

**Programme of inquiry Year Six** Over the course of a year, each grade level completes six units of Inquiry.

As far as possible all subject area connect with the Programme of Inquiry.

<p>Term 1</p> <p><b>Transdisciplinary Theme:</b> Where we are in place and time</p> <p><b>Central Idea</b></p> <p>People migrate for a variety of reasons and make significant contributions which impact their new country.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>◆ There are a number of phases people go through in the migration process.</li> <li>◆ Migration occurs as a result of need or choice.</li> <li>◆ Australia's response/attitude to migration both legal &amp; illegal.</li> <li>◆ How Australia has been impacted as a result of migration.</li> </ul> <p><b>Concepts:</b> Causation, Connection, Perspective</p>	<p>Term 2</p> <p><b>Transdisciplinary Theme:</b> Who we are</p> <p><b>Central Idea</b></p> <p>Perception of self can affect mental health and physical wellbeing.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>◆ Influences that contribute to our sense of self</li> <li>◆ The choices we make can make a difference to our health</li> <li>◆ Correlation between body image and self esteem</li> <li>◆ Self esteem and its contribution to ones quality of life</li> <li>◆ Influences on self esteem</li> <li>◆ Resilience and its relation to culture and family</li> <li>◆ Media and its manipulation of our personal held self beliefs</li> </ul> <p><b>Concepts:</b> Change, Perspective, Connection</p>
<p>Term 2</p> <p><b>Transdisciplinary Theme:</b> How the world works</p> <p><b>Central Idea</b></p> <p>The structure of the earth is in a perpetual state of change and has implications for life.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ The composition of the earth, including atmosphere</li> <li>◆ The impact of changing structures to life</li> <li>◆ The earth is in a constant state of change</li> </ul> <p><b>Concepts :</b> Change, Causation, Form</p>	<p>Term 2</p> <p><b>Transdisciplinary Theme:</b> How we express ourselves</p> <p><b>Central Idea</b></p> <p>People have expressed their ideas through contributions to community.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ Individuals belong to multiple communities</li> <li>◆ Individual express themselves and their ideas in various ways</li> <li>◆ Ones actions can have direct implications on the broader community</li> </ul> <p><b>Concepts:</b> Inquirers, Reflective</p>
<p>Term 3</p> <p><b>Transdisciplinary Theme:</b> Sharing the planet 2016 Exhibition theme</p> <p><b>Central Idea</b></p> <p>Together we can make a difference .....</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ developed by the students</li> </ul> <p><b>Concepts:</b></p> <p>All concepts used</p>	<p>Term 4</p> <p><b>Transdisciplinary Theme:</b> How we organise ourselves</p> <p><b>Central Idea</b></p> <p>A range of factors determine the design and development of cities.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ The geographical locations used</li> <li>◆ The needs of the community</li> <li>◆ The changes in needs over time</li> </ul> <p><b>Concepts:</b> Causation, Change, Reflection</p>

**Programme of inquiry Year Five** Over the course of a year, each grade level completes six units of inquiry.

As far as possible all subject area connect with the Programme of Inquiry.

<p>Term 1</p> <p><b>Transdisciplinary Theme:</b> How the world works</p> <p><b>Central Idea</b></p> <p>Energy is transferrable and its form can change.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ There are many different types of energy</li> <li>◆ Energy is detected by evidence of its effects</li> <li>◆ Energy may be transformed to do work</li> </ul> <p><b>Concepts:</b> Function, Change</p>	<p>Term 2</p> <p><b>Transdisciplinary Theme:</b> How we express ourselves</p> <p><b>Central Idea</b></p> <p>People express themselves creatively for different purposes in a variety of ways.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ People use a variety of ways to express themselves</li> <li>◆ Comparisons between Asian, Australian and indigenous cultures</li> <li>◆ Peoples values and beliefs vary within communities</li> </ul> <p><b>Concepts:</b> Perspective, Change</p>
<p>Term 2</p> <p><b>Transdisciplinary Theme</b> Sharing the planet</p> <p><b>Central Idea</b></p> <p>Individuals can make a difference by reducing their global footprint.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ Global footprints are not the same for everyone</li> <li>◆ Lifestyle choices can alter the balance of the natural environment</li> <li>◆ Humans are part of a global ecosystem</li> </ul> <p><b>Concepts:</b> Connection, Change, Responsibility</p>	<p>Term 3</p> <p><b>Transdisciplinary Theme:</b> Where we are in place and time</p> <p><b>Central Idea</b></p> <p>Countries are shaped by historical events.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ Different groups of people had different perspectives</li> <li>◆ The significance of the gold rush and the Eureka Stockade in shaping the colony</li> </ul> <p><b>Concepts:</b> Causation, Perspective</p>
<p>Term 3</p> <p><b>Transdisciplinary Theme:</b> Who we are</p> <p><b>Central Idea</b></p> <p>Perception of self can affect mental health and physical state.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ Influences that contribute to our sense of self</li> <li>◆ Humans experience body changes at different life stages</li> <li>◆ The choices we make can make a difference to our health</li> <li>◆ We need to identify what makes us feel good</li> <li>◆ The ways we can discover God’s purpose for our lives.</li> </ul> <p><b>Concepts:</b> Change, Perspective, Connection</p>	<p>Term 4</p> <p><b>Transdisciplinary Theme:</b> How we organise ourselves</p> <p><b>Central Idea</b></p> <p>Government systems and decisions can promote or deny equal opportunities and social justice.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ Levels of government in our country and their function</li> <li>◆ How laws are made</li> <li>◆ How governments are formed in our country</li> <li>◆ Other systems of government and how they compare with the Australian system. (French teacher to address part of this Line of inquiry )</li> </ul> <p><b>Concepts:</b> Function, Responsibility</p>

**Programme of inquiry Year Four** Over the course of a year, each grade level completes six units of inquiry.

As far as possible all subject area connect with the Programme of Inquiry.

<p>Term 1</p> <p><b>Transdisciplinary Theme:</b> How the world works</p> <p><b>Central Idea</b></p> <p>Plants have distinguishing features and require specific conditions to ensure a healthy life-cycle.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ Plants have distinguishing features for particular reasons.</li> <li>◆ Living things require particular conditions in order to maintain healthy growth &amp; development.</li> <li>◆ Plants have lifecycles</li> <li>◆ Investigations help us to understand how altered conditions affect plant growth</li> <li>◆ Plants adapt to their surroundings.</li> </ul> <p><b>Concepts:</b> Form, Change</p>	<p>Term 2</p> <p><b>Transdisciplinary Theme:</b> Who we are</p> <p><b>Central idea</b></p> <p>Lifestyle choices contribute to health and well-being.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ Good health requires a balance between physical, social, emotional and spiritual elements</li> <li>◆ well informed choices promote good health</li> <li>◆ Our health and well being is affected by outside influences (advertising, where we live, socio-economic background, family , cultural background, country, dietary traditions)</li> </ul> <p><b>Concepts:</b> Causation, Perspective, Function</p>
<p>Term 2 &amp; 3</p> <p><b>Transdisciplinary Theme:</b> Sharing the planet</p> <p><b>Central Idea</b></p> <p>Waste management is a global concern.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ There is interaction between humans and their environment..</li> <li>◆ Exploration of recycling, reusing and reducing</li> <li>◆ Investigation into global waste management and its significance in regards to global warming</li> <li>◆ Properties of waste and their consequences</li> </ul> <p><b>Concepts:</b> Causation, Responsibility</p>	<p>Term 3</p> <p><b>Transdisciplinary Theme:</b> How we organise ourselves</p> <p><b>Central Idea</b></p> <p>The economy is driven by the availability of goods and services that vary from country to country.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ There is a difference between needs and wants.</li> <li>◆ We play a role as a consumer of goods and services.</li> <li>◆ Types of resources</li> <li>◆ Supply and demand</li> <li>◆ Cost of living and global variances</li> <li>◆ There are many influences that determine our consumption of goods and services.</li> </ul> <p><b>Concepts:</b> Causation, Responsibility, Connection</p>
<p>Term 3</p> <p><b>Transdisciplinary Theme:</b> How we express ourselves</p> <p><b>Central Idea</b></p> <p>Story tellers may use different techniques to engage their audience and convey meaning.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ People have always told stories., and serves many purposes</li> <li>◆ There are many different evolving forms that story-telling can take (e.g. technology)</li> <li>◆ Different story telling methods have specific elements and require different skills.</li> <li>◆ The story tellers have different roles and perspectives in the story telling process.</li> </ul> <p><b>Concepts:</b> Reflection, Perspective, Form</p>	<p>Term 4</p> <p><b>Transdisciplinary Theme:</b> Where we are in place and time</p> <p><b>Central Idea</b></p> <p>Exploring gives us a greater understanding of our world and can lead to change.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ Purposes for exploration</li> <li>◆ Maps change over time</li> <li>◆ People explore for a variety of reasons</li> <li>◆ People's perspective of exploration</li> <li>◆ The missionary journeys of Paul</li> </ul> <p><b>Concepts:</b> Causation, Connection, Perspective</p>

**Programme of inquiry Year Two / Three** Over the course of a year, each grade level completes six units of inquiry.

As far as possible all subject area connect with the Programme of Inquiry.

<p>Term 1</p> <p><b>Transdisciplinary Theme:</b> Who we are</p> <p><b>Central Idea</b></p> <p>There are strategies people use to work together harmoniously and productively.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ The benefits and challenges of diversity of opinion and learning styles.</li> <li>◆ Strategies people use to resolve problems and achieve goals (includes P.E. teacher )</li> <li>◆ The individual and collective rights and responsibilities people have.</li> <li>◆ God's plan for harmonious living</li> </ul> <p><b>Concepts:</b> Perspective, Responsibility</p>	<p>Term 1 &amp; 2</p> <p><b>Transdisciplinary Theme:</b> How we express ourselves</p> <p><b>Central Idea</b></p> <p>Illustrators use their creativity and expertise through different media skills and techniques, to express the author's intentions</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ The role of the illustrator is to express the author's intention</li> <li>◆ The illustrator needs to connect with the audience</li> <li>◆ Varied media is used to convey the author's intent</li> <li>◆ A piece of artwork requires thought, planning, effort, thinking and revision</li> </ul> <p><b>Concepts:</b> Form, Connection</p>
<p>Term 2</p> <p><b>Transdisciplinary Theme:</b> Where we are in place and time</p> <p><b>Central Idea</b></p> <p>Events in our history have shaped the way we are today</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area (Melbourne)</li> <li>◆ 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, celebrations, entertainment, religion, daily life</li> <li>◆ The introduction of people of diverse backgrounds play a part in the development of a community.</li> </ul> <p><b>Concepts:</b> Change, Causation</p>	<p>Term 3</p> <p><b>Transdisciplinary Theme:</b> How the world works</p> <p><b>Central Idea</b></p> <p>Cycles on earth are connected to its position and movement in space</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ The relative movement of the earth, sun and moon connects to our measurements of time.</li> <li>◆ The relative movement between the earth, moon and sun create predictable physical cycles.</li> <li>◆ Physical cycles affect our everyday lives.</li> <li>◆ The concept of darkness and light from a Christian perspective</li> </ul> <p><b>Concepts:</b> Function, Causation</p>
<p>Term 3</p> <p><b>Transdisciplinary Theme:</b> How we organise ourselves</p> <p><b>Central Idea</b></p> <p>We use different forms of communication to connect with others and function within a community.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ We communicate in different ways</li> <li>◆ We communicate for different purposes</li> <li>◆ The effectiveness of different forms of communication</li> <li>◆ Cross cultural communication</li> <li>◆ Communication between God and man</li> </ul> <p><b>Concepts:</b> Connection, Form, Function</p>	<p>Term 4</p> <p><b>Transdisciplinary Theme:</b> Sharing the planet</p> <p><b>Central Idea</b></p> <p>Human intervention and habitat changes can threaten animal survival.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ How habitats meet animal needs</li> <li>◆ Balanced ecosystems meet animal needs</li> <li>◆ Rights and responsibilities in sharing resources</li> <li>◆ Factors that lead to habitat change</li> <li>◆ How changes to habitat threaten survival</li> </ul> <p><b>Concepts:</b> Causation, Connection, Responsibility</p>

**Programme of inquiry Year One** Over the course of a year, each grade level completes six units of inquiry.

As far as possible all subject area connect with the Programme of Inquiry.

<p>Term 1</p> <p><b>Transdisciplinary Theme:</b> Who we are</p> <p><b>Central Idea</b></p> <p>People belong to families that are unique.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ eSmart smart schools friendship tree</li> <li>◆ The purpose of family</li> <li>◆ Roles and responsibilities within family</li> <li>◆ How circumstances affect a child's role in the family</li> <li>◆ Comparing and contrasting families around the world</li> </ul> <p><b>Concepts:</b> Form, Function, Responsibility</p>	<p>Term 1 &amp; 2</p> <p><b>Transdisciplinary Theme:</b> Sharing the planet</p> <p><b>Central Idea</b></p> <p>Invertebrates live in and are an important part of our environment.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ Invertebrates are a vital part of life</li> <li>◆ Impact on invertebrate communities has an effect on humans</li> <li>◆ The ways invertebrates contribute to a balanced environment</li> </ul> <p><b>Concepts:</b> Connection, Change, Reflection</p>
<p>Term 2</p> <p><b>Transdisciplinary Theme:</b> How the world works</p> <p><b>Central Idea</b></p> <p>Light and sound help us experience our world</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ The sources of light and sound</li> <li>◆ The properties of light and sound</li> <li>◆ The manipulation of light and sound</li> <li>◆ Light and darkness from a Biblical perspective</li> </ul> <p><b>Concepts:</b> Form, Function, Change</p>	<p>Term 2 &amp; 3</p> <p><b>Transdisciplinary Theme:</b> How we express ourselves</p> <p><b>Central Idea</b></p> <p>There are many reasons why people love to tell stories and they can be told in many ways.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ A traditional tale has specific features</li> <li>◆ People tell stories for a purpose. We can learn lessons about the world from stories</li> <li>◆ Stories can be told in a variety of ways</li> <li>◆ Stories from the Bible teach us ways to live our lives</li> </ul> <p><b>Concepts:</b> Form, Connection, Perspective</p>
<p>Term 3</p> <p><b>Transdisciplinary Theme:</b> How we organise ourselves</p> <p><b>Central Idea</b></p> <p>Food is produced and distributed to sustain life.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ Fruit and Vegetables are grown</li> <li>◆ Meat comes from animals</li> <li>◆ People need food to survive</li> <li>◆ Systems are used to move food</li> </ul> <p><b>Concepts:</b> Connection, Change</p>	<p>Term 4</p> <p><b>Transdisciplinary Theme:</b> Where we are in place and time</p> <p><b>Central Idea</b></p> <p>Cultural traditions help unify people.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ Culture is a people's way of living</li> <li>◆ Our world is diverse in cultural traditions.</li> <li>◆ By understanding people's traditions we are respecting others.</li> <li>◆ PE- games and sport bring communities together</li> </ul> <p><b>Concepts:</b> Connection, Function</p>

**Programme of inquiry Year Foundation** Over the course of a year, each grade level completes six units of inquiry. As far as possible all subject area connect with the Programme of Inquiry.

<p>Term 1,2,3,4</p> <p><b>Transdisciplinary Theme:</b> How we express ourselves</p> <p><b>Central Idea</b></p> <p>Symbols and actions are used to communicate.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ Written language is formed by using letters and combinations of letters to represent sounds.</li> <li>◆ We use symbols to interpret information, make decisions and solve problems.</li> <li>◆ Symbols are used in a variety of ways to represent different meanings.</li> <li>◆ We use symbols for reading, writing, mathematics, technology and music.</li> <li>◆ We can communicate through our body language.</li> <li>◆ PE Symbols around water safety</li> <li>◆ We use symbols in music to represent pitch and rhythm</li> </ul> <p><b>Concepts:</b> Form, Connection</p>	<p>Term 1</p> <p><b>Transdisciplinary Theme:</b> Who we are</p> <p><b>Central Idea</b></p> <p>Everyday I can learn about who I am and what I can do.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ There are many different procedures at school</li> <li>◆ An essential agreement helps us cooperate together</li> <li>◆ I have responsibilities for myself, my classroom, my school and others</li> </ul> <p><b>Concepts:</b> Connection, Responsibility</p>
<p>Term 2</p> <p><b>Transdisciplinary Theme:</b> How we organise ourselves</p> <p><b>Central Idea</b></p> <p>People in a community help each other in different ways.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ We are all part of a community. Connection.</li> <li>◆ For a community to function effectively, everyone must take responsibility of their role.</li> <li>◆ People with different occupations help us in different ways.</li> </ul> <p><b>Concepts:</b> Connection, Function, Responsibility</p>	<p>Term 2 &amp; 3</p> <p><b>Transdisciplinary Theme:</b> Where we are in place and time</p> <p><b>Central Idea</b></p> <p>Lifestyles change across generations.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ Progression of lifestyles is evident in our daily lives.</li> <li>◆ Lifestyle changes are evident in our personal family histories</li> <li>◆ Lifestyles change over time.</li> </ul> <p><b>Concepts:</b> Causation, Perspective, Change</p>
<p>Term 3</p> <p><b>Transdisciplinary Theme:</b> Sharing the planet</p> <p><b>Central Idea</b></p> <p>Survival of sea creatures is dependant on human choices.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ The sea produces a variety of resources and provides us with recreational opportunities.</li> <li>◆ We share the coastlines and seas with a diverse range of creatures.</li> <li>◆ People can influence the survival of sea creatures.</li> </ul> <p><b>Concepts:</b> Connection, Responsibility, Reflection</p>	<p>Term 4</p> <p><b>Transdisciplinary Theme:</b> How the world works</p> <p><b>Central Idea</b></p> <p>Matter May Change Form as a Result of Environmental influences.</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>◆ Matter is anything that takes up space</li> <li>◆ Matter may take the form of a solid, liquid or a gas</li> <li>◆ Matter may change form as a result of environmental influences</li> </ul> <p><b>Concepts:</b> Form, Change</p>