

**The Illawarra Grammar School  
Programme of Inquiry 2016**

PRE - PREP	WHO WE ARE  Unit 1 (10 weeks) Term 1 Weeks 1-10	HOW THE WORLD WORKS  Unit 2 (10 weeks) Term 2 Weeks 1-10	SHARING THE PLANET  Unit 3 (10 weeks) Term 3 Weeks 1-10	HOW WE EXPRESS OURSELVES  Unit 4 (10 weeks) Term 4 Weeks 1-10
<b>Transdisciplinary Theme</b>	An inquiry into the <b>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.</b>	An inquiry into <b>the natural world and its laws;</b> the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles;</b> the impact of scientific and technological advances on society and on the environment.	An inquiry into <b>rights and responsibilities in the struggle to share finite resources</b> with other people and <b>with other living things;</b> communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	An inquiry into <b>the ways in which we discover and express feelings, natures, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity;</b> our appreciation of the aesthetic.
<b>Central Idea</b>	(1) Every day we can learn about who we are and what we can do.	(2) Our natural world is ever-changing.	(3) Animals are living things and are part of our environment.	(4) We represent our ideas, feelings and understandings through play.
<b>Key Concepts</b>	Form Change Perspective	Form Function Connection	Form Causation Responsibility	Form Reflection Perspective
<b>Related Concepts</b>	Similarities Differences Identity Relationships	Nature Patterns Interdependence	Diversity Stewardship	Play Sharing Creativity
<b>Lines of Inquiry</b>	-Who we are as individuals -Changes take place as we grow and learn -Myself as part of a family and school group -Working together, doing things in the same way or exploring different ways	-Our natural world -How our natural world works -What we understand about our natural world can influence us	-Characteristics of animals -What different animals need -Our responsibility towards animals in our world	-Different ways to play -Play as a means to represent our thoughts, ideas and understandings about the world -Reflecting and sharing our learning through play
<b>Learner Profile</b>	Caring Risk-takers Reflective	Principled Communicators	Inquirers Thinkers Knowledgeable	Risk-takers Open-minded Balanced
<b>Attitudes</b>	Respect Cooperation	Appreciation Curiosity Confidence	Curiosity Enthusiasm Appreciation	Curiosity Creativity Cooperation
<b>Approaches to Learning</b>	Social Skills Self-management Skills	Communication Skills Research Skills	Thinking Skills Research Skills	Thinking Skills Social Skills

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<b>PREP</b>	<b>WHO WE ARE</b>  Unit 1 (10 weeks) Term 1 Weeks 1-10	<b>HOW THE WORLD WORKS</b>  Unit 2 (10 weeks) Term 2 Weeks 1-10	<b>SHARING THE PLANET</b>  Unit 3 (10 weeks) Term 3 Weeks 1-10	<b>HOW WE EXPRESS OURSELVES</b>  Unit 4 (10 weeks) Term 4 Weeks 1-10
<b>Transdisciplinary Theme</b>	An inquiry into the nature of the self, beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</b>	An inquiry into the <b>natural world and its laws; the interaction between the natural world (physical and biological) and human societies</b> ; how humans use their scientific principles; the impact of scientific and technological advances on society and the environment.	An inquiry into <b>rights and responsibilities</b> in the struggle to share finite resources with other living things; <b>communities and the relationships within and between them</b> ; access to equal opportunities; peace and conflict resolution.	An inquiry into the ways in which we discover and express feelings, natures, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</b>
<b>Central Idea</b>	(1) We are individuals and we belong to many communities.	(2) Living things can be affected by the Earth's natural patterns.	(3) Recycling and re-use of materials contributes to sustainable living.	(4) We can think, create and express ourselves in many different ways.
<b>Key Concepts</b>	Connection Responsibility	Form Causation Connection	Change Responsibility	Function Perspective Reflection
<b>Related Concepts</b>	Conflict Cooperation Independence	Living Things Patterns	Consequences Impact Initiative	Difference Independence Creativity
<b>Lines of Inquiry</b>	~Our identity and relationships with others ~People and places in our communities ~Responsibilities to ourselves and our communities	~Natural patterns of the Earth ~Why natural patterns exist ~How natural patterns impact living things	~Reducing our environments impact ~Recycling enables us to reuse materials ~Personal choices that help to sustain the environment	~Self expression and ways to show it ~Diversity of thinking, creating and expressing ~Reflecting on the way we like to learn
<b>Learner Profile</b>	Caring Communicators Balanced	Inquirers Thinkers Knowledgeable	Principled Caring Reflective	Open-minded Inquirers Risk-takers
<b>Attitude/s</b>	Cooperation Respect Tolerance Integrity	Appreciation Curiosity Enthusiasm	Commitment Respect Empathy	Creativity Enthusiasm Confidence Independence
<b>Approaches to Learning</b>	Self-management Skills	Research Skills Thinking Skills	Self-management Skills Thinking Skills	Communication Skills Social Skills

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Kindergarten	WHO WE ARE  Unit 1 (6 weeks) Term 1 Weeks 1-6	HOW THE WORLD WORKS  Unit 2 (7 weeks) Term 1 Weeks 7-10 Term 2 Weeks 1-3	HOW WE EXPRESS OURSELVES  Unit 3 (7 weeks) Term 2 Weeks 4-10	HOW WE ORGANISE OURSELVES  Unit 4 (6 weeks) Term 3 Weeks 1-6	SHARING THE PLANET  Unit 5 (7 weeks) Term 3 Weeks 7-9 Term 4 Weeks 1-4	WHERE WE ARE IN PLACE AND TIME  Unit 6 (6 weeks) Term 4 Weeks 5-10
<b>Transdisciplinary Theme</b>	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures; rights and responsibilities</b> ; what it means to be human.	An inquiry into the natural world and its laws; <b>the interaction between the natural world (physical and biological) and human societies</b> ; how humans use their scientific principles; the impact of scientific and technological advances on society and the environment	An inquiry into <b>the ways in which we discover and express feelings, natures, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic	An inquiry into <b>the interconnectedness of human made systems and communities</b> ; the structure and function of organisations; societal decision-making, economic activities and their impact on humankind and the environment.	An inquiry into <b>rights and responsibilities in the struggle to share finite resources with other living things</b> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	An inquiry into orientation in <b>place and time, personal histories, homes and journeys, the discoveries, explorations and migration of human kind, the relationships between and the interconnectedness of individuals and civilisations, from local and global perspectives.</b>
<b>Central Idea</b>	(1) We change as we grow and live together.	(2) Living things have basic needs and changes in the environment can affect their everyday life.	(3) Stories can engage their audience and communicate meaning.	(4) Many products go through a process of change before they are used.	(5) Humans have a responsibility to care for the animals they share the world with.	(6) Exploring personal and family histories allows us to reflect on who we are and where we have come from.
<b>Key Concepts</b>	Function Change Responsibility	Form Function Change	Form Reflection Perspective	Causation Change Connection	Form Connection Responsibility	Causation Perspective Reflection
<b>Related Concepts</b>	Community	Needs Survival Behaviour	Structure Opinion Communication Characterisation	Sequence Transformation	Conservation Order Interdependence	Continuity Heritage Place
<b>Lines of Inquiry</b>	-Our school is a learning community -Change is a part of life -We have responsibilities as part of a community	-Living things in our world -How living things meet their basic needs -How changes in the environment affect living things	-Different types of stories -Reasons why stories are created and shared -Stories can convey different things to different people	-Products in our world -Change and distribution of products -Why people select the products they use	-Characteristics of different animals -Relationships shared between humans and animals -Human actions can affect the animal world	-Ways of documenting our past -The importance of place to personal histories -Similarities and differences in family histories
<b>Learner Profile International mindedness</b>	Caring Risk-takers	Knowledgeable Reflective	Thinkers Open-minded	Knowledgeable Balanced	Inquirers Principled Caring	Reflective Inquirers Communicators
<b>Attitudes</b>	Confidence Commitment Independence	Curiosity Enthusiasm	Appreciation Independence Creativity	Cooperation Integrity	Curiosity Respect	Respect Tolerance Empathy
<b>Approaches to learning</b>	Social Skills Self-management Skills	Thinking Skills Research skills	Communication Skills Thinking Skills	Thinking Skills Communication Skills	Research skills Communication Skills	Social Skills Communication Skills

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Year 1	SHARING THE PLANET  Unit 1 (6 weeks) Term 1 Weeks 1-6	HOW THE WORLD WORKS  Unit 2 (7 weeks) Term 1 Weeks 7-10 Term 2 Weeks 1-3	WHERE WE ARE IN PLACE AND TIME  Unit 3 (7 weeks) Term 2 Weeks 4-10	HOW WE ORGANISE OURSELVES  Unit 4 (6 weeks) Term 3 Weeks 1-6	WHO WE ARE  Unit 5 (7 weeks) Term 3 Weeks 7-9 Term 4 Weeks 1-4	HOW WE EXPRESS OURSELVES  Unit 6 (6 weeks) Term 4 Weeks 5-10
<b>Transdisciplinary Theme</b>	An inquiry into <b>rights and responsibilities in the struggle to share finite resources with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</b>	An inquiry into <b>the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their scientific principles; the impact of scientific and technological advances on society and the environment.</b>	An inquiry into orientation in place and time; <b>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.</b>	An inquiry into <b>the interconnectedness of human made systems and communities; the structure and function of organisations; societal decision-making, economic activities and their impact on humankind and the environment.</b>	An inquiry into <b>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.</b>	An inquiry into <b>the ways in which we discover and express feelings, natures, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</b>
<b>Central Idea</b>	(1) Sharing resources impacts the lives of living things.	(2) Light and sound helps living things experience the world in many different ways.	(3) Learning about previous generations helps us understand the present and imagine the future.	(4) Communities have organisations to help people care for places and each other.	(5) The choices we make affect our health and well-being.	(6) People recognise important events through celebrations and traditions.
<b>Key Concepts</b>	Form Perspective Responsibility	Form Function Connection	Causation Change Reflection	Function Connection Responsibility	Form Reflection Responsibility	Causation Connection Perspective
<b>Related Concepts</b>	Consequences Distribution Sharing	Purpose Communication	Time Heritage Continuity	Interdependence Systems Roles Places	Choice Influence Balance	Celebrations Traditions Diversity Beliefs
<b>Lines of Inquiry</b>	-Resources we use to learn and learn -Ways we can share resources -Caring for our resources	-Sources of light and sound and how they are sensed -Investigating uses of light and sound -Impacts of light and sound on living things	-Investigating past generations -Changing aspects of life over time -Why some things change more than others	-Community organisations in our local area -Location can impact how people communicate -People can make a difference in communities	-What it means to have a balanced lifestyle -Different influences on our choices -Ways we can improve our health and well being	-People celebrate for many different reasons -Features of traditions and celebrations that we are part of -The different meanings people give to celebrations and traditions
<b>Learner Profile International</b>	Caring Principled	Thinkers Communicators	Open-minded Reflective	Inquirers Caring	Knowledgeable Balanced	Risk-takers Open-minded
<b>Attitudes</b>	Respect Commitment	Curiosity Appreciation	Curiosity	Confidence Integrity	Independence Enthusiasm	Creativity Tolerance Empathy
<b>Approaches to learning</b>	Social Skills Self-management Skills	Thinking Skills Communication Skills	Research Skills Communication Skills	Communication Skills Self-management Skills	Self-management Skills Social Skills	Research Skills Communication Skills

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Year 2	HOW WE ORGANISE OURSELVES  Unit 1 (6 weeks) Term 1 Weeks 1-6	WHO WE ARE  Unit 2 (7 weeks) Term 1 Weeks 7-10 Term 2 Weeks 1-3	HOW THE WORLD WORKS  Unit 3 (7 weeks) Term 2 Weeks 4-10	SHARING THE PLANET  Unit 4 (6 weeks) Term 3 Weeks 1-6	WHERE WE ARE IN PLACE AND TIME  Unit 5 (7 weeks) Term 3 Weeks 7-9 Term 4 Weeks 1-4	HOW WE EXPRESS OURSELVES  Unit 6 (6 weeks) Term 4 Weeks 5-10
<b>Transdisciplinary Theme</b>	An inquiry into the interconnectedness of human made systems and communities; the structure and function of organisations; <b>societal decision-making, economic activities and their impact on humankind and the environment.</b>	An inquiry into the nature of the self, beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</b>	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their scientific principles; the impact of scientific and technological advances on society and the environment.</b>	An inquiry into <b>rights and responsibilities in the struggle to share finite resources with other living things; communities and the relationships within and between them;</b> access to equal opportunities; peace and conflict resolution.	An inquiry into orientation in <b>place and time;</b> personal histories; homes and journeys; <b>the discoveries, explorations and migrations of humankind;</b> the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which <b>we discover and express ideas, feelings, nature, culture, beliefs and values;</b> the ways in which we reflect on, <b>extend and enjoy our creativity; our appreciation of the aesthetic.</b>
<b>Central Idea</b>	(1) Technology impacts on the world of work and leisure.	(2) Communities are shaped by the people who live in them.	(3) The design of a structure can be influenced by its purpose, the local environment and ingenuity.	(4) Living things use the Earth's resources to meet their needs in a variety of ways.	(5) Discoveries and inventions cause change over time.	(6) People express themselves through a variety of creative art forms.
<b>Key Concepts</b>	Form Change Responsibility	Causation Perspective Connection	Form Function Causation	Form Connection Responsibility	Change Function Reflection	Form Perspective Reflection
<b>Related Concepts</b>	Communication Systems Ethics Balance	Community Lifestyle Interdependence	Structure Design	Sustainability Needs	Discovery Innovation Invention Progress	Creativity Expression
<b>Lines of Inquiry</b>	~Technology in work and leisure ~Impacts of technology across the globe ~Ethical use of technology	~Why communities exist around the world ~Relationships within communities ~Why people live where they live	~Places and spaces in the environment for different purposes ~Influences on designs of structures ~Structures use materials that can be changed and combined	~Natural features in our world ~How plants and animals use the Earth's resources ~Sustainable use of natural resources requires responsibility	~Need leads to invention ~Discoveries change the world ~Future needs, future inventions	~Ways people express themselves ~Why people express themselves ~Creative arts can be interpreted in a variety of ways
<b>Learner Profile International mindedness</b>	Inquirers Principled	Inquirers Open-minded	Risk-takers Inquirers	Caring Principled	Thinkers Reflective Knowledgeable	Open-minded Communicators Balanced
<b>Attitudes</b>	Cooperation Respect	Independence Respect	Creativity Cooperation Enthusiasm	Commitment Integrity Tolerance	Curiosity Commitment	Appreciation Confidence Empathy
<b>Approaches to learning</b>	Communication Skills Social Skills	Thinking Skills Research Skills	Self-management Skills Thinking Skills	Research Skills Thinking Skills	Thinking Skills Research Skills	Thinking Skills Social Skills

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Year 3	HOW WE EXPRESS OURSELVES	SHARING THE PLANET	HOW WE ORGANISE OURSELVES	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME	WHO WE ARE
	Unit 1 (6 weeks) Term 1 Weeks 1-6	Unit 2 (7 weeks) Term 1 Weeks 7-10 Term 2 Weeks 1-3	Unit 3 (7 weeks) Term 2 Weeks 4-10	Unit 4 (6 weeks) Term 3 Weeks 1-6	Unit 5 (7 weeks) Term 3 Weeks 7-9 Term 4 Weeks 1-4	Unit 6 (6 weeks) Term 4 Weeks 5-10
<b>Transdisciplinary Theme</b>	An inquiry into <b>the ways in which we discover and express feelings, natures, culture, beliefs and values</b> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	An inquiry into rights and responsibilities in the struggle to share finite resources with other living things: <b>communities and the relationships within and between them</b> ; access to equal opportunities; peace and conflict resolution	An inquiry into <b>the interconnectedness of human made systems and communities</b> ; the structure and function of organisations; societal decision-making, economic activities and their impact on humankind and the environment	An inquiry into the <b>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</b> ; the impact of scientific and technological advances on society and on the environment.	An inquiry <b>into orientation in place and time</b> ; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <b>the relationship between and the interconnectedness of individuals and civilizations</b> , from local and global perspectives.	An inquiry into <b>the nature of the self</b> ; beliefs and values; <b>person, physical, mental, social and spiritual health</b> ; human relationships including families, friends, communities, and cultures; rights and responsibilities; <b>what it means to be human</b> .
<b>Central Idea</b>	(1) Signs and symbols are used to be expressive and to communicate.	(2) Living things depend on each other and the environment to survive.	(3) Regional communities have unique characteristics that encourage interconnectedness.	(4) The Earth's surface changes over time as a result of natural processes and human activity.	(5) Indigenous communities have connections that sustained them over time.	(6) Effective interactions between human body systems contribute to healthy living.
<b>Key Concepts</b>	Form Function Causation	Change Connection Responsibility	Form Connection	Causation Change Connection	Reflection Connection Change	Function Connection Responsibility
<b>Related Concepts</b>	Communication Expression Creativity	Cycles Survival Conservation	Neighbour Region	Erosion Geology Processes	Country Kinship Culture Journey Connectedness	Systems Interdependence Balance
<b>Lines of Inquiry</b>	-Iconography -Visual language facilitates communication -The global language of communication	-How living things grow and change -The ways living things and environment interact -The effects of our actions on the environment and on the survival of living things	-Australia's major natural and human features -The diverse characteristics of Australia's neighbouring countries -Connections between local and regional communities	-Natural processes and human activity that impacts the Earth -How the Earth has changed and is continuing to change -Human response to the Earth's changes	-Indigenous communities defined and identified -Valuing the variety of Australia's Aboriginal culture -How the Dharawal people sustained themselves overtime	-Body systems and how they work -How body systems are connected -Impact of lifestyle choices on the body
<b>Learner Profile International mindedness</b>	Reflective Communicators Thinkers	Inquirers Caring	Knowledgeable Open-minded	Inquirers Principled	Open-minded Reflective Risk-takers	Knowledgeable Balanced
<b>Attitudes</b>	Cooperation Creativity	Commitment Respect	Tolerance Commitment Enthusiasm	Curiosity Confidence	Appreciation Empathy Integrity	Independence Commitment
<b>Approaches to learning</b>	Communication Skills	Research Skills	Social Skills Research Skills	Thinking Skills Research skills	Communication Skills Social Skills	Self-management Skills Thinking skills

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Year 4	HOW WE ORGANISE OURSELVES  Unit 1 (6 weeks) Term 1 Weeks 1-6	WHO WE ARE  Unit 2 (7 weeks) Term 1 Weeks 7-10 Term 2 Weeks 1-3	HOW THE WORLD WORKS  Unit 3 (7 weeks) Term 2 Weeks 4-10	SHARING THE PLANET  Unit 4 (6 weeks) Term 3 Weeks 1-6	WHERE WE ARE IN PLACE AND TIME  Unit 5 (7 weeks) Term 3 Weeks 7-9 Term 4 Weeks 1-4	HOW WE EXPRESS OURSELVES  Unit 6 (6 weeks) Term 4 Weeks 5-10
<b>Transdisciplinary Theme</b>	An inquiry into <b>the interconnectedness of human made systems and communities; the structure and functions of organisations; societal decision-making, economic activities and their impact on humankind and the environment.</b>	An inquiry into <b>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.</b>	An inquiry into <b>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.</b>	An inquiry into the <b>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.</b>	An inquiry into <b>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 civilisations, from local and global perspectives.</b>	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</b>
<b>Central Idea</b>	(1) Representative groups can make decisions for the communities they serve.	(2) Beliefs are a part of person's identities and can affect how they act.	(3) People can apply their understanding of energy in their everyday lives.	(4) Children worldwide encounter a range of challenges, risks and opportunities.	(5) Colonisation brings about changes in people and places.	(6) Creative expression and appreciation can be subjective.
<b>Key Concepts</b>	Form Function Responsibility	Causation Perspective	Form Change Connection	Form Connection Responsibility	Change Causation Perspective (Reflection?)	Form Perspective Reflection
<b>Related Concepts</b>	Systems Community Representative	Opinion Impact Prejudice Subjectivity Empathy	Transformation Sustainability	Similarities Equalities Rights	Impact Consequences Colonisation	Creativity Opinion Subjectivity
<b>Lines of Inquiry</b>	-Representative groups in communities -How representative groups function -Responsibility of all stakeholders	-Understanding worldviews in relation to beliefs -Beliefs may influence the way people behave -Religion and spiritual traditions may impact on society	-Forms of energy -How energy transforms and works -How understanding of energy and heat helps us meet our daily needs	-The rights of children around the world -Challenges, risks and opportunities that children might face -Individuals and organisations that work together to promote the rights of children	-What defines a colony -How and why was a colony established e.g Sydney Cove and Parramatta -Colonies are a phenomenon of life	-Different forms of creativity -Aesthetics is a perspective and can change over time -Individual creativity and expression can enhance well being
<b>Learner Profile International mindedness</b>	Principled Caring	Open-minded Inquirers	Inquirers Thinkers	Knowledgeable Balanced Caring	Knowledgeable Open-minded	Communicators Reflective Risk-takers
<b>Attitudes</b>	Cooperation Respect	Appreciation Tolerance	Curiosity	Independence Empathy Integrity	Enthusiasm Confidence	Appreciation Commitment Creativity
<b>Approaches to learning</b>	Social Skills Communication Skills	Thinking Skills Social Skills	Self-management Skills Research Skills	Communication Skills Thinking Skills	Thinking Skills Communication Skills	Communication Skills Self-management Skills

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Year 5	WHO WE ARE  Unit 1 (6 weeks) Term 1 Weeks 1-6	WHERE WE ARE IN PLACE AND TIME  Unit 2 (7 weeks) Term 1 Weeks 7-10 Term 2 Weeks 1-3	HOW THE WORLD WORKS  Unit 3 (7 weeks) Term 2 Weeks 4-10	SHARING THE PLANET  Unit 4 (6 weeks) Term 3 Weeks 1-6	HOW WE ORGANISE OURSELVES  Unit 5 (7 weeks) Term 3 Weeks 7-9 Term 4 Weeks 1-4	HOW WE EXPRESS OURSELVES  Unit 6 (6 weeks) Term 4 Weeks 5-10
<b>Transdisciplinary Theme</b>	An inquiry into the nature of the self; <b>beliefs and values, personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities;</b> what it means to be human.	An inquiry into <b>orientation in place and time;</b> personal histories; homes and journeys; the discoveries, <b>explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations,</b> from local and global perspectives.	An inquiry into <b>the natural world and its laws;</b> the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles; and the impact of scientific and technological advances on society and on the environment.</b>	An inquiry into <b>rights and responsibilities in the struggle to share finite resources with other people and with other living things,</b> communities and the relationships within and between them access to equal opportunities, peace and conflict resolution.	An inquiry into the interconnectedness of human-made systems and communities; <b>the structure and function of organisations;</b> societal decision-making; economic activities and their impacts of scientific and technological advances on society and on the environment.	Inquiry into <b>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;</b> the ways in which we reflect on, extend and enjoy our creativity; <b>our appreciation of the aesthetic.</b>
<b>Central Idea</b>	(1) Increasing the awareness of self development helps us make decisions that can affect our future.	(2) History can shape present day societies.	(3) Scientific knowledge constantly evolves and impacts people's lives.	(4) Living things have features and adaptations that help them to survive in their environment.	(5) Attitudes and skills help organisations to solve problems and achieve their goals.	(6) People can create or manipulate messages to target specific audiences.
<b>Key Concepts</b>	Causation Responsibility Reflection	Form Change Responsibility	Function Change Connection	Form Causation Change	Causation Function Reflection	Function Perspective Responsibility
<b>Related Concepts</b>	Consequences Rights Values Initiative Behaviour	Conflict Revolution Transformation Initiative	Ingenuity Space Transformation Systems	Structure Impact Adaptation	Cooperation Behaviour Responsibility Review Role Connection	Behaviour Communication Truth Rights
<b>Lines of Inquiry</b>	-Factors that influence our decisions -Impact or consequences that decisions can have -Making informed decisions	-The significant people, groups, places and events of Australia in the 1800s -Changes brought about by the impacts of historical events -Contributions people make to shaping our country	-The Earth is part of a system of planets orbiting around a star -Sudden geological changes or extreme weather conditions can affect Earth's surface -How our scientific understanding informs decisions and responses	-Features and adaptations of living things -The physical conditions of an environment impacts living things -Changes and the survival of living things	-How attitudes and skills help organisations to solve problems -The global connections and purposes of Australian organisations -Reflecting on and learning from our experiences and achievements	-Advertising techniques used to influence behaviour -Critical evaluation of what is presented in the media -How people respond to messages
<b>Learner Profile International mindedness</b>	Principled Caring Thinkers	Inquirers Principled	Inquirers Thinkers	Knowledgeable Balanced Caring	Reflective Principled	Communicators Open-minded Risk-takers
<b>Attitudes</b>	Respect Integrity Empathy	Empathy Curiosity Tolerance	Curiosity Appreciation	Appreciation Enthusiasm	Commitment Cooperation Confidence	Creativity Integrity Independence
<b>Approaches to learning</b>	Self-management Skills Thinking Skills (2017)	Research Skills Communication Skills	Thinking Skills Research Skills	Thinking Skills Research Skills	Self-mangement Skills Social Skills Thinking Skills Communication Skills	Social Skills Communication Skills

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<b>Year6</b>	<b>WHERE WE ARE IN PLACE AND TIME</b> Unit 1 (6 weeks) Term 1 Weeks 1-6	<b>HOW WE ORGANISE OURSELVES</b> Unit 2 (6 weeks) Term 1 Weeks 7-10 Term 2 Weeks 1-2	<b>HOW THE WORLD WORKS</b> Unit 3 (6 weeks) Term 2 Weeks 2-8	<b>SHARING THE PLANET</b> Unit 4 (6 weeks) Term 2 Weeks 9-10 Term 3 Weeks 1-4	<b>HOW WE EXPRESS OURSELVES</b> Unit 5 (9 weeks) Term 3 Weeks 5-9 Term 4 Weeks 1-4	<b>WHO WE ARE</b> Unit 6 (6 weeks) Term 4 Weeks 5-10
<b>Transdisciplinary Theme</b>	An inquiry into orientation in <b>place and time</b> ; <b>personal histories</b> ; <b>homes and journeys</b> ; <b>the discoveries, explorations and migrations of humankind</b> ; <b>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</b>	An inquiry into <b>the interconnectedness of human-made systems and communities</b> ; <b>the structure and function of organisations</b> ; <b>societal decision-making</b> ; economic activities and their impacts of scientific and technological advances on society and on the environment.	An inquiry into the <b>natural world and its laws</b> ; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles</b> ; the impact of scientific and technological advances on society and on the environment.	An inquiry into <b>the rights and responsibilities in the struggle to share finite resources with other people and with other living things</b> ; <b>communities and the relationships within and between them</b> ; access to equal opportunities; peace and conflict resolution.	An inquiry into the ways in which we discover and express feelings, natures, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic  To be determined by students through a process of collaboration in groups and whole class. After selecting an issue, students determine which themes relate to their chosen issue. They choose one or more themes and highlight the aspect of that theme that best relates to their issue.	An inquiry into the nature of self; beliefs and values; <b>personal, physical, mental, social and spiritual health</b> ; human relationships including families, friends, communities, and cultures; <b>rights and responsibilities</b> ; <b>what it means to be human.</b>
<b>Central Idea</b>	(1) Migration is a response to human circumstances.	(2) Governmental systems influence the lives of citizens.	(3) Materials have different properties that determine their use.	(4) Social and environmental factors influence the built environment.	(5) Creative and critical thinking about issues in the world leads us to take meaningful action. EXHIBITION	(6) Wellbeing is influenced by responses to various experiences in our world.
<b>Key Concepts</b>	Causation Perspective Reflection	Function Responsibility Connection	Function Change Connection	Function Connection Responsibility	Responsibility Form	Change Reflection Responsibility
<b>Related Concepts</b>	Migration Sustainability	Systems Equality Government	Transformation	Sustainability Resources Systems	Various related concepts	Wellbeing Perseverance Challenges Character
<b>Lines of Inquiry</b>	-Cause and effects of migration on geography, communities, cultures and individuals -Local and global perspectives on migration -Reflects on the rights of different people groups throughout the history of Australia	-Types of governance and their structure -Principles of human rights and social justice -The interconnectedness of people, systems and communities	-Solids, liquids and gases have different properties and behave in different ways -Changes to materials can be reversible or irreversible -The properties of materials determine their use for specific purposes	-How built environments are used -The built environment impacts our world -How individuals and groups can act in an ecologically responsible manner	To be determined by students through a process of collaboration in groups and whole class. After selecting an issue, theme/s, central idea and concepts, students will explore possible lines of inquiry with their group. These will be refined in collaboration with the whole class.	-Experiences that can build character and promote well-being -Strategies that help people cope in different environments -My role/responsibility in meeting new challenges
<b>Learner Profile International mindedness</b>	Knowledgeable Open-minded Caring	Knowledgeable Inquirers Communicators	Risk-takers Thinkers	Principled	Students will develop and show all of the skills and profiles throughout the exhibition. This will be recorded in personal exhibition journals-entries written 2xs per week.	Balanced Risk-takers Reflective
<b>Attitudes</b>	Empathy Tolerance	Respect Integrity	Curiosity Enthusiasm	Cooperation Commitment Creativity	Students will develop and show all of the skills and profiles throughout the exhibition. This will be recorded in personal exhibition journals-entries written 2xs per week.	Confidence Independence Appreciation
<b>Approaches to learning</b>	Research Skills Communication Skills	Thinking Skills	Thinking Skills Research Skills	Thinking Skills Research Skills	All Skills are relevant with a focus on Self-management Skills	Social Skills Self-management Skills