

## NORTH AINSLIE PRIMARY PROGRAM OF INQUIRY YEARS 1-2 2015



<b>An inquiry into</b>	<b>Who we are</b>	<b>Where we are in place and time</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>How we organise ourselves</b>	<b>Sharing the planet</b>
	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
<b>Central Idea</b>	<b>Acting responsibly helps us to get along.</b>	<b>Explorers make discoveries that open up our world.</b>	<b>People tell stories in a variety of ways to explain the world.</b>	<b>Air sustains life on Earth and allows us to do many things.</b>	<b>People design and create buildings for different purposes.</b>	<b>People interact with and value the natural environment in different ways.</b>
<b>Key concepts</b>	Perspective Responsibility Reflection	Change Causation	Form Connection	Causation Form, Function	Function Causation	Causation Responsibility Reflection
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>▪ Restorative and relational practices</li> <li>▪ Social interactions (Recognising different perspectives)</li> <li>▪ Managing and resolving conflict</li> </ul> <p>TERM 1 HEALTH, SOCIAL SCIENCES</p>	<ul style="list-style-type: none"> <li>▪ The nature of exploration</li> <li>▪ How Canberra became</li> <li>▪ Past and present explorers</li> </ul> <p>TERM 2 SOCIAL SCIENCES (HISTORY)</p>	<ul style="list-style-type: none"> <li>▪ The features and structures of stories</li> <li>▪ Stories are told for different purposes</li> <li>▪ Different ways that stories are presented</li> </ul> <p>TERM 4 LANGUAGE, ARTS, IT</p>	<ul style="list-style-type: none"> <li>▪ The many uses of air</li> <li>▪ The nature of air</li> <li>▪ The properties of air</li> </ul> <p>TERM 2-3 SCIENCE</p>	<ul style="list-style-type: none"> <li>▪ The structures and features of buildings</li> <li>▪ Different buildings around the world</li> <li>▪ The purpose of buildings</li> </ul> <p>TERM 1-2 SOCIAL SCIENCES, TECHNOLOGY</p>	<ul style="list-style-type: none"> <li>▪ Changes in the local environment</li> <li>▪ Actions that benefit or harm the local environment</li> <li>▪ People respond to and use the natural environment in different ways</li> </ul> <p>TERM 3-4 SCIENCES</p>