

Programme of Inquiry **Christian Overview of transdisciplinary themes**

HOW WE ORGANISE OURSELVES

God is a God of order who calls people to work together in community as the body of Christ.

We are designed to be part of community.

WHO WE ARE

We are uniquely created in the image of God .

Man's disobedience has separated us from God and turned us inward.

Our relationship with God has been restored through Jesus .

We can have a personal relationship with Jesus which allows us to accept others and love others as He loves us.

We have been created in God's image and can discover our gifts and talents.

WHERE WE ARE IN PLACE AND TIME

The Bible provides the big picture of time, eternity and man's place in it.

We have a responsibility to love our neighbours at a local, national and international level.

HOW WE EXPRESS OURSELVES

God has given us the ability to appreciate, experience and value his creation.

God has given us different gifts and talents so that there will be a variation in the way we express ourselves.

We can use our creativity to bring joy to others.

HOW THE WORLD WORKS

There is incredible fine tuning and complexity in the organisation of the universe that points us to a creator.

Our understanding of scientific principles can give us some insight into the immeasurable intelligence of God the creator.

God knows all things , but for us, there are still things that are yet to be discovered. God has gifted mankind to develop technologies that have improved society and the environment.

SHARING THE PLANET

God's plan is for the restoration of relationships and for people to live in peace with their neighbours and the environment.

Technology has caused a closer global relationship, causing us to understand that our idea of 'neighbour' needs to be widened so we can make compassionate decisions that increase opportunities for fair sharing of resources among communities worldwide.

God expects us to make wise choices and actions which can have a positive impact on the future of the planet.

Loving your neighbour as yourself means you are considerate of the needs of others and are generous in the way you interact with them

We are the caretakers of God's creation.

PYP Transdisciplinary Themes

HOW WE ORGANISE OURSELVES

An 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 human kind and the environment.

WHO WE ARE

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.

WHO WE ARE

An inquiry into orientation in place and time: personal histories: homes and journeys; the discoveries, explorations of human-kind. The relationships between and the interconnectedness of individuals and civilisations from local and global perspectives.

HOW WE EXPRESS OURSELVES

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.

HOW THE WORLD WORKS

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.

SHARING THE PLANET

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.



Programme of Inquiry —Year Foundation



HOW WE ORGANISE OURSELVES

People play different roles in the communities to which they belong

Term 2
Wk 4 –11

WHO WE ARE

An essential agreement can contribute to our learning environment

Term 1
Wk 1-4

WHERE WE ARE IN PLACE AND TIME

Lifestyles change across generations

Term 3
Wk 1-9

HOW WE EXPRESS OURSELVES

Through play we express our feelings and ideas and come to new understandings

Term 4
Wk 1-6

HOW THE WORLD WORKS

Plants sustain life on Earth and we play a role in their lives

Year long Unit

SHARING THE PLANET

Living things depend on each other and the environment to survive

Term 1 Wk 5
-Term 2 Wk 3

A learning community with the creative and responsive mind and spirit of Christ

Programme of Inquiry —Year Foundation

**HOW WE
ORGANISE
OURSELVES**

Central idea:

People play different roles in communities to which they belong.

Key concepts: Form, Causation, Connection

Related concepts: Community

Lines of inquiry:

- The structures and needs of a community
- Services needed by a community
- Similarities and differences in how needs are met
- The ways we contribute to being part of the body of Christ

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Programme of Inquiry —Year Foundation

**WHO
WE
ARE**

Central Idea

A central agreement can contribute to our learning environment

Key Concepts Connection, Responsibility

Related Concepts Rights and responsibilities
Cooperation, Community, Interdependence

Lines of Inquiry

- Procedures at school
- Essential agreement
- Responsibilities for myself, classroom, my school and others.
- To explore what it means to 'love one another'

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Programme of Inquiry —Year Foundation

**WHERE
WE ARE
IN
PLACE
AND
TIME**

Central Idea

Lifestyles change across generations

Key Concepts Perspective, Change, Causation

Related Concepts Perceptions

Lines of Inquiry

- Lifestyles changes over time
- Causes of change
- Advantages and disadvantages of change
- The unchanging nature of God

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Programme of Inquiry —Year Foundation

**HOW WE
EXPRESS
OURSELVES**

Central Idea

Through play we express our feelings and ideas and come to new understandings

Key Concepts Connection, Perspective, Function

Related Concepts Movement, Change, Emotions

Lines of Inquiry

- P.E. Communication through play
- Visual Arts Imaginative use of materials
- The role of toys in play
- Scientific discovery through play
- Discovering God's image in us

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Programme of Inquiry —Year Foundation

**HOW THE
WORLD
WORKS**

Central Idea

Plants sustain life on Earth and we play a role in their lives

Key Concepts Change, Responsibility, Function, Form

Related concepts Interdependence Physical Environment Growth cycle

Lines of Inquiry

- Taking responsibility to care for plants as they grow
- Changes that occur through the plant growth
- Purposes and uses of plant parts
- Indigenous people's use of plants

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Programme of Inquiry —Year Foundation

**SHARING
THE
PLANET**

Central Idea

Living things depend on each other and the environment to survive

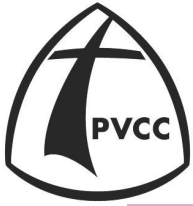
Key Concepts Reflection, Form, Responsibility

Related Concepts Interdependence Growth sustainability

Lines of Inquiry

- The needs of living things
- Developmental stages of living things
- Our responsibility for living things
- Discovering our role in caring for God's creation

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Programme of Inquiry Year 1 /2 Even Year



HOW WE ORGANISE OURSELVES

ICT influences the way people connect and operate in a community

Term 1
Week 6-Term 2 week 2

WHO WE ARE

Our actions are improved when risks are identified and managed responsibly

Term 1
Week 1-5

WHERE WE ARE IN PLACE AND TIME

Technological development has changed people's lives

Term 2 week 11-Term 3 week 4

HOW WE EXPRESS OURSELVES

People use different forms of expression to convey their ideas and feelings

Term 3 week 4-8

HOW THE WORLD WORKS

Knowledge of the impact of forces on materials help us invent and create

Term 2 Week 3-7

SHARING THE PLANET

An ecosystem is made up of many connected factors

Term 3 week 9-Term 4 Week 7

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Programme of Inquiry —Year 1 / 2 Even

**HOW WE
ORGANISE
OURSELVES**

Central Idea

ICT influences the way people connect and operate in a community

Key Concepts Connection, Causation

Responsibility

Related concepts Roles, rights & responsibilities

Lines of Inquiry

- The ways people communicate and interact through ICT
- The consequences associated with the use of ICT
- Responsibility associated with the use of ICT

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Programme of Inquiry —Year 1 / 2 Even Year

**WHO
WE
ARE**

Central Idea

Our actions are improved when risks are identified and managed responsibly

Key Concepts Connection, Function, Responsibility

Related Concepts Safety eSmart

Lines of Inquiry

- Risk taking and what it means
- Assessing and managing risks (guidelines and practises)
- The connection of rights and responsibilities
- P.E. Line of Inquiry Equipment and games
- Knowing God's grace

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Programme of Inquiry —Year 1 / 2 Even

**WHERE
WE ARE
IN
PLACE
AND
TIME**

Central idea

Technological development has changed people's lives

Key Concepts Change, Reflection

Lines of Inquiry

- How music technology has changed people's lives
- All communities, including the most recent, have a history to tell
- Artefacts remind us of the past
- Primary resources used to gather data
- Toys and games and their changes over time

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Programme of Inquiry —Year 1 / 2 Even

**HOW THE
WORLD
WORKS**

Central Idea

Knowledge of the impact of forces on materials help us invent and create

Key Concepts Function, Change, Reflection

Related concepts push, pull, friction, buoyancy, gravity, magnetism

Lines of Inquiry

- Use of forces and in everyday life
- Discovery of various forces
- How understanding forces have contributed to inventions
- God's creativity through science

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Programme of Inquiry —Year 1 /2 Even

**HOW WE
EXPRESS
OURSELVES**

Central Idea

People use different forms of expression to convey their ideas and feelings

Key Concepts Reflection, Function, Form

Lines of Inquiry

- The ways people express their ideas and feelings
- Visual Arts: The ways we can use Art to convey feelings
- How we use music to convey feelings and ideas
- Verbal and non verbal expression of feelings
- How the French language expresses feelings
- Exploration of the ways we can express our love for God

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Programme of Inquiry —Year 1 /2 Even

SHARING THE PLANET

Central Idea

An ecosystem is made up of many connected factors

Key Concepts Form, Connection, Function

Related Concepts sustainability, vertebrates and invertebrates, interdependence

Lines of Inquiry

- Local ecosystems (the school grounds) and components of it
- Living and non living things in an ecosystem
- Invertebrates and vertebrates in the ecosystem
- The ways ecosystems contribute to a balanced environment
- Food web of the garden
- How we can care for God's creation

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Programme of Inquiry Year 3 / 4



HOW WE ORGANISE OURSELVES

Cities
Communities,
towns and
countries
have systems
which help
people within
them

Term 1 W6-
Term 2 W5

WHO WE ARE

Events in
history shape
the way we are
today

Term 4 W 1-7

WHERE WE ARE IN PLACE AND TIME

Understanding
ourselves,
others and
group dynamics
contributes to
success

Term 1
W 1-5

HOW WE EXPRESS OURSELVES

An appreciation
of design can
be expressed in
various ways

Term 3 W1-5

HOW THE WORLD WORKS

Earth's
relationship
within the
solar system
causes
observable
changes

Term 3 W 6-9

SHARING THE PLANET

In times of
great need
local and
international
organisations
provide
assistance

Term 2
W 6-11

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Programme of Inquiry —Year 3 / 4 Even

**HOW WE
ORGANISE
OURSELVES**

Central Idea

Cities, communities, towns and countries have systems, which help the people within them.

Key Concepts Form, Connection, Perspective

Related Concepts Systems, Community, Interdependence

Lines of Inquiry

- The different systems within our community
- How systems work together to provide for the needs of a community
- The different perspectives when planning systems for a community
- An inquiry into what it means to be part of God's community

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Programme of Inquiry —Year 3 / 4 Even

**WHO
WE
ARE**

Central idea

Understanding ourselves, others and group dynamics contributes to success

Key Concepts Reflection, Responsibility, Causation

Related Concepts Solving problems, conflict and reconciliation, identity, relationships

Lines of Inquiry

- Strengths, achievements and how these contribute to personal identities
- How success, challenge and failure strengthen identities
- How the actions of group members impact others in the group
- Identity in God

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Programme of Inquiry —Year 3 / 4 Even

**WHERE
WE ARE
IN
PLACE
AND
TIME**

Central Idea

Events in history shape the way we are today

Key Concepts Change, Perspective, Causation

Related concepts interactions, beliefs & values

Lines of Inquiry

- The importance of country and place to aboriginal peoples who belong to a local area (Melbourne)
- The geography of aboriginal people
- The nature of contact between indigenous people and the new arrivals
- Colonisation and arrival of the British

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Programme of Inquiry —Year 3 / 4 EVEN

**HOW WE
EXPRESS
OURSELVES**

Central Idea

An appreciation of design can be expressed in various ways

Key Concepts Function, Form , Causation

Lines of inquiry

- Role of people in design and technologies occupations
- Art and music: Investigating the process of a design
- Generate, develop, and communicate design ideas and decisions using appropriate technical terms and graphical representation techniques
- Discovering God's designs

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Programme of Inquiry —Year 3 / 4 EVEN

**HOW THE
WORLD
WORKS**

Central Idea

Earth's relationship within the solar system causes observable changes.

Key Concepts Function, Connection, Reflection

Related Concepts Space, Exploration, Systems

Lines of Inquiry

- Observable patterns on Earth (predictable physical cycles, times, tides)
- The interconnectedness between Earth and other celestial bodies
- Why the universe is explored
- Theories of the origins of Earth, sun and moon

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Programme of Inquiry —Year 3 / 4 EVEN

SHARING THE PLANET

Central Idea

In times of great need local and international organisations provide assistance

Key Concepts Form, Responsibility, Connection

Lines of Inquiry

- Times of great need
- Assistance that local and international organisations provide
- How resolutions are achieved through local and international cooperation
- An inquiry into God's example of generosity

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Programme of Inquiry Year 5



HOW WE ORGANISE OURSELVES

Citizens have the opportunity to influence government decision making

Term 2 W5-11

WHO WE ARE

Understanding significant historical events allows a nation to reflect upon its evolving identity

Term 3 W 1-5

WHERE WE ARE IN PLACE AND TIME

The structure of the Earth is in a perpetual state of change and has implications for life.

Term 1 W 1-5

HOW WE EXPRESS OURSELVES

The Arts have enabled people to communicate their ideas and beliefs throughout history

Term Two weeks 1-6

HOW THE WORLD WORKS

Our bodies are made up of many systems, each having an important function

Term 4 W 3-7

SHARING THE PLANET

Well informed choices lead to responsible management of the environment

Term 2 W6-11

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Programme of Inquiry —Year Five

**HOW WE
ORGANISE
OURSELVES**

Central idea

Citizens have the opportunity to influence government decision making

Key Concepts Function, Form, Change

Related concepts Civic and Citizenship, Government systems

Lines of Inquiry

- The structure and function of government
- The way citizens can create change
- An inquiry into God's characteristics of leadership

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Programme of Inquiry —Year 5

**WHO
WE
ARE**

Central Idea

Our bodies are made up of many systems, each having an important function

Key Concepts Form, Function, Connection
Causation

Related concepts Body systems

Lines of Inquiry

- Systems in our body and how they work together to support each other
- Keeping our body systems in good order
- An inquiry into what it means to worship God with the way we use our bodies

A learning community with the creative and responsive mind and spirit of Christ

Programme of Inquiry —Year 5

**WHERE WE ARE
IN PLACE AND
TIME**

Central Idea

Understanding significant historical events allows a nation to reflect upon its evolving identity

Key Concepts Form, Perspective, Causation

Related concepts Significant contributions and events

Lines of Inquiry

- The significant events that have shaped a nation (colonials, squatters, depression, World Wars 1 and 2, Gold, Federation,)
- How historical events can be viewed from different perspectives

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Programme of Inquiry —Year 5

**HOW WE
EXPRESS
OURSELVES**

SPECIALISTS UNIT OF INQUIRY

Central Idea

The Arts have enabled people to communicate their ideas and beliefs throughout history

Key Concepts Connection, Change, Perspective

Lines of Inquiry

- Purposes of the Arts
- A timeline of Arts
- Diversity of practise
- Reactions and response to the Arts
- PE Inquiry Working cooperatively and creatively to make a game for the community
- An inquiry into Arts and their connection to our spirituality

A learning community with the creative and responsive mind and spirit of Christ

Programme of Inquiry —Year 5

**HOW THE
WORLD
WORKS**

Central Idea

The structure of the Earth is in a perpetual state of change and has implications for life.

Key Concepts Form, Causation, Connection

Lines of Inquiry

- Composition of the Earth and its atmosphere
- Reasons for moving and changing on earth
- How these changes and movements impact individuals and communities

A learning community with the creative and responsive mind and spirit of Christ

Programme of Inquiry —Year 5

**SHARING
THE
PLANET**

Central idea

Well informed choices lead to responsible management of the environment

Key Concepts Causation, Change, Responsibility

Related Concepts Sustainability
Interdependence

Lines of Inquiry

- Needs and wants and their impact on the environment
- Global waste management and its significance
- Properties of waste
- Reducing our global footprint
- Our choices and actions can have both positive and negative impacts on the world

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Programme of Inquiry Year 6



HOW WE ORGANISE OURSELVES EXHIBITION

Supply and demand of goods and services is dependent on a range of factors.

Term 4

WHO WE ARE

Perception of self can affect mental health and physical well being

Term 1 week 1-6

WHERE WE ARE IN PLACE AND TIME

People migrate for a variety of reasons and migration has various effects on communities

Term 1 W 5-
Term 2 W

HOW WE EXPRESS OURSELVES

People have expressed themselves through contributions to community

Term 2 W 3-8

HOW THE WORLD WORKS

Understanding energy sustainability provides opportunities to improve quality of life

Term 2 W 9-
Term 3 W 3

SHARING THE PLANET

Humans create tools and strategies to make peace and coexistence sustainable in a diverse society

Term 3 W 4-9

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Programme of Inquiry —Year Six

**HOW WE
ORGANISE
OURSELVES**

EXHIBITION UNIT

Central Idea

Supply and demand of goods and services is dependent on a range of factors.

Key Concepts Exhibition year - Form, Function, Causation, Change, Connection, Perspective, Responsibility, Reflection

Lines of Inquiry

- Causes of supply and demand
- Supply and demand are connected
- Profit and not for profit companies
- Factors that affect a business
- An inquiry into a Christian response to and the responsibility that making money allows

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Programme of Inquiry —Year Six

**WHO
WE
ARE**

Central Idea

Perception of self can affect mental health and physical well being

Key Concepts Perspective, Reflection, Form

Related concepts Mindfulness, advertising, influence resilience

Lines of Inquiry

- Influences contributing to sense of self
- Body changes, health and body image
- Importance of self esteem and self talk
- The purpose of our lives
- PE Resilience and mindfulness
- Our identity in Christ

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Programme of Inquiry —Year Six

**WHERE
WE ARE
IN
PLACE
AND
TIME**

Central Idea

People migrate for a variety of reasons and migration has various effects on communities

Key Concepts Causation, Change, Form

Related Concepts Migration

Lines of Inquiry

- The reasons people choose to migrate
- The effects of migration (personal and environmental)
- Stories of people who have migrated to Australia since federation
- Changes in migration patterns throughout history
- Migration - A journey through the Bible and our response to the 'stranger'

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Programme of Inquiry —Year Six

**HOW WE
EXPRESS
OURSELVES**

Central Idea

People have expressed themselves through contributions to community

Key Concepts Connection, Change, Responsibility, Reflection

Lines of Inquiry

- How individuals express themselves and their ideas to connect with others
- How these expressions have changed lives
- The actions that stem from this expression and the implications this has on the broader community
- The contribution of Christians in serving community

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Programme of Inquiry —Year Six

**HOW THE
WORLD
WORKS**

Central idea

Understanding energy sustainability provides opportunities to improve quality of life

Key Concepts Function, Form, Change, Reflection

Related concepts Properties, transformation & responsibility

Lines of Inquiry

- Forms of energy
- Sustainable production
- Improving quality of life
- Use of scientific technology to benefit society

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Programme of Inquiry —Year 6

**SHARING
THE
PLANET**

Central idea

Humans create tools and strategies to make peace and coexistence sustainable in a diverse society

Key Concepts Perspective, Reflection, Responsibility

Related concepts Political conflict, resolution & peace

Lines of Inquiry

- Benefits and challenges of living in a diverse world
- Historical roots and contemporary cause of conflict between people and nations
- The impact of the tools and strategies used to promote peace and resolve conflict around the world
- Ways we can show social justice

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Programme of Inquiry Year 1 /2 ODD YEAR



HOW WE ORGANISE OURSELVES EXHIBITION

Products go through a variety of processes before they reach consumers

WHO WE ARE

Families around the world can be defined by roles, responsibilities and relationships

WHERE WE ARE IN PLACE AND TIME

Cultural traditions help unify people

HOW WE EXPRESS OURSELVES

By exploring the elements of light, sound and materials people can create new forms of expression.

HOW THE WORLD WORKS

Exploring observable patterns leads to new understandings about the world

SHARING THE PLANET

People can make choices to support the sustainability of the Earth's resources.

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Programme of Inquiry —Year 1 /2 Odd

**HOW WE
ORGANISE
OURSELVES**

Central Idea

Products go through a variety of processes before they reach consumers

Key Concepts Causation, Function, Change

Related Concepts

Change Material and matter chemical physical change

Lines of Inquiry

- Change as part of the physical world that changes form one state to another
- The process components of production, distribution consumption
- Resources and the environment

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Programme of Inquiry —Year 1 / 2 Odd

**WHO
WE
ARE**

Central Idea

Families around the world can be defined by roles, responsibilities and relationships.

Key Concepts Function, Form, Connection

Related concepts Relationships, traditions & roles

Lines of Inquiry

- The purpose of family
- Roles and responsibilities within families
- Similarities and differences within families
- An inquiry into being part of God's family

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Programme of Inquiry —Year 1 /2 Odd

**WHERE
WE ARE
IN
PLACE
AND
TIME**

Central idea

Cultural traditions help unify people

Key Concepts Form, Function, Connection

Related concepts Diversity, culture & tradition

Lines of Inquiry

- Aspects of culture
- The diversity of cultural traditions
- Reasons behind cultural traditions
- PE Ways games and sport brings communities together
- Music culture traditions
- Religious cultural traditions

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Programme of Inquiry —Year 1 / 2 Odd

**HOW WE
EXPRESS
OURSELVES**

Central Idea

By exploring the elements of light, sound and materials people can create new forms of expression.

Key Concepts Form, Causation, Reflection

Related concepts forms of energy, properties, change of state

Lines of Inquiry

- Forms of expression (Art Inquiry)
- How light, sound and materials can be manipulated
- The artistic use of light, sound and materials

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Programme of Inquiry —Year 1 / 2 Odd

**HOW THE
WORLD
WORKS**

Central Idea

Exploring observable patterns leads to new understandings about the world

Key Concepts Function, Connection, Change

Related Concepts seasons systems life cycles weather

Lines of Inquiry

- Ways to predict, measure and explain observable changes in the world around us
- Life cycles of living things
- Patterns of weather
- Understanding patterns and cycles enable planning

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Programme of Inquiry —Year 1 / 2 Odd

SHARING THE PLANET

Central Idea

People can make choices to support the sustainability of the Earth's resources.

Key Concepts Form, Perspective, Responsibility

Related concepts Sustainability resources & interdependence

Lines of Inquiry

- Earth's infinite and finite resources
- How human use of resources impacts the Earth
- How our actions affect access to resources
- Christians are commanded to be stewards of the Earth, an inquiry into what this means.

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Programme of Inquiry Year 3 / 4 Odd



HOW WE ORGANISE OURSELVES EXHIBITION

Media can be a powerful tool that influences perception and determines choices

WHO WE ARE

Making informed choices enables us to have a balanced lifestyle

WHERE WE ARE IN PLACE AND TIME

Circumstances and opportunities influence people's journeys and experiences

HOW WE EXPRESS OURSELVES

Exhibitions and performances aim to encourage an audience and invite a response

HOW THE WORLD WORKS

Biodiversity relies on maintaining the interdependent balance of organisms within ecosystems

SHARING THE PLANET

Human intervention and habitat changes can threaten animal survival

A learning community with the creative and responsive mind and spirit of Christ

Programme of Inquiry —Year 3 / 4 Odd

**HOW WE
ORGANISE
OURSELVES**

Central idea

Media can be a powerful tool that influences perception and determines choices.

Key Concepts Reflection, Form, Perspective, Function

Related concepts media

Lines of Inquiry

- The different methods of advertising
- How people are persuaded to consume
- The purposes of advertising

A learning community with the creative and responsive mind and spirit of Christ

Programme of Inquiry —Year 3 / 4 Odd

**WHO
WE
ARE**

Central idea

Making informed choices enables us to have a balanced lifestyle

Key Concepts Function, Causation, Reflection

Related concepts Chemical and physical changes forms of energy health

Lines of Inquiry

- Strategies that promote health, safety and wellbeing
- Impact of healthy eating and exercise choices
- Scientific properties of what we eat and drink
- How to maintain balance between physical, social, emotional and spiritual elements

A learning community with the creative and responsive mind and spirit of Christ

Programme of Inquiry —Year 3 / 4 Odd

**WHERE
WE ARE
IN
PLACE
AND
TIME**

Central Idea

Circumstances and opportunities influence people's journeys and experiences

Key Concepts Causation, Change

Related concepts Mapping, exploration

Lines of Inquiry

- Purposes of exploration and journeys
- Maps changes over time
- Causes of exploration
- Timelines
- Personal inquiry into an explorer

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Programme of Inquiry —Year 3 / 4 Odd

**HOW WE
EXPRESS
OURSELVES**

Central Idea

Exhibitions and performances aim to encourage an audience and invite a response

Key Concepts Function, Reflection, Responsibility

Lines of Inquiry

- Different kinds of performances and exhibitions
- How performances are developed
- How performances and exhibitions can be improved
- Sharing a performance with a live audience

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Programme of Inquiry —Year 3 / 4 Odd

**HOW THE
WORLD
WORKS**

Central Idea

Biodiversity relies on maintaining the interdependent balance of organisms within ecosystems

Concepts Connection, Form, Function

Related Concepts Biodiversity

Lines of Inquiry

- Ecosystems, biomes and environments around the world
- Ways in which organisms are interconnected in nature
- How human interaction within ecosystems can affect the balance

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Programme of Inquiry —Year 3 / 4

SHARING THE PLANET

Central Idea

Human Intervention and habitat changes can threaten animal survival

Key Concepts Responsibility, Function, Causation

Related Concepts Sustainability, balance & habitat

Lines of Inquiry

- The interconnections between animals and their food in a habitat
- The role of vegetation in providing habitats for animals
- Appreciation of our responsibility to protect environments that provide habitats for animals

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