

MWPS Programme Of Inquiry

Transdisciplinary Themes Even= green Odd= pink				
Prep Unit	Who we are	How we express ourselves	How the world works	Sharing the planet
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends and communities, and cultures; rights and responsibilities; what it means to be human.	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.	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 the environment.	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.

Transdisciplinary Themes Even= green Odd= pink						
1/2 Unit	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends and communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	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 the environment.	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.	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.
3/4 Unit	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends and communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	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 the environment.	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.	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.
5/6 Unit	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends and communities, and cultures; rights and responsibilities; what it means to be human.	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.	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.	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 the environment.	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.	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.

Skills: Thinking, Social, Communication, Self-Management, Research

Concepts

Form What is it like?	Function How does it work?	Causation Why is it like this?	Change How is it changing?
Connection How is it connected to other things?	Perspective What are the points of view?	Responsibility What is our responsibility?	Reflection How do we know?

Related Concepts

	adaptation	authority	balance	friend	governance	growth	heritage	resources	rights	scarcity	self-expression
beliefs	biodiversity	choice	citizenship	history	health	identity	independence	self-fulfillment	settlement	share	stability
chronology	classification	community	communication	influence	inspiration	interaction	interdependence	stereotype	stewardship	structure	supply and demand
competition	conflict	conservation	continuity	interpretation	invention	justice	lifestyle	sustainability	symbolism	systems	technology
context	cooperation	consequences	creativity	living	location	media	metamorphosis	time	tradition	transformation	trust
culture	cycles	development	discovery	migration	motivation	movement	networks	values	waste	wealth	well being
distribution	diversity	empathy	employment	order	organization	orientation	ownership	progress	relationships	religion	representation
energy	equality	equity	erosion	pattern	peace	perception	power	expression	family	finite	force
ethics	evolution	exploitation	exploration	prediction	prejudice	preservation	process				

A YEAR- EVEN YEARS (Big Concert Year)				
2020	Term 1 29/1 - 27/3 - 9 weeks	Term 2 14/4 - 26/6 - 11 weeks	Term 3 13/7 - 18/9 - 10 weeks	Term 4 5/10 - 18/12 - 11 weeks
Prep	<p>Who we are (1)</p> <p>Central Idea: Understanding ourselves and others helps develop our community</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> what makes us special (form) my community (function) how I get along with others (connection) <p>Concepts: Form, Function, Connection</p> <p>Learner Profile: Balanced, Risk-Taker, Caring</p> <p>ATL: Social Skills</p> <p>VC: Personal and Social Capability, Speaking and Listening, Writing, Reading</p>	<p>How we express ourselves (2)</p> <p><i>Parent teaching dance/ Art Centre excursion</i></p> <p>Central Idea: People communicate their thoughts and emotions in different ways.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> how people express themselves. (Perspective) how feelings are communicated. (Function) <p>Concepts: Function, Perspective</p> <p>Learner Profile: Communicator, Open Minded</p> <p>VC: English, Visual Art, Dance, Music</p> <p>ATL: Social, Communication</p> <p style="text-align: center;">Share and Connect Assembly and Art Show Dance Performance/ Grandparents day</p>	<p>How the world works (3)</p> <p>Central Idea: Patterns and cycles help people understand the Earth</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> weather patterns (Form) the yearly cycles of seasons. (Function) how cycles affect plants, animals and people (Change) <p>Concepts: Form, Function, Change</p> <p>Learner Profile: Inquirers, knowledgeable</p> <p>VC: Mathematics, Science, Reading, Writing, Art</p>	<p>Sharing the planet (4)</p> <p><i>Human Impact</i></p> <p>Central Idea: Our choices have an impact on animals</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Characteristics and needs of animals (form) Responsibilities towards animals (responsibility) The impact of our choices (perspective) <p>Concept: Form, Responsibility, perspective</p> <p>Learner Profile : Caring ,Reflective</p> <p>VC: Biological Science, English,</p> <p>ATL: Thinking</p>

A YEAR- EVEN YEARS (Big Concert Year)						
2020 Idea for timing	Term 1 - 9 weeks Term 2 - 11 weeks Term 3 - 10 weeks Term 4 - 11 weeks					
	Term 1 Week 3 - 7 10th Feb - 13th March	Term 1 Week 8 (8 & 9) Term 2 Week 4 17th March - 8th May	Term 2 Week 5 - 11 12th May - 26/6	Term 3 Week 1 - 6 13/7 - 21/8	Term 3 Week 6 -Week 10 18/8 - 18/9	Term 4 Week 1 - 6 5/10 - 13/11
1/2	<p>Who we are (1)</p> <p>Central Idea: Knowing yourself impacts your wellbeing and health</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> identifying individual strengths (perspective) choices I make and how they affect me (Function) strategies for physical and mental health (Responsibility) <p>Concepts: Perspective, Function, Responsibility</p> <p>Learner Profiles: Balanced, Reflective, Risk-taker</p> <p>VC: Health and Physical Dev, English, Personal and Social Capability, Critical and Creative Thinking</p> <p>Specialist: PE</p>	<p>Where we are in place and time (6)</p> <p>Central Idea: The geography of an area can change over time and affect how people live.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> natural and manmade features of different places. (connection) how and why homes and landscapes have changed. (Change) <p>Concepts: Connection, Change</p> <p>Learner Profile: Reflective, Open Minded, Knowledgeable</p> <p>VC: Geography, History, Writing, Reading, Intercultural Capability</p> <p>Meringur??</p>	<p>How we express ourselves (3)</p> <p>Central Idea: Stories entertain, inform and provoke us to communicate meaning</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> what makes a story (form) the different ways stories are connected (Connection) the different perspectives from which stories are told (Perspective) <p>Concepts: Form, Connection, Perspective</p> <p>Learner Profile: Communicator, Open-minded</p> <p>VC: History, English, Arts - Drama, Music, Visual Arts</p> <p>Specialist: Music Chinese Koori (Perri Maynard) Maddy Blair-Marshall (Uncle Peter)</p>	<p>How the world works (5)</p> <p>Central Idea: Matter can be changed in different ways.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the properties of matter (Form) how energy changes matter (Change) how we use matter in many different ways. (Connection) <p>Concepts: Form, Change Connection</p> <p>Learner Profile: Inquirer, Thinkers,</p> <p>VC: Science, Design and Technology, Writing, ICT</p>	<p>How we organise ourselves (4)</p> <p>Central Idea: Services are developed as a way of meeting the needs of community</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> services needed to support community (Causation) design and provision of services (Function) how access to services impact the people in a community (Responsibility) <p>Concepts: Causation, Function, Responsibility</p> <p>Learner Profile: Caring, Principled</p> <p>VC: Health, Design and Technology</p>	<p>Sharing the planet (2)</p> <p><i>King's Billabong, Envri Area</i></p> <p>Central Idea: Living things are unique and connected to their environment</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the features of an ecosystem. (Form) how ecosystems can change. (Change) the effects of humans on ecosystems. (Causation) <p>Concepts: Form, change, causation</p> <p>Learner Profile: Caring, Knowledgeable, Inquirer</p> <p>VC: Science, Writing, Reading Geography,</p>

<p>3/4</p>	<p>Who we are (1)</p> <p>Central Idea: ??? human body???</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • how <p>Concepts: Function, Form, Perspective</p> <p>Learner Profile: Open minded, Risk Taker, Thinker,</p> <p>VC: Critical and Creative, Personal and Social, ICT</p> <p>Specialist: Darrel</p>	<p>Where we are in place and time (3)</p> <p>Central Idea: Exploration in the past leads to discoveries, opportunities and change.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the many reasons for exploration (Change) • how every exploration has consequences (Causation) • the experiences and perspective of those involved (perspective) <p>Concepts: Change, Causation, Perspective</p> <p>Learner Profile: Inquirers, Open-Minded</p> <p>VC: History, Writing, Reading, Intercultural Capability, Geography,</p>	<p>How we express ourselves (2)</p> <p>Trans Theme: How we express ourselves</p> <p>Central Idea: Through the arts people use different forms of expression to convey their uniqueness</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • people can express themselves in diverse ways (Perspective) • everyone is unique with differing ideas, opinions and skills. (Perspective) • the role of music and drama in culture and society (Connection) <p>Concepts: Perspective, connection.</p> <p>Learner Profile: Risk-taker, communicator,</p> <p>VC: Arts, Music, Drama</p> <p style="text-align: center;">Share and Connect</p>	<p>How the world works (4)</p> <p>Central Idea: Forces can be exerted by one object on another.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • different types of forces (Form) • how forces affect the behaviour of an object. (function) • why people use scientific principles to solve problems (causation) <p>Concepts: Form, function, causation</p> <p>Learner Profile: Risk Taker, Reflective, Inquirer</p> <p>VC: Science, Writing, PE, Design and Technology</p> <p style="text-align: center;">Share and Connect</p>	<p>How we organise ourselves (6)</p> <p>Local Government</p> <p>Central Idea: Community decisions can be made through Local Government</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • features of government (form) • how community decisions are made (function) • local government roles and responsibilities (responsibility) <p>Concepts: Form, Function, Responsibility</p> <p>Learner Profile: Principled, Knowledgeable</p> <p>VC: Civics and Citizenship, Ethical Capability, English</p>	<p>Sharing the planet (5)</p> <p>Create an end product about a disaster?</p> <p>Central Idea: Natural processes and human activities can change the earth's surface over time</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • natural processes that change the landscape over time. (change) • human activities that change the landscape over time (causation) • our responsibility to care for our landscape (responsibility) <p>Concepts: Change, Causation, Responsibility</p> <p>Learner Profile: Inquirer, Thinker</p> <p>VC: Science: Earth and space , Science Inquiry Skills, English</p>
<p>5/6</p>	<p>Who we are (1)</p> <p>Trans Theme: Who we are</p> <p>Central Idea: Media influences how we see ourselves and the world around us</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the elements and techniques used in Media (Function) • the power and impact of Media (Causation) • people's response to Media (Perspective) <p>Concepts: Function, Causation, Perspective</p> <p>Learner Profile: Communicator, Balanced, Thinker</p> <p>VC: Reading, Writing, Personal and Social Capability, DT, Critical and Creative Thinking, Health</p> <p>Specialist: DT, Health*</p>	<p>Where we are in place and time (4)</p> <p>Central Idea: People's lives may change as a result of migration</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the reasons people migrate. - (causation) • the impact of migrating on the individual. - (change) • the impact of migrating on the communities involved (perspective) <p>Concepts: change, perspective, causation</p> <p>ATL (Skills): Social, Thinking, Self-Management</p> <p>Learner Profile: Caring, Open minded, Principled</p> <p>VC: Intercultural capabilities, Civics and Citizenship, English,</p> <p><i>Incurtion - Jess Lynch - Lawyer,</i></p> <p><i>Excursion -down the mall, MELC</i></p> <p style="text-align: center;">Share and Connect</p> <hr/> <p>Where we are in place and time (4)</p> <p>Archeologist incurtion</p> <p>Central Idea: Investigating the past helps us understand the present and informs the future</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Artefacts and the stories they teach us about life from the past. (Connection) • Changes that happen over time (Change) • The significant events that have changed Australia over time (Causation) <p>Concepts: Connection, Change, Causation</p> <p>Learner Profile: Inquirers, Open-Minded</p> <p>VC: History, English, Maths, Geography (concepts and skills)</p> <p style="text-align: center;">Share and Connect</p>	<p>How we express ourselves (3)</p> <p>Trans Theme: How we express ourselves</p> <p>Central Idea: We can learn more about ourselves and others by understanding traditions</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the significance of beliefs (Function) • religious and cultural aspects of life (causation) • people's response to cultural values (perspective) <p>Concepts: Connection, Causation, Perspective</p> <p>ATL (Skills): Thinking, Social</p> <p>Learner Profile: Communicator, Caring, Open-minded</p> <p>VC: English, Intercultural Capabilities, Ethics, Arts</p> <p>Specialists: Art</p> <p style="text-align: center;">Share and Connect??</p> <p style="text-align: center;">Later in the year</p>	<p>How the world works (5)</p> <p>Trans Theme: How the world works</p> <p>Central Idea: Discoveries and inventions attempt to provide solutions to issues that affect living things</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • creators and their invention journey (connection) • circumstances that lead to the development of important inventions (causation) • the impact of inventions on society (change) <p>Concepts: Connection, Causation, Change</p> <p>Learner Profile: Inquirer, Risk-taker, Reflective</p> <p>VC: Science, Design and technologies, Digital Technologies, Cross-curriculum Priorities/Sustainability??</p>	<p>How we organise ourselves (2)</p> <p>Trans Theme: How we organise ourselves</p> <p>Central Idea: Needs and wants can impact humankind and the environment</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • the influences of consumer choices (perspective) • consumerism and its impact (responsibility) • the power of individuals to enact change (change) <p>Concepts: Perspective, Responsibility, Change</p> <p>Learner Profile: Principled, Reflective</p> <p>ATL: Research skills, Thinking skills</p> <p>VC: Economics and Business, Mathematics, Ethical Capability</p> <p><i>Incurtion- Gabby Murphy (clothing)</i></p>	<p>Sharing the planet(6)??</p> <p>Trans Theme: Sharing the Planet</p> <p>Central Idea: Earth as a dynamic system, in which changes on one aspect of the system impact another</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • changes in the environment impact living things (Change) • the balance between humans and the natural world (Causation) • rights and responsibilities of humans (Responsibility) <p>Concepts: Change, Causation, Responsibility</p> <p>Learner Profile: Reflective, Knowledgeable</p> <p>VC: Science,</p> <p style="text-align: center;">-</p>

B YEAR- ODD YEARS (Little Concert Year)				
Units	Term 1 week 1- week 4	Term 2	Term 3	Term 4
Prep	<p>Who we are (1)</p> <p>Central Idea: Understanding ourselves and others helps develop our community</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> what makes us special (form) my Community (function) how I get along with others (connection) <p>Concepts: Form, Function, Connection</p> <p>Learner Profile: Balanced, Risk-Taker, Caring</p> <p>ATL: Social Skills</p> <p>VC: Personal and Social Capability, Speaking and Listening, Writing, Reading</p> <p>Specialist: PE</p>	<p>How we express ourselves (2)</p> <p><i>Parent teaching dance/ Art Centre excursion</i></p> <p>Central Idea: People communicate their thoughts and emotions in different ways.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> how people express themselves. (Perspective) how feelings are communicated. (Function) <p>Concepts: Function, Perspective</p> <p>Learner Profile: Communicator, Open Minded</p> <p>VC: English, Visual Art, Dance, Music</p> <p>Share and Connect Assembly and Art Show Dance Performance</p>	<p>How the world works (3)</p> <p>Central Idea: Patterns and cycles help people understand the Earth</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> weather patterns (causation) the yearly cycles of seasons. (Function) how cycles affect plants, animals and people (Change) <p>Concepts: Causation, Function, Change</p> <p>Learner Profile: Inquirers, Reflective</p> <p>ATL: Reflective, Thinking</p> <p>VC: Earth and Space Sciences, Mathematics, English, Art</p>	<p>Sharing the planet</p> <p>Human Impact</p> <p>Central Idea: Our choices have an impact on animals</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Characteristics and needs of animals (form) Responsibilities towards animals (responsibility) The impact of our choices (perspective) <p>Concept: Form, Responsibility, perspective</p> <p>Learner Profile : Caring ,Reflective</p> <p>VC: Biological Science, English,</p>

B YEAR- ODD YEARS (Little Concert Year)						
Units	1) ALL CHANGE!! Term 1 week 4 - Term 1 week 10	2) Term 2 week 1-provocation WK 2 - WK 6 inquiry	3) Term 2 week 8 (provocation) WK 8-Term 3, WK 4 Inquiry	4) Term 3 week 5 Provocation - WK 5 - WK 10 Inquiry	5) Term 4 Wk 1 Provocation Wk 2 - Week 6/7	6) Term 4 week 5 - Week 9 No 6th Tran Theme for 2021
1/2	<p>Who we are (1)</p> <p>Central Idea: Exploring identity helps us appreciate our community</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> personal identity and strengths (Form) similarities and differences in people and groups (Perspective) attributes that support inclusion (Responsibility) <p>Concepts: Form, Perspective, Responsibility</p> <p>Learner Profile: Risk-taker, Open-minded</p> <p>ATLS: Social, Communication</p> <p>VC: English, Health, Personal and Social Capabilities, Intercultural Capability</p> <p>Incursion/Rotation - Tafe (Hawaiian dance) Chinese, Koori ???</p>	<p>Where we are in place and time (6?)</p> <p>Central Idea: People's lives have changed over time</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> personal and family history (connection) experiences of life from the past to the present (causation) the effect of changing technology on people's lives (change) <p>Concepts: Connection, Causation, Change</p> <p>ATLS:</p> <p>Learner Profile: Reflective, Knowledgeable</p> <p>VC: English, History, Intercultural Capability, Personal and Social Capability, Chinese</p>	<p>How we express ourselves (5)</p> <p>Central Idea: Artists can use their knowledge of light and sound to express ideas and feelings</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> how experiences can be multisensory (Perspective) how light and sound are produced and sensed (Function) creative expression through light and sound (Change) <p>Concepts: Function, Form, Change</p> <p>ATLS:</p> <p>Learner Profile: Open-minded, Balanced</p> <p>VC: Science, Visual Art, Performing Art</p> <p>Share and Connect Excursion -</p>	<p>How the world works (4)</p> <p>Central Idea: Understanding minibeasts and the way they behave and interact with the environment</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> how to classify and observe living things over their lifetime (form) the importance of minibeasts in our world (connection) our responsibility for the wellbeing of other living things (causation) <p>Concepts: Form, Connection, Causation</p> <p>ATLS: Thinking</p> <p>Learner Profile: Inquirer, Thinker</p> <p>VC: Science, English, Music, Art</p> <p>Share and Connect</p>	<p>How we organise ourselves (2)</p> <p>Central Idea: Most food goes through several stages of production before it gets to homes.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> how food is produced (Function) how food can change due to different processes (Change) how our food choices impact others (Responsibility) <p>Concepts: Function, Change, Responsibility</p> <p>Learner Profile: Risk-taker, Inquirer</p> <p>ATLS: Research</p> <p>VC: English, Design and Technologies, Digital Technology</p> <p>Excursion - ? Incursion - ? Food next door co-op Out of the box Sunraysia Farmers Market Community Farm (Amanda Gratton)</p>	<p>Sharing the Planet (3)</p> <p>Central Idea: Water is an essential part of life and is a limited resource.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> how water is a resource in our community (Perspective) understanding sources of water (connection) What action we can take to make a positive change (Responsibility) <p>Concepts: Connection Perspective, Responsibility</p> <p>ATLS:</p> <p>Learner Profile: Communicator, Knowledgeable</p> <p>VC: English, Science (Science as a human endeavour), Critical and Creative Thinking</p> <p>Incursion - LMW (3Ps)</p>

<p>3/4</p>	<p>Who we are (1)</p> <p>Central Idea: Individuals and communities select role models based on beliefs and values</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The characteristics of role models (form) How and why role models are chosen (perspective) The influence of people throughout history (responsibility) <p>Concepts: Form, Perspective, Responsibility</p> <p>ATL: Thinking Learner Profile: Principled (Recap on all LP)</p> <p>VC: Ethical Capability, Personal and Social, English</p>	<p>Where we are in place and time</p> <p>Central Idea: People and events in the past have significance in the present.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> <p>Concepts: Connection, Change, Perspective</p> <p>Learner Profile: Reflective, Inquirer</p> <p>VC: History, English.</p> <p>Grade 3 Camp to Swan Hill Term</p>	<p>How we express ourselves (3)</p> <p><i>Aboriginal dreamtime stories, dance, different cultures, sign language, brail, music, film, animation, picture books, flip books ETC!</i></p> <p>Central Idea: People use stories to express shared beliefs, values and ideas</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the purpose of stories (Perspective) the common elements of stories (Form) how stories are conveyed in different ways (Function) <p>Concepts: Perspective, Form, Function</p> <p>Learner Profile: Open minded, Communicator,</p> <p>VC: English, Critical and Creative Thinking, Visual Arts,</p> <p>Incursion - Author? Excursion - Mildura Arts Centre? Share and Connect</p>	<p>How the world works (4)</p> <p>Central Idea: Material... The design of buildings and structures is dependent upon the environment and available materials</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> consideration to take into account when building a structure (form) how building impacts on the environment (causation) indigenous architecture around the world (connection) <p>Concepts: form, causation, connection</p> <p>Learner Profile</p> <p>VC: Chemical Science, Design and Technology Specialists: DT (STEM)????</p>	<p>How we organise ourselves (2)</p> <p>Communities (Local government) ENVIRO AREA???? -Sarah and parent team Garden Club, Art Club, Cooking Club etc</p> <p>Central Idea: Our community is shaped through participation</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the purpose of groups within our local community (function) ways people participate within our community (responsibility) the motivations of people who contribute to community (connection) <p>Concepts: Function, Responsibility, Connection</p> <p>Learner Profile: Balanced, Open-Minded, Caring VC: Civics and Citizenship, Health,</p> <p>Incursion Excursion</p>	<p>Sharing the planet (5)</p> <p>Create an end product about a disaster?</p> <p>Central Idea: Natural processes and human activities can change the earth's surface over time</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> natural processes that change the landscape over time. (change) human activities that change the landscape over time (causation) our responsibility to care for our landscape (responsibility) <p>Concepts: Change, Causation, Responsibility</p> <p>Learner Profile: Inquirer, Thinker</p> <p>VC: Science: Earth and space , Science Inquiry Skills, English</p>
<p>5/6</p>	<p>Who We Are (1)</p> <p>Central Idea: Recognising our common humanity enables us to act with understanding</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> similarities and differences of humans (form) how beliefs and values influence the way we behave and interact (connection) my role as a citizen and how it impacts others (responsibility) <p>Concepts: Form, Connection, Perspective</p> <p>ATL: Thinking, Communication Learner Profile: Caring, Reflective, Knowledgeable</p> <p>VC: Ethical Capability, Intercultural, Civics and Citizenship, English Specialist - Art Investigating- ethical decision making, cultural norms, Health (Balanced)</p>	<p>Where we are in place and time (2)</p> <p>Central Idea: People's lives may change as a result of migration.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the reasons people migrate. - (causation) the impact of migrating on the individual. - (change) the impact of migrating on the communities involved (perspective) <p>Concepts: change, perspective, causation</p> <p>Learner Profile: Caring, Open minded, Principled</p> <p>VC: Intercultural capabilities, Civics and Citizenship, English, Critical and Creative Thinking</p> <p>Incursion - Jess Lynch - Lawyer, Excursion -down the mall, MELC Share and Connect</p> <p>Where we are in place and time</p> <p>Central Idea: Investigating the past helps us understand the present and informs the future.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Artefacts and the stories they teach us about life from the past. (Connection) changes that happen over time (change) 	<p>How we express ourselves (3)</p> <p><i>Excursion- Art Centre, Art Vault, Virtual Excursion to museums around the world</i> <i>Incursion - Musician, Resident artist</i></p> <p>Central Idea: Appreciating the arts helps us understand ourselves and others</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The importance of how the Arts are used as a form of expression (Function) Arts are a universal language by which we can communicate (Connection) Students create own LOI <p>Concepts: Function, Connection</p> <p>Learner Profile: Reflective, Balanced and Thinkers</p> <p>VC: Visual Arts, English, Critical and Creative Thinking</p>	<p>How the world works</p> <p>Central Idea: The way humans balance their use of energy, impacts the natural world.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The different types of energy (Form) How energy can be transformed (Change) Why we use renewable and sustainable energy (Responsibility) <p>Concepts: Form, Change, Responsibility</p> <p>Learner Profile: Risk-taker, Thinker, Balanced</p> <p>VC: Science, Ethical Capability, Critical and Creative Thinking, English</p>	<p>How we organise ourselves (5) Grade 5 only</p> <p>Central Idea: A government's rules and decisions shape individual and national identity</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> How Australia is viewed by the local and global communities. (Perspective) The rights and responsibilities of citizens. (Responsibility) The beliefs, ideals and decisions of government systems throughout the world (case study Australia) (Function) <p>Concepts: Perspective, Responsibility</p> <p>ATLs - Thinking skills, Communication Skills</p> <p>Learner Profile: Knowledgeable, Open-minded</p> <p>VC: Civics and Citizenship, English</p>	<p>Sharing the planet (4)</p> <p>Grade 5</p> <p>Central Idea: Over time living things need to adapt in order to survive.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> the types of adaptation. (Form) the circumstances that lead to adaptation. (Causation) Student Choice <p>Concepts: Form, Causation</p> <p>ATL (Skills): Research, Self-Management</p> <p>Learner Profile: Knowledgeable, Inquirers</p> <p>VC: Science, Reading, Writing, Geography</p> <p>Exhibition (Week 5 Term 3- Week 5/6 Term 4)</p> <p>Central Idea: Over time living things need to adapt in order to survive.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The circumstances that lead to adaptation (Causation) Kids choice Kids choice <p>Concepts: Causation, kids choice, responsibility</p> <p>Learner Profile: Knowledgeable, Communicator, Thinkers</p> <p>ATL (Skills): Research, Social, Thinking, Self-Management</p>

		<ul style="list-style-type: none"> The significant events that have changed Australia over time (Causation) <p>Concepts: Connection, Change, Causation</p> <p>Learner Profile: Inquirers, Open- Minded</p> <p>VC: History, Reading, Writing, Maths, Geography, Ethical Capabilities</p> <p>Incursion - Emma and Dan Oliver, Aunty Mary, Share and Connect</p>				<p>VC:</p> <p>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.</p>