

# Aspendale Primary School- 2018 Program of Inquiry

Yr Level/TD theme	HOW WE ORGANISE OURSELVES	WHO WE ARE	SHARING THE PLANET	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME
Foundation	<p><b>Central Idea:</b> People have different roles and follow rules in a community</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* Communities have rules and routines.</li> <li>* People have responsibilities in a community.</li> <li>* There are many roles within a community</li> </ul>	<p><b>Central Idea:</b> There are many ways to care for ourselves</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Taking care of our body</li> <li>*Taking care of our mind</li> <li>*How we keep ourselves safe</li> </ul>	<p><b>Central Idea:</b> The waste we produce and what we do with it impacts our environment</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* Types of waste</li> <li>*Impact of waste on the environment</li> <li>* The steps we can take to reduce, reuse and recycle to protect the environment</li> </ul>	<p><b>Central Idea:</b> Stories are told in a variety of ways for different purposes</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*How stories are told</li> <li>*The purpose of stories</li> <li>*Stories are told all around the world</li> </ul>	<p><b>Central Idea:</b> Living things live in different places where their basic needs are met</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* The difference between a need and want</li> <li>* What living things need to survive</li> <li>* Features of different habitats</li> </ul>	<p><b>Central Idea:</b> Change is always occurring</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* Reasons for change</li> <li>* Similarities and differences between the past, present and future</li> <li>* <i>To be negotiated with students</i></li> </ul>
Year 1	<p><b>Central Idea:</b> Communities are made up people and the services they require</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>*What is a community</li> <li>*What and how do services support and help a community</li> <li>*The similarities and differences between communities</li> </ul>	<p><b>Central Idea:</b> We make choices that affect our learning and our relationships</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* The environment affects our learning</li> <li>* Relationships and friendships come in various forms</li> <li>* Our choices have consequences</li> <li>* Our feelings affect our behavior and learning</li> </ul>	<p><b>Central Idea:</b> Weather has an effect on people's lives and the environment</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>*Different types of weather</li> <li>*The weather affects people, animals and our environment (global impact)</li> <li>*Reasons for changes in the weather</li> </ul>	<p><b>Central Idea:</b> Our senses help us to observe and make sense of the world</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>* The five senses</li> <li>*The different ways in which we use our senses</li> <li>*The way our senses help us explore the world</li> </ul>	<p><b>Central Idea:</b> Once a species is extinct it can never be brought back again</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>*Species become endangered or extinct for a variety of reasons</li> <li>*Relationships between humans, animals and habitats</li> <li>*The effect of animal extinction on humans.</li> </ul>	<p><b>Central Idea:</b> People's needs for transport changes (depending on time and place)</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>*How transport has evolved/changed</li> <li>*Different uses of transport</li> <li>*Future transport</li> <li>*The way transport adapts to the needs of the community</li> </ul>
Year 2	<p><b>Central Idea:</b> The food we eat goes through many processes and journeys before it reaches our table</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Sources of food</li> <li>*Stages of production of food products</li> <li>*The roles people play in food production</li> </ul>	<p><b>Central Idea:</b> Our identity is influenced by many factors</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Identifying connections between our own and others' beliefs and values</li> <li>- Over time we change and develop physically, socially and emotionally</li> <li>- Accepting and valuing differences is essential for getting along with others</li> </ul>	<p><b>Central Idea:</b> The way we manage resources has an impact on our environment</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>*What is a resource</li> <li>*How we manage and conserve resources</li> <li>*The consequences of how we use resources</li> </ul>	<p><b>Central Idea:</b> People recognise important events through celebrations and festivals</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>*What traditions and commemorations are</li> <li>*Exploring different types of celebrations – personal, cultural, national and international</li> <li>*How and why people celebrate including the similarities and differences between various celebrations.</li> </ul>	<p><b>Central Idea:</b> Forces are at work in everything we do</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>*understanding the forces of push and pull</li> <li>*Friction from movement</li> <li>*Gravity and its impact</li> </ul>	<p><b>Central Idea:</b> History can be understood through comparing the stories and artefacts of previous generations to now (the present)</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Personal, family and community histories</li> <li>*Investigating how things have changed over time</li> <li>*the role of technology over time</li> </ul>

Year 3	<p><b>Central Idea:</b> There are similarities and differences between communities within our country</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* What is a community</li> <li>* Purpose of a community</li> <li>*How the feature of the land and climate impact on what a community has to offer</li> </ul>	<p><b>Central Idea:</b> Individuals think, feel, behave and respond in different ways</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* The brain and how it functions</li> <li>*The way thoughts and feelings influence our interactions with others</li> <li>*Strategies that help me navigate my own feelings and the feelings of others</li> </ul>	<p><b>Central Idea:</b> There are finite resources which are essential to sustaining our way of life</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Different types of resources</li> <li>*Our responsibility to conserve natural and finite resources</li> <li>*How access to resources and infrastructure impacts on life</li> </ul>	<p><b>Central Idea:</b> People use creativity to solve problems and express ideas</p> <p><b>Lines of Inquiry:</b></p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <li>*Different applications of creativity</li> <li>*How creativity can be shown through S.T.E.A.M</li> <li>*What is creativity</li> </ul>	<p><b>Central Idea:</b> Earth is part of a complex universe which humans continue to investigate</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*The variety of celestial objects which form our universe</li> <li>*The scientific principles which have forced us to question the world around us</li> <li>*How space exploration has led to our understanding of the universe</li> </ul>	<p><b>Central Idea:</b> Our country's history begins with its indigenous people</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* What it means to be indigenous</li> <li>* Connection to country and place</li> <li>* Indigenous cultures and communities exist in many places around the world</li> </ul>
Year 4	<p><b>Central Idea:</b> The process of democracy influences local government decision making</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*In Australia we operate on a democracy (democratic process).</li> <li>*Politicians are elected to service their community.</li> <li>*There are many rules, rights and laws that contribute to a functioning society</li> </ul>	<p><b>Central Idea:</b> Unique features make us who we are</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Cultural identity develops through language relationships and traditions.</li> <li>*Different cultures around the world have different traditions and beliefs</li> <li>*Respect for diversity leads to a better community</li> </ul>	<p><b>Central Idea:</b> The survival of living things is dependent on a balanced ecosystem</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Relationships exist within an ecosystem</li> <li>*The consequences of imbalance within ecosystems.</li> <li>*Our responsibility for maintaining the balance of ecosystems.</li> </ul>	<p><b>Central Idea:</b> We explore a range of possibilities and perspectives to communicate in broader ways through media</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Media is used to influence behavior of a target audience</li> <li>*We communicate in a variety of ways</li> <li>*The way an idea is communicated can manipulate our perceptions</li> </ul>	<p><b>Central Idea:</b> Materials can undergo changes and have various impacts on society and the environment</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Natural and manmade materials have a range of physical properties and behaviours</li> <li>*Materials can undergo changes</li> <li>*The properties of a material make it suitable for a particular purpose</li> </ul>	<p><b>Central Idea:</b> Exploration leads to discoveries, opportunities and new understandings</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*There are many reasons for exploration</li> <li>*Exploration has taken place over time</li> <li>*Every exploration has consequences</li> </ul>
Year 5	<p><b>Central Idea:</b> Governmental systems and decisions have an impact on people and the environment</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Government systems</li> <li>*Human rights and social justice</li> <li>*Responsibilities of governments</li> </ul>	<p><b>Central Idea:</b> Effective leadership inspires action</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>* Different leadership styles</li> <li>* Inspiring leaders</li> <li>* Me as a leader</li> </ul>	<p><b>Central Idea:</b> People and organisations can prepare for and respond to disasters in a variety of ways</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*How natural disasters occur</li> <li>* How humans respond to disasters</li> <li>* How access to resources affects people's experiences of disasters</li> </ul>	<p><b>Central Idea:</b> Throughout time the human experience has been interpreted through storytelling.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*The similarities and differences between stories</li> <li>*Why stories are reinterpreted for their audience</li> <li>*How storytelling media has changed over time</li> </ul>	<p><b>Central Idea:</b> Scientific knowledge is continually developing and has an impact on humans and the environment</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*What leads to advances in scientific knowledge and understanding</li> <li>*The role of ethics in science</li> <li>*The advantages and disadvantages of scientific developments</li> </ul>	<p><b>Central Idea:</b> Our nation's identity is shaped by its origins</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Important moments of Australia's colonial history</li> <li>*History is contested</li> <li>*The similarities and differences of the origins of nations</li> </ul>
Year 6	<p>same as Yr 5- above</p>	<p><b>Central Idea:</b> Adolescence is a time of change, challenge and for making choices</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Our behaviors and choices impact our lives and relationships .</li> <li>*We have control of our future</li> </ul>	<p>Same as Yr 5- above</p>	<p><b>Central Idea:</b> Language is a way to express and explore ideas, feelings and emotions</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*There are diverse ways for humans to communicate</li> <li>*Language and communication has changed over time.</li> <li>*Writers communicate feelings and emotions using different techniques.</li> </ul>	<p><b>Central Idea:</b> Energy is transformed, stored and used in machines</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*Forms of energy and energy transfers</li> <li>*Collection and generation of different forms of energy</li> <li>*Scientists investigate existing and potential sources of energy</li> </ul>	<p><b>Central Idea:</b> Human migration is a response to challenges and opportunities.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>*People have migrated to Australia for different reasons</li> <li>* Immigrants have had an impact on Australia</li> <li>*Australia is a multicultural society</li> </ul>