

Footscray Primary School Whole School Programme of Inquiry 2017

| | Who we are | Where we are in time and place | How we express ourselves | How the world works | How we organise ourselves | How we share the planet |
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| | An inquiry into the nature of the self; beliefs and values; personal, mental, social and spiritual health; human relationships including families, friends, 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 human kind; 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 on the environment. | An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; social 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. |
| Foundation | <p>Central Idea: People's awareness of their characteristics, abilities and interests shape who they are and how they learn.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● Physical, social and emotional characteristics. ● Similarities and differences between ourselves and others. ● Personal abilities and interests. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Form ● Perspective ● Reflection <p>Related Concepts: Identity, similarities and differences</p> <p>TD Skills:</p> <ul style="list-style-type: none"> ● Social Skills | <p>Central Idea: People can be connected to many different places.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● Ways we can connect to places. ● How we can learn about different places. ● The different ways to represent places. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Form ● Connection <p>Related Concepts:</p> <p>TD Skills:</p> <ul style="list-style-type: none"> ● Research | <p>Central Idea: Through play we express our feelings and ideas and we learn new things.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● How different toys function. ● Communicating through play. ● Creative use of materials. ● The role of toys in play. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Function ● Connection ● Perspective <p>Related Concepts: Imagination, creativity, communication</p> <p>TD Skills:</p> <ul style="list-style-type: none"> ● Communication ● Scientific discovery through play | <p>Central Idea: Materials behave and interact in certain ways, which determine how people use them.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Behaviour of materials. ● Changing properties of materials. ● Manipulation and application of materials to new purposes. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Function ● Causation ● Change <p>Related Concepts: Behaviour, prediction, innovation</p> <p>TD Skills:</p> | <p>Central Idea: People play different roles in the communities to which they belong.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● Various communities we belong to. ● Roles of people who are part of our communities. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Form ● Function ● Responsibility <p>Related Concepts: Community, school as a community, Rules, Interaction</p> <p>TD Skills:</p> <ul style="list-style-type: none"> ● Research ● Communication | <p>Central Idea: Living things depend on each other and the environment to survive</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● How living things grow, change and have offspring (life cycles). ● The common features of different living things. (animals and plants). ● Why different living things live in different places. ● Our responsibility for the survival of living things. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Function ● Responsibility <p>Related Concepts: Classification, living and nonliving, seasons</p> <p>TD Skills:</p> |

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| Year 1 | <p>Central Idea: The effective interactions between body systems contribute to health and well being.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● Body systems and how they work. ● Different systems. ● Things we can do to take care of our well being. ● Impact of lifestyle choices on the body. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Function ● Connection ● Responsibility <p>Related Concepts: Health, systems, interdependence</p> <p>TD Skills:</p> | <p>Central Idea: Learning about previous generations helps us understand the relationships between the past and present.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● Ways to find out about the past ● How aspects of the past still influence us today. ● How our lives today are same and different to previous generations. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Causation ● Change ● Connection <p>Related Concepts: Time, continuity, heritage</p> <p>TD Skills:</p> | <p>Central Idea: Natural environments can inspire creativity.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● How the natural environment is expressed in different art forms. ● Ways we can help ourselves be creative. ● How we can use our senses to learn about the world around us. ● Recognising and appreciating forms of creativity. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Form ● Perspective <p>Related Concepts: Types of natural environments, materials, art forms, senses, elements in a natural environment</p> <p>TD Skills:</p> <ul style="list-style-type: none"> ● Thinking ● Communication | <p>Central Idea: Observable changes occur in the sky, landscape and weather which can affect the behaviour of humans and other living things.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● Observable changes in the environment around us. ● Different types of weather. ● Different methods to predict, record and explain weather. ● How people use science in their daily lives. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Form ● Function ● Causation <p>Related Concepts: systems (water cycle and weather), seasons atmosphere, climate location, geography and gravity</p> <p>TD Skills:</p> | <p>Central Idea: People create organisations to solve problems and support a purpose.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● Purpose of organisations. ● The roles people have in an organisation. ● Strategies for problem solving within an organisation. ● What makes an organisation successful. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Function ● Connection ● Responsibility <p>Related Concepts: Work, collaboration, service, roles, systems, relationships, networks.</p> <p>TD Skills:</p> <ul style="list-style-type: none"> ● Self management ● Research | <p>Central Idea: People make choices to share the local environment and resources responsibly.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● The local environments we use and share. ● The different ways people use their local environment ● How local environments addresses people's needs. ● The different actions people take to be responsible for their local environment. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Function ● Responsibility <p>Related Concepts: Conservation, development, interdependence</p> <p>TD Skills</p> <ul style="list-style-type: none"> ● Thinking (ethically) |

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| Year 2 | <p>Central Idea: People's relationships with each other can have an impact on well being.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> Development of relationships. How relationships affect us. <p>Key Concepts:</p> <ul style="list-style-type: none"> Function Connection Responsibility <p>Related Concepts: Cooperation, friendship, balance</p> <p>TD Skills:</p> <ul style="list-style-type: none"> Social Communication | <p>Central Idea: A community's response to significant events provides an insight into the history and values of that community.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> Significant events may be recognized, locally and/or globally. What we mean by values. How does a community respond to a significant event. <p>Key Concepts:</p> <ul style="list-style-type: none"> Form Connection Perspective <p>Related Concepts: Impact, bias, evidence, truth</p> | <p>Central Idea: Through the arts people use different forms of expression to convey their uniqueness as human beings.</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>Key Concepts:</p> <ul style="list-style-type: none"> Function Perspective Responsibility <p>Related Concepts: Perception, self expression</p> | <p>Central Idea: Materials can be changed or combined for particular purposes.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> Properties of materials. Materials that can be combined, changed or remade. Methods to combine or mix materials The reasons people combine or mix materials to form different products. How scientists pose questions and make predictions <p>Key Concepts:</p> <ul style="list-style-type: none"> Form Function Change <p>Related Concepts: food, shape, texture, recycle, remake</p> <p>TD Skills:</p> <ul style="list-style-type: none"> Communication (explaining thinking) Research (questions and predictions) | <p>Central Idea: Systems are designed to meet people's need for food, clothing and shelter.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How plants and animals are grown for food, clothing and shelter. The role of supply and demand. Our responsibilities as producers and consumers. <p>Key concepts:</p> <ul style="list-style-type: none"> Function Connection Responsibility <p>Related concepts: Design and technology, farm to table, interdependence, inequity, fair trade</p> | <p>Central Idea: People can make choices to support the sustainability of the Earth's resources.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Earth's finite and infinite resources. The impact of people's choices on available resources and the environment The actions that can conserve and protect resources and our environment. <p>Key concepts:</p> <ul style="list-style-type: none"> Perspective Responsibility Reflection <p>Related concepts: Sustainability, lifestyle, resources, waste</p> |

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| Year 3 | <p>Central Idea: Good health and wellbeing can promote a balanced lifestyle.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> What it means to have a balanced lifestyle. How the choices we make affect our health. Different sources of information that help us make choices. <p>Key Concepts:</p> <ul style="list-style-type: none"> Causation Responsibility Reflection <p>Related Concepts: Choice, influence, balance</p> <p>TD Skills:</p> <ul style="list-style-type: none"> Research Self-management | <p>Central Idea: The geography of the earth can be both understood and represented through different types of maps.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> Variability of physical geography around the world How maps represent data, location and characteristics of places (including changes to the earth's surface) Why maps have changed over time (politics and technology) Similarities and difference in people's perceptions of places. | <p>Central Idea: Stories can engage their audience and communicate meaning.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> How stories are created and shared. Oral traditions of storytelling. Feelings and emotions that stories evoke. <p>Key Concept:</p> <ul style="list-style-type: none"> Form Function Connection <p>Related Concept: Communication, characterisation and expression.</p> <p>Skill - How to construct an effective story.</p> | <p>Central Idea: Natural and processed materials have a range of physical properties and these can direct their use.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> The range of available materials and their uses. Selecting materials for specified use and purpose based on its properties. How to effectively select materials in order to construct a building or structure successfully. Considerations to take into account when constructing a building or a structure. <p>Key Concepts:</p> <ul style="list-style-type: none"> Form Function Connection <p>Related Concepts: Design, technology, sustainability, renewable energy</p> | <p>Central Idea: Systems can be designed to improve the lives of people in communities.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> Factors that impact on the design of solutions to meet community needs. How people generate, develop and communicate design ideas. different systems in communities. (transport systems, health systems, education systems) <p>Key Concepts:</p> <ul style="list-style-type: none"> Function Connection <p>Related Concepts: Design, technology, transport, systems, community, infrastructure, populations</p> | <p>Central Idea: Ecosystems are interdependent.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> Elements of an ecosystem. Ways in which ecosystems and environments are interdependent. Factors that impact on the functioning of an ecosystem. <p>Key Concepts:</p> <ul style="list-style-type: none"> Function Connection Causation <p>Related Concepts: Human interaction, organisms, relationships, balance, systems, biodiversity - plants/animals, interdependence, consequences of imbalance</p> |

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| Year 4 | <p>Central Idea: Choices of role models reflect the beliefs and values of individuals and societies.</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. ● Influence of role models on our choices and actions. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Connection ● Reflection <p>Related Concepts:</p> <p>TD Skills:</p> | <p>Central Idea: Exploration leads to discoveries, opportunities and new understanding.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● Reason for exploration (historical and personal). ● How explorations have taken place over time. ● the consequences of exploration. ● How science exploration has contributed to human activity. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Causation ● Perspective ● Reflection <p>Related Concepts: Impact, navigation, colonialism, power, engineering,</p> <p>TD Skills:</p> | <p>Central Idea: Performance engages an audience and invites a response.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● Different kinds of performance. ● How a performance can impact on people's thinking and feelings. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● form ● function ● perspective <p>Related Concepts: Creativity, expression, performance, collaboration, appreciation and communication.</p> <p>TD Skills: Communication Written communication Oral presentation</p> | <p>Central Idea: All simple machines transfer force, which can make work easier (forces and movement).</p> <p>Lines Of Inquiry</p> <ul style="list-style-type: none"> ● The different ways forces can be exerted by one object on another. ● Types of simple machines. ● How simple machines are used in everyday life. ● How simple machines make work easier. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Form ● Function ● Connection <p>Related Concepts: Forces, mechanics, transformation of energy, efficiency, technological advances</p> | <p>Central Idea: Choices and systems may be valued and vary in different societies.</p> <p>Lines Of Inquiry</p> <ul style="list-style-type: none"> ● How individuals or groups make choices and develop systems. ● Effective leadership. ● How choices and systems affect children throughout the world. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Function ● Responsibility <p>Related Concepts: Freedom, governance, justice, loyalty, education, rights, roles, equality, revolution, poverty, wealth, citizenship, fairness</p> | <p>Central Idea: Stereotypes can limit people's access to opportunities.</p> <p>Lines Of Inquiry</p> <ul style="list-style-type: none"> ● Inequality in different human activities. ● The impact of stereotypes on our thinking and interactions with others. ● Strategies we can use to address inequality in our everyday lives. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Causation ● Perspective ● Reflection <p>Related Concepts:</p> <p>TD Skills:</p> |

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| Year 5 | <p>Central Idea: Changes people experience at different stages of their lives affect their evolving sense of self.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • The physical, social and emotional and intellectual changes that occur throughout life. • Factors that contribute to well-being during adolescence. • How relationships contribute to our self-concept. <p>Key Concept:</p> <ul style="list-style-type: none"> • Function • Change • Responsibility <p>Related Concepts: <i>Maturity, image, wellbeing, reproduction, puberty, peer pressure, relationships.</i></p> | <p>Central Idea: The changing identity of nations can be understood by exploring their past.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Colonial histories • Multiple perspectives on historical events . • The role of significant individuals or groups in shaping and changing a place. <p>Key Concept:</p> <ul style="list-style-type: none"> • Change • Causation • Perspective <p>Related Concepts: <i>Continuity, progress, difference and validity</i></p> <p>TD Skills: Research Skills Processes involved in collecting, analysing and validating evidence.</p> | <p>Central Idea: Creating and responding to art develops understandings of ourselves and the world around us.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • How arts can be a reflection of societal values and issues. • The contexts in which artworks were created. • How learning about arts develops appreciation. • Personal preference in appreciation of arts. <p>Key Concept:</p> <ul style="list-style-type: none"> • Function • Perspective • Reflection <p>Related Concept: <i>Creativity, perception, bias/interpretation.</i></p> | <p>Central Idea: Energy can be converted, transformed and used to support human progress.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • Different forms of energy. • How energy works in everyday life. • The importance of energy sources and its uses. • How scientists observe, test and work methodically to make sense of the world. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Form • Function • Responsibility <p>Related Concepts: Sustainable energy uses, conservation, energy, solar panels, air, water and turbines, heat (as a form of energy) and transformation, forms of energy (electric, heat, kinetic, light).</p> | <p>Central Idea: Economic activities may lead to an inequitable distribution of wealth.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • How humanity produces and acquires what it needs and wants. • Economic and social issues and consequences • Measurements of inequality. <p>Key Concept:</p> <ul style="list-style-type: none"> • Function <p>Related Concept: <i>Economics, inequity, fair trade, supply and demand, manufacturing, consumption,</i></p> | <p>Central Idea: Living things have structural features and adaptations that can help them to survive in their environment.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> • The concept of adaptation. • Circumstances that lead to adaptation. • How plants and animals adapt or respond to environmental conditions. • Human responsibility to share the environment with other living things. <p>Key Concepts:</p> <ul style="list-style-type: none"> • Change • Connection <p>Related Concepts: Conservation, equity, process, classification systems</p> |

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| | An inquiry into the nature of the self; beliefs and values; personal, mental, social and spiritual health; human relationships including families, friends, 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 human kind; 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 on the environment. | An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; social 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. |
| Year 6 | <p>Central Idea: People's cultural background has an impact on their beliefs, values and actions.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● What constitutes culture. ● The connections between beliefs and values and the actions taken in response to them. <p>Key Concept:</p> <ul style="list-style-type: none"> ● Form ● Connection ● Perspective <p>Related Concept: <i>Interpretation, identity, subjectivity, comparative belief systems</i></p> | <p>Central Idea: Human migration is a response to challenges, risks and opportunities.</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>Key Concept:</p> <ul style="list-style-type: none"> ● Causation ● Change ● Responsibility <p>Related Concept: <i>Population, settlement, diversity, refugees</i></p> | <p>Central Idea: Media can be a powerful tool that influences perception and determines choices.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● How media influences audiences.. ● How people respond to messages in the media. ● How people can use the media to take action. <p>Key Concept:</p> <ul style="list-style-type: none"> ● Function ● Perspective ● Responsibility <p>Related Concept: <i>Subjectivity, opinion, initiative, media literacy, critical literacy, communication, awareness, accessibility, interpretation, bias, persuasion, influence, network, identity, education</i></p> | <p>Central Idea: Chemical sciences influence our everyday lives.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● The observable properties of chemicals (solids, liquids and gases). ● The different change processes materials can undergo. ● Predicting, conducting, investigating and reaching conclusions. ● Identifying and explaining patterns. <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Form ● Causation ● Change <p>Related Concepts: <i>Relationships, impact</i></p> | <p>Central Idea: Government systems influence the lives of citizens.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● How government systems function. ● Impact of government on citizens <p>Key Concept:</p> <ul style="list-style-type: none"> ● Function ● Connection ● Responsibility <p>Related Concept: <i>Equality, citizenship, governance, law, politics,</i></p> | <p>Central Idea: Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved.</p> <p>Lines Of Inquiry:</p> <ul style="list-style-type: none"> ● Causes of conflict (Local and Global). ● Human rights and equity. ● Strategies used to resolve conflict. ● Consequences of resolutions <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Causation ● Connection ● Responsibility <p>Related Concepts: <i>Peace, reconciliation, exploitation, grief</i></p> |