtures, including solutions contain a combination of pure substances that can be separated using a range of techniques.</p>	<p>Central idea There are consequences to individuals & communities when human rights are denied or lost</p> <p>Key concepts: Responsibility, Perspective, Connection</p> <p>Related concepts: Justice, Prejudice, Networks</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Personal responsibility to the community • Democratic & human rights of individuals & groups • Prejudice, racism, harassment & oppression <p>Subject areas: Social Studies, Language</p>	<p>Central idea People can make choices to support the sustainability of the earth's resources.</p> <p>Key concepts: Perspective, Responsibility, Causation</p> <p>Related concepts: Systems</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Sustaining natural environments and why • The effect of human impact on the environment • The responsibility of individuals (options/actions/solutions) <p>Subject areas: HASS< Language, Science</p> <p>Science – Yr 7 Some of earth's resources are renewable but others are non-renewable</p> <p>Science – Yr 6 Energy from a variety of sources can be used to generate electricity</p> <p>Science – Yr 7 Water is an important resource that cycles through the environment</p> <p><i>Geography – Year 7</i></p> <ul style="list-style-type: none"> • <i>How do people's reliance on places and environments influence their perception of them?</i> • <i>What effect does the uneven distribution of resources and services have on the lives of people?</i> • <i>What approaches can be used to improve the availability of resources and access to services?</i> <p><i>The classification of environmental resources and the forms that water takes as a resource</i> <i>The ways that flows of water connect places as it moves through the environment and the way this affects places</i> <i>The quantity and variability of Australia's water resources compared with those in other continents</i> <i>The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa</i> <i>The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region</i> <i>The causes, impacts and responses to an atmospheric or hydrological hazard</i></p>
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<p style="text-align: center;">6/7 B</p>	<p>Central idea Adolescence is a time of change, challenge and for making choices</p> <p>Key concepts: Causation, Change, Responsibility</p> <p>Related concepts: Consequences, Growth, Values</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Sense of self and responsibility to others • Consequences of choices • Physical, social, & emotional changes <p>Subject areas: Language , Social Studies</p>	<p>Central idea [CANBERRA] Humans have developed Government systems to provide organization, common services and protection of their societies</p> <p>Key concepts: Function, Connection, Responsibility</p> <p>Related concepts: Systems, Homeostasis, Citizenship</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Political systems around the world • Electoral processes within a democratic system • How governments respond to the needs of their communities • Responsibilities held by government & organisational systems <p>Subject areas: Social Studies, Language, Maths</p> <p><i>Civics and Citizenship – Year 6</i></p> <p><i>What are the roles and responsibilities of the different levels of government in Australia?</i></p> <p><i>How are laws developed in Australia?</i></p> <p><i>What does it mean to be an Australian Citizen?</i></p> <p><i>The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts.</i></p> <p><i>The roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system.</i></p> <p><i>How state/territory and federal laws are initiated and passed through parliament.</i></p> <p><i>Who can be an Australian citizen, the formal rights and responsibilities and shared values of Australian citizenship.</i></p> <p><i>The obligations citizens may consider they have beyond their own national borders as active and informed global citizens.</i></p>	<p>Central idea Media influences our thinking</p> <p>Key concepts: Form, Function, Perspective</p> <p>Related concepts: Structure, Behaviour, Subjectivity</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different forms of media • The purpose of media • How media affects our opinion & thinking • Stereotypes, gender bias <p>Subject areas: Arts, Language, Science, Technology</p> <p>Science – Yr 6</p> <p>Electrical circuits provide a means of transferring and transforming electricity</p>	<p>Central idea Change can affect our environment and its inhabitants in many ways</p> <p>Key concepts: Change, Connection, Responsibility</p> <p>Related concepts: Transformation, Values</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different types of change • Cause and effect of different types of change • How communities & our environment can be affected by change • How communities respond to change & adapt to their environment <p>Subject areas: Social Studies, Language, Science</p> <p>Science –Yr 6</p> <p>The growth and survival of living things are affected by the physical conditions of their environment</p> <p>Science – Yr 7</p> <p>There are differences within and between groups of organism, classification helps organise this diversity.</p> <p>Science – Yr 7</p> <p>Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions.</p>	<p>Central idea Cooperation is essential to achieve team goals</p> <p>Key concepts: Connection, Responsibility</p> <p>Related concepts: Trust, Fairplay</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Role of setting team objectives and goals • Group communication <p>Subject areas: Social studies, Personal, Social & Physical Education</p>	<p>Central idea Humans have adapted to a variety of climatic & geographical conditions.</p> <p>Key concepts: Causation, Change, Connection</p> <p>Related concepts: Impact, Adaptation, Interdependence</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Geographical zones of the world • Climatic zones of the world • Human adaptations <p>Subject areas: Social Studies, Science, Arts</p> <p>Science – Yr 6</p> <p>Sudden geological changes or extreme weather conditions can affect the Earth's surface</p> <p><i>Geography – Year 6</i></p> <p><i>•How do places, people and cultures differ across the world?</i></p> <p><i>•What are Australia's global connections between people and places?</i></p> <p><i>•How do people's connections to places affect their perception of them?</i></p> <p><i>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region</i></p> <p><i>Differences in the economic, demographic and social characteristics between countries across the world</i></p> <p><i>The world's cultural diversity, including that of its indigenous peoples</i></p> <p><i>Significant events that connect people and places throughout the world</i></p> <p><i>The various connections Australia has with other countries and how these connections change people and places</i></p> <p><i>The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places</i></p>
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		<p><i>Civics and Citizenship – Year 7</i></p> <p><i>How is Australia's system of democratic government shaped by the constitution? What principles of justice help to protect the individual's rights to justice in Australia's system of law? How is Australia a diverse society and what factors contribute to a cohesive society?</i></p> <p><i>The purpose and the value of the Australian Constitution. The key features of government under the Australian Constitution with a focus on: the separation of powers, the roles of the Houses of Parliament and the division of powers. The process for constitutional change through a referendum. How Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation. How Australia is a secular nation and a multi-faith society.</i></p>				
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		<p><i>History – Year 6</i></p> <p><i>Australia as a nation</i> <i>Why and how did Australia become a nation?</i> <i>How did Australian society change throughout the twentieth century?</i> <i>Who were the people who came to Australia?</i> <i>Why did they come?</i> <i>What contribution have significant individuals and groups made to the development of Australian society?</i> <i>Why and how did Australia become a nation?</i> <i>How did Australian society change throughout the twentieth century?</i> <i>Who were the people who came to Australia?</i> <i>Why did they come?</i> <i>What contribution have significant individuals and groups made to the development of Australian society?</i></p> <p><i>Key figures and events that led to Australia's Federation, including British and American influences on Australia's system of law and government.</i></p> <p><i>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children.</i></p> <p><i>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war.</i></p> <p><i>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.</i></p>				
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