



Whole School Program of Inquiry Seabrook Primary School



	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.	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 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.	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 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.	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.
Prep 5 – 6 years	Central idea: Identity and relationships create who I am. Key concepts: Form, Change, Responsibility Related concepts: Identity, growth, relationships Lines of inquiry: Our identity How we grow and change The different relationships in our lives	Central idea: People use many creative ways to express their ideas and feelings. Key concepts: Form, function, Perspective Related concepts: Forms, communication, opinion Lines of inquiry: The forms of creativity People using creativity to express their emotions How people react and respond to the Arts			Central idea: Living things grow and change to suit their environment. Key concepts: Connection, Function, Form, Change Related concepts: Life cycles, needs, survival, food chains Lines of inquiry: The different needs living things need to survive How living things have a life cycle How living things depend on each other	Central idea: Human impact on habitats requires action for animals to survive. Key concepts: Change, Causation, Responsibility Related concepts: Impact, habitats, actions Lines of inquiry: How humans impact habitats How habitats are changing The actions we can take to help habitats

<p>Year 1 6 - 7 years</p>	<p>Central idea: The choices we make may influence our health and well-being.</p> <p>Key concepts: Form, Responsibility, Connection</p> <p>Related concepts: Elements, values, relationships</p> <p>Lines of inquiry: The characteristics of physical, mental and social health Our responsibility to have a balanced lifestyle The connection between lifestyles, health and our bodies</p>	<p>Central idea: People express themselves through stories.</p> <p>Key concepts: Perspective, Connection, Form</p> <p>Related concepts: Story, communication, culture, diversity</p> <p>Lines of inquiry: Forms of storytelling How stories show us different points of view How stories help us to connect with other cultures</p>	<p>Central idea: How communities may be organised for our needs and wants.</p> <p>Key concepts: Perspective, Connection, Change</p> <p>Related concepts: Relationships, opinions, growth</p> <p>Lines of inquiry: The ways people are connected to their communities Why communities change overtime How people's diverse needs and wants influence the way communities are organised</p>	<p>Central idea: We can discover space by exploring.</p> <p>Key concepts: Form, Change, Function</p> <p>Related concepts: Systems, space, technology, exploration</p> <p>Lines of inquiry: The elements of the solar system The exploration of space continues to change How technology help us to explore space</p>	<p>Central idea: Weather has an impact on our lives.</p> <p>Key concepts: Causation, Change, Form</p> <p>Related concepts: Climate, seasons, systems, location</p> <p>Lines of inquiry: How the water cycle works Weather conditions vary around the globe The difference between seasons</p>	<p>Central idea: Through our choices we are responsible for managing the environment.</p> <p>Key concepts: Responsibility, Function, Causation</p> <p>Related concepts: Conservation, pollution, environment, choices</p> <p>Lines of inquiry: How waste can impact the environment The causes of damage to the environment How we are responsible to care for the environment</p>
<p>Year 2 7 - 8 years</p>	<p>Central idea: The actions and beliefs demonstrated by our heroes can influence our values.</p> <p>Key concepts: Form, Connection, Perspective</p> <p>Related concepts: Differences, beliefs, influence</p> <p>Lines of inquiry: Many qualities make a person a hero Why and how are people considered heroes Our values are influenced by our heroes</p>	<p>Central idea: People have many emotions and express them in different ways.</p> <p>Key concepts: Causation, Responsibility, Connection</p> <p>Related concepts: Impact, actions, relationships</p> <p>Lines of inquiry: The reasons people express different emotions How emotions are connected to our life experiences</p>	<p>Central idea: Communities may create systems to meet the needs of people.</p> <p>Key concepts: Form, Function, Responsibility</p> <p>Related concepts: Systems, organisations, communities</p> <p>Lines of inquiry: Types of community systems How people use community systems How systems support communities</p>	<p>Central idea: Celebrations can provide an awareness of culture and traditions.</p> <p>Key concepts: Connection, Perspective, Form</p> <p>Related concepts: Traditions, celebrations, culture, beliefs, relationships, customs</p> <p>Lines of inquiry: Different types of celebrations Similarities and differences between celebrations</p>	<p>Central idea: Scientific creativity may lead to inventions that change the way we live.</p> <p>Key concepts: Change, Function, Causation</p> <p>Related concepts: Process, cause, effect</p> <p>Lines of inquiry: Inventions are modified overtime The process of inventing How inventions change the way we live</p>	<p>Central idea: Resources are important to all living things.</p> <p>Key concepts: Responsibility, Causation, Form</p> <p>Related concepts: Human/ natural, survival, environment, sustainability</p> <p>Lines of inquiry: Different types of finite resources The importance of resources for survival Our responsibility towards sharing</p>

		How can we be responsible in managing our emotions		How and why we celebrate		resources for sustainability
Year 3 8 - 9 years	<p>Central Idea: The functioning of our body systems contributes to our health and wellbeing.</p> <p>Key concepts: Form, Function, Responsibility</p> <p>Related concepts: Systems health and wellbeing</p> <p>Lines of inquiry: The body systems How our bodies work How we manage our health and wellbeing</p>	<p>Central idea: People interpret and present ideas in different ways.</p> <p>Key concepts: Connection, Function, Perspective</p> <p>Related concepts: Interpretation, communication, literacies</p> <p>Lines of inquiry The different ways to communicate How interpretation is a part of communication How people connect differently to the techniques of multimodal literacies</p>	<p>Transdisciplinary themes descriptors How we organise ourselves: An inquiry into the interconnectedness, communities, decision making, structure, environment, impact on human-kind Where we are in place and time: An inquiry into place and time, histories; homes and journeys, discoveries, explorations</p> <p>Central idea: Historical events have significant implications for our world.</p> <p>Key concepts: Connection, Perspective, Change, Causation</p> <p>Related concepts: Cultural, social, people, places, events, protocol, ethics, Design & Technology chronological, settlement, exploration</p> <p>Lines of inquiry: Our understanding of personal and shared history The need to consider different perspectives of Australian Colonisation when looking at our nation's history How communities evolve over time Explorations, discoveries and colonisation lead to change</p>		<p>Central idea: Science assists our understanding of the physical world.</p> <p>Key concepts: Form, Function, Change,</p> <p>Related concepts: Properties, states of matter</p> <p>Lines of inquiry: The states of matter How science incorporates a method and results for experiments How change occurs through the combination of the states of matter</p>	<p>Central idea: We have the responsibility to follow laws and rules to live peacefully together.</p> <p>Key concepts: Responsibility, Causation, Perspective,</p> <p>Related concepts: Ethics, equity, equality, justice, fairness</p> <p>Lines of inquiry: Communities develop laws and rules Our decisions affect ourselves and others Conflict can be managed in many ways</p>
Year 4 9 - 10 years	<p>Central idea: Values and beliefs influence personal identities.</p> <p>Key concepts: Perspective, Form, Causation</p> <p>Related concepts: Spirituality, diversity, heritage, culture, identity, values, beliefs</p>	<p>Central idea: Messages and ideas can be communicated through the arts.</p> <p>Key concepts: Change, Function, perspective</p> <p>Related concepts: Perspective, communication, pattern, role, spatial awareness, interpretation creativity, perception</p>	<p>Central idea: Humans have developed ways to prepare for, respond to and cope with disasters.</p> <p>Key concepts: Causation, Responsibility</p> <p>Related concepts: Climate, geography, seasons, movement, landscape</p>	<p>Central idea: Relationships between people, and within societies can change over time.</p> <p>Key concepts: Perspective, Change, Connection</p> <p>Related concepts: Relationships, exploration, history</p> <p>Lines of inquiry:</p>	<p>Central idea: Living things may adapt to changing environments.</p> <p>Key concepts: Change, Connection</p> <p>Related concepts: Causality (cause & consequences), sustainability, environment, adaptation</p> <p>Lines of inquiry:</p>	<p>Central idea: Water is an essential resource and its management impacts life.</p> <p>Key concepts: Causation, Responsibility, Function</p> <p>Related concepts: Conservation, Systems Pollution</p>

	Lines of inquiry: Personal identity What influences people's personal identities Understanding the differences in individual values and beliefs	Lines of inquiry: Various art forms can be used to create powerful messages The way we communicate messages and ideas is changing Interpretations of messages and ideas vary in art	Lines of inquiry: The causes and effects of a disaster in a community Systems and agencies that respond to disasters Our responsibilities before, during and after a disaster	The different perspectives people have of historical events How people and a society can be changed by an event Ways people are connected within a society	Ways in which living things adapt How living things are interconnected Living things adapt or respond to changes in environmental conditions	Lines of inquiry: Sources and distribution of water Factors that impact the availability of water Conservation of water
Year 5 10 - 11 years	Central idea: Our thoughts, emotions and actions influence the way we interact with the world. Key concepts: Connection, Responsibility, Function Related concepts: Role, relationships, causation Lines of inquiry: How our brain and body influences our actions and emotions Emotions and actions affect our interactions with others Our responsibility to manage our emotions and actions in real life situations	Central idea: The Arts are a creative expression and interpretation of the world. Key concepts: Perspective, Form, Causation Related concepts: Similarities, differences, beliefs, opinion, subjectivity Lines of inquiry: Definition of the Arts Feelings and ideas are conveyed through the Arts Culture and personal experiences influence the creation of Art	Central idea: Decision making is influenced by our social interactions. Key concepts: Perspective, Connection, Change Related concepts: Causation, relationships, community Lines of inquiry: The processes of decision making within our community Our life experiences affect the way we make decisions The impact that society has on decision making (social, media, cultural influence, values, emotions, laws and rules)	Central Idea: Human migration is a response to opportunities and challenges. Key concepts: Perspective, Causation, Change Related concepts: Migration, population, history Lines of inquiry: The factors/ reasons that cause immigration Citizens have different viewpoints on immigration The reasons why we migrate have changed overtime	Central idea: Responsible use of energy leads to a sustainable future. Key concepts: Change, Responsibility, Form Related concepts: Conservation, energy, transformation Lines of inquiry: The many forms of energy How energy is used and transformed in a variety of ways to support humans How the responsible use of energy sustains the world	Central idea: Inequality leads to unfair distribution of the world's resources. Key concepts: Causation, Connection, Responsibility Related concepts: Inequality, poverty, economics, resources Lines of inquiry: The world's resources are unevenly distributed We have rights and responsibilities in the distribution of the world's resources Global economy impacts the distribution and availability of resources

<p>Year 6 11 - 12 years</p> <p><i>Year 6 students will have the opportunity to select a theme for their Exhibition, create their own central idea, lines of inquiry and key concepts.</i></p>	<p>Central idea: Human development influences our well-being and interactions with others.</p> <p>Key concepts: Responsibility, Connection, Change</p> <p>Related concepts: Initiative, relationships, systems, growth, transformation, adaptation</p> <p>Lines of inquiry: Our responsibility for maintaining our overall well being The way our physiological and psychological state impacts our interactions with others The way the human body transforms over time</p>	<p>EXHIBITION</p>	<p>Central idea: A government is responsible for overseeing the people and systems within that country.</p> <p>Key concepts: Function, Responsibility, Form</p> <p>Related concepts: Social influences, consequences, impact, citizenship</p> <p>Lines of inquiry: Different political systems have varied responsibilities Various political structures function in a variety of ways Features of the Australian Political System influence our everyday lives</p>	<p>Central idea: The motives and actions of individuals and groups cause civilisations to change.</p> <p>Key concepts: Change, perspective, Causation</p> <p>Related concepts: Relationships, governance values, beliefs</p> <p>Lines of inquiry: Various factors lead to changes in civilisations There are varying perspectives of people involved in civilisations Effects of change or continuity exist across civilisations</p>	<p>Central idea: Technological advancements have had an impact on human progress and the environment.</p> <p>Key concepts: Function, causation, perspective</p> <p>Related concepts: Structures, economy, lifestyle</p> <p>Lines of inquiry: Advances in technology serve specific purposes Human progress has relied on technological advancements Technology has impacted our lives in a variety of ways</p>	<p>Central idea: Motives and actions may lead to change.</p> <p>Key concepts: Causation, Perspective, Change</p> <p>Related concepts: Development, transformation, values & beliefs, patterns, impact, consequences</p> <p>Lines of inquiry: The various factors lead to changes within groups The varying perspectives of people involved in civilisations How individuals impact change in various ways</p>
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