

Gold Creek School Programme of Inquiry 2020 – Primary Years Programme

Transdisciplinary Themes	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.	Where we are in place and time 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.	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.	How we organise ourselves 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.	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.
Preschool	Central idea: <i>Understanding that people are unique may help us to build relationships</i> Key concepts: form, connection, reflection Related Concepts: Lines of Inquiry: *What I am like *How relationships affect us *Roles and behaviours within relationships	Central idea: <i>Documenting personal events and experiences allows us to reflect on the history of our world</i> Key concepts: causation, reflection, change Related Concepts: history, values Lines of Inquiry: *Ways of documenting personal histories *Reflecting on past experience *How the past influences us today Cross-Curriculum Priority: Asia and Australia's engagement with Asia	Central idea: <i>People can express their imagination and emotions through a variety of mediums</i> Key concepts: reflection, function, perspective Related Concepts: creativity, imagination Lines of Inquiry: *The types of expression *How a variety of media can be used to express ideas and emotions *Appreciation of artistic expression Cross-Curriculum Priority: Aboriginal and Torres Strait Islander histories and cultures	Central idea: <i>Weather affects our lives in different ways</i> Key concepts: causation, change, form Related Concepts: cycles, pattern Lines of Inquiry: *Weather conditions and the ways in which they are monitored *The impact of weather conditions on our lives *How weather can change	Central idea: <i>People play different roles in the communities to which they belong</i> Key concepts: connection, function, responsibility Related Concepts: community, rules, interaction Lines of Inquiry: *Various communities we belong to *Roles and responsibilities of people who are part of our communities *How communities are organised	Central idea: <i>Animals and people interact in different ways in different contexts</i> Key concepts: connection, causation, responsibility Related Concepts: needs, relationships Lines of Inquiry: *The different roles animals play in people lives *The reasons why particular animals are given specific functions/roles *Our responsibility for the well-being of animals Cross-Curriculum Priority: Sustainability
Kindergarten	Central idea: <i>Family histories contribute to shaping our identity</i> Key concepts: form, reflection, connection Related Concepts: diversity, traditions Lines of Inquiry: *Diversity of families *How families influence who we become *How families share stories and traditions Cross-Curriculum Priority: Asia and Australia's engagement with Asia	Central idea: <i>Homes are special places for people all around the world.</i> Key concepts: function, change, connection, Related Concepts: needs, ownership Lines of Inquiry: *What constitutes a home *Geographical location of places *Features of special places including those of local indigenous cultures *Factors that determine where people live Cross-Curriculum Priority: Aboriginal and Torres Strait Islander histories and cultures	Central idea: <i>Traditions evoke feelings, emotions and a sense of belonging</i> Key concepts: form, perspective, reflection Related Concepts: emotions, belonging Lines of Inquiry: *How our interpretations of traditions impact our feelings. *The use of rhyme, rhythm, song and chants. *Creative features of celebrations and traditions	Central idea: <i>Energy influences our everyday lives</i> Key concept: Function, form, causation Related Concepts: technology, forces, energy Lines of Inquiry: *The use of energy in our lives *How understanding forces and energy led to the creation of toys *Factors that influence the way an object moves	Central idea: <i>Community resources go through a journey before they reach us.</i> Key concepts: function, connection, responsibility Related Concepts: process, organisation Lines of Inquiry: *Resources and systems that our community use *Transport systems *communities around the world Cross-Curriculum Priority: Sustainability	Central idea: <i>Plants sustain life on earth and play a role in our lives</i> Key concepts: responsibility, perspective, causation Related Concepts: interdependence, appreciation Lines of Inquiry: *The needs of plants *Products we derive from plants *How plants contribute to life on earth Cross-Curriculum Priority: Sustainability
Year 1	Central idea: <i>Awareness of our characteristics, abilities and interests informs our learning and development</i> Key concepts: form, perspective, change Related Concepts: growth, identity, Lines of Inquiry: *Physical, social and emotional characteristics *Similarities and differences between ourselves and others *Personal abilities and interests	Central idea: <i>Our culture and history define who we are</i> Key concepts: form, function, reflection Related Concepts: belonging, culture, time Lines of Inquiry: *Culture and traditions of Indigenous peoples *How culture and histories are communicated *Family culture and traditions that continue over time Cross-Curriculum Priority: Asia and Australia's engagement with Asia	Central idea: <i>Communication is influenced by feelings and emotions</i> Key concepts: function, connection, perspective Related Concepts: creativity, communication, expression Lines of Inquiry: *communicating and exploring our creativity *How we interpret and respond to creative expression *Feelings and emotions that images evoke	Central idea: <i>All living things go through a process of change</i> Key concepts: causation, change, connection Related Concepts: cycles, transformation, interdependence Lines of Inquiry: *Patterns of growth *How living things change over their lifetime *The interdependence of all living things Cross-Curriculum Priority: Sustainability	Central idea: <i>Communities are established to provide services and space for its people</i> Key concepts: function, connection, responsibility Related Concepts: community, access, participation, Lines of Inquiry: *Features of a community *Community needs *The need for communities to evolve Cross-Curriculum Priority: Aboriginal and Torres Strait Islander histories and cultures	Central idea: <i>People can make choices to support the sustainability of the Earth's resources</i> Key concepts: Perspective, responsibility, reflection Related Concepts: lifestyle, resources, waste Lines of Inquiry: *Earths renewable and non-renewable resources *The impact of peoples choices on the environment *The balance between meeting human needs and the use of limited resources Cross-Curriculum Priority: Sustainability
Year 2	Central idea: <i>The effective interactions between human body systems contribute to health and survival</i> Key concepts: function, connection, responsibility Related Concepts: networks, role, cause and effect Lines of Inquiry: *Body systems and how they work *How body systems are interdependent *Impact of lifestyle choices on the body	Central idea: <i>Learning about previous generations helps us to understand the relationship between the past and present</i> Key concepts: change, connection, form Related Concepts: discovery, heritage, continuity Lines of Inquiry: *Ways to find out about the past *How aspects of the past still influence us today *Why some behaviours and practices have changed or remained the same over time Cross-Curriculum Priority: Aboriginal and Torres Strait Islander histories and cultures	Central idea: <i>Stories can engage their audience and communicate meaning</i> Key concepts: connection, perspective, function Related Concepts: communication, purpose, subjectivity Lines of Inquiry: *How to construct an effective story *What stories can convey *How stories are created and shared *Feelings and emotions that stories evoke Cross-Curriculum Priority: Aboriginal and Torres Strait Islander histories and cultures	Central idea: <i>Materials behave and interact in certain ways, which determine how people use them</i> Key concepts: causation, change, form Related Concepts: experimentation, variables, supposition Lines of Inquiry: *Behaviour of materials *Changing properties of materials *Manipulation and application of materials to new purposes	Central idea: <i>People connect to other people and places around the world</i> Key concepts: form, function, connection, Related Concepts: communication, technology, heritage Lines of Inquiry: *The similarities and differences between Australia and other countries *The ways in which people connect to place *The factors that influence our connection with a place Cross-Curriculum Priority: Asia and Australia's engagement with Asia	Central idea: <i>When interacting with natural habitats, humans make choices that have an impact on other living things</i> Key concepts: change, responsibility, reflection Related Concepts: ecology, sustainability, ethics Lines of Inquiry: *Balance between rights and responsibilities when interacting with natural habitats *Human impact on natural habitats *How living things respond to changing environmental conditions Cross-Curriculum Priority: Sustainability

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Year 3	<p>Central idea: <i>Choices of role models reflect the beliefs and values of individuals and societies</i></p> <p>Key concepts: <i>causation, perspective, reflection</i></p> <p>Related Concepts: <i>networks, role, cause and effect</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *What determines our beliefs and values *How and why role models are chosen *Influences of role models on our choices and actions 	<p>Central idea: <i>Communities celebrate significant events that provide an insight into the history and values of that community</i></p> <p>Key concepts: <i>causation, perspective, responsibility</i></p> <p>Related Concepts: <i>beliefs, subjectivity, impact</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The ways in which significant events may be recognised, locally, and/or globally *Why viewpoints differ about significant events *How significant events have shaped the character of communities <p>Cross-Curriculum Priority: <i>Aboriginal and Torres Strait Islander histories and cultures</i></p>	<p>Central idea: <i>Through the arts people use different forms of expression to convey their uniqueness as human beings</i></p> <p>Key concepts: <i>function, perspective, reflection</i></p> <p>Related Concepts: <i>opinion, communication, interpretation</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The diverse ways in which people express themselves *How everyone can express their uniqueness through the arts *The role of art in culture and society <p>Cross-Curriculum Priority: <i>Aboriginal and Torres Strait Islander histories and cultures</i></p>	<p>Central idea: <i>The earth's position in space impacts upon living things</i></p> <p>Key concepts: <i>function, causation, connection</i></p> <p>Related Concepts: <i>patterns, systems, relationships</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The earth as part of a system of planets *The influence of space on Earth's natural cycles *Patterns in behaviour in living things related to the earth's natural cycles <p>Cross-Curriculum Priority: <i>Asia and Australia's engagement with Asia</i></p>	<p>Central idea: <i>Signs and symbols are part of human-made systems that facilitate local and global communication</i></p> <p>Key concepts: <i>form, function, connection</i></p> <p>Related Concepts: <i>consistency, networks, innovation</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Communicating through iconography *How visual language facilitates communication *Specialised systems of communication <p>Cross-Curriculum Priority: <i>Asia and Australia's engagement with Asia</i></p>	<p>Central idea: <i>Distribution of wealth affects communities and individuals' access to equal opportunities</i></p> <p>Key concepts: <i>responsibility, causation, reflection</i></p> <p>Related Concepts: <i>impact, poverty</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Relationship between wealth and power *The impact of distribution of wealth on communities and individuals *Equitable access to resources and opportunities <p>Cross-Curriculum Priority: <i>Sustainability</i></p>
Year 4	<p>Central idea: <i>Communities are shaped by the relationships within them</i></p> <p>Key concept: <i>form, perspective, reflection</i></p> <p>Related Concepts: <i>structure, beliefs</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Beliefs and values inform decision making *how the decisions of individuals impact communities *The effect of mental and social health on relationships 	<p>Central idea: <i>Exploration leads to discovery and develops new understanding</i></p> <p>Key concepts: <i>causation, perspective, reflection</i></p> <p>Related Concepts: <i>impact, evidence</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Reasons for exploration *How explorations have taken place over time *The consequences of exploration (positive and negative) <p>Cross-Curriculum Priority: <i>Aboriginal and Torres Strait Islander histories and cultures</i></p>	<p>Central idea: <i>People can create or manipulate messages to target specific audiences</i></p> <p>Key concepts: <i>function, perspective, reflection</i></p> <p>Related Concepts: <i>interpretation, communication</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *How images, text and music are used to influence behaviour of target audiences *Critical evaluation of messages presented in the media *How people respond to messages 	<p>Central idea: <i>Changes in the Earth and its atmosphere have an impact on the way people live their lives</i></p> <p>Key concepts: <i>causation, change, connection</i></p> <p>Related Concepts: <i>relationships, patterns, impact</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *How the different parts of the earth are interrelated *Why the earth changes and is continuing to change *Human response to the earth's changes 	<p>Central idea: <i>Many factors shape the development of cities</i></p> <p>Key concepts: <i>change, function, perspective</i></p> <p>Related Concepts:</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The essential features of a city *The function of a city *The development of cities through time (past, present and future) *Comparison between world cities (Case study: Canberra) <p>Cross-Curriculum Priority: <i>Asia and Australia's engagement with Asia</i></p>	<p>Central idea: <i>Humans use land in a variety of ways that can impact on the sustainability of natural resources</i></p> <p>Key concepts: <i>causation, change, responsibility</i></p> <p>Related Concepts: <i>consequences, initiative</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The natural resources that are part of our lives *The ways in which we use natural resources *The impact our use of natural resources has on the world *Ways of living more sustainably <p>Cross-Curriculum Priority: <i>Sustainability</i></p>
Year 5/6	<p>Central idea: <i>Changes people experience at different stages of their lives affect their evolving sense of self</i></p> <p>Key concepts: <i>function, change, responsibility</i></p> <p>Related Concepts: <i>maturity, well-being, image</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The physical, social, emotional and intellectual changes that occur throughout life *Factors that contribute to well-being during adolescence *How relationships contribute to well-being 	<p>Central idea: <i>Human migration is a response to challenges, risks and opportunities</i></p> <p>Key concepts: <i>change, connection, perspective</i></p> <p>Related Concepts: <i>population, diversity, refugees</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The reasons why people migrate *Migration throughout history *Effects of migration on communities, cultures and individuals <p>Cross-Curriculum Priority: <i>Aboriginal and Torres Strait Islander histories and cultures</i></p>	<p>Central idea: <i>Throughout history, people have interacted with each other and communicated using the arts</i></p> <p>Key concepts: <i>form connection, perspective</i></p> <p>Related Concepts: <i>aesthetics, metaphor</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *How people communicate through the arts *How artworks provide insight and information *The role of arts in different cultures, places and times *Development of art forms over time <p>Cross-Curriculum Priority: <i>Aboriginal and Torres Strait Islander histories and cultures</i></p>	<p>Central idea: <i>Energy may be converted, transformed and used to support human progress</i></p> <p>Key concepts: <i>form, causation, responsibility</i></p> <p>Related Concepts: <i>conservation, transformation</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Different forms of energy (renewable and non-renewable) *How energy is used (transformation) *Sustainable energy practices <p>Cross-Curriculum Priority: <i>Sustainability</i></p>	<p>Central idea: <i>Global economies rely on systems of production, exchange and consumption of goods and services</i></p> <p>Key concepts: <i>function, connection, responsibility</i></p> <p>Related Concepts: <i>fair trade, inequity</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *The role of supply and demand *The distribution of goods and services *The reasons for global inequity *Our responsibility as consumers <p>Cross-Curriculum Priority: <i>Asia and Australia's engagement with Asia</i></p>	<p>Central idea: <i>Reaching a resolution during periods of conflict is influenced by the actions and reactions of all involved</i></p> <p>Key concepts: <i>causation, perspective, responsibility</i></p> <p>Related Concepts: <i>peace, reconciliation, grief</i></p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> *Cause of conflict (local and global) *Human rights and equity *Strategies used to resolve conflict *Consequences of resolutions <p>Cross-Curriculum Priority: <i>Asia and Australia's engagement with Asia</i></p>

