

Kennedy School Programme of Inquiry, 2017-2018

Transdisciplinary Themes and Descriptors	<p style="text-align: center;"><i>Who we are</i></p> <p style="text-align: center;"><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></p>	<p style="text-align: center;"><i>Where we are in place and time</i></p> <p style="text-align: center;"><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></p>	<p style="text-align: center;"><i>How we express ourselves</i></p> <p style="text-align: center;"><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></p>	<p style="text-align: center;"><i>How the world works</i></p> <p style="text-align: center;"><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></p>	<p style="text-align: center;"><i>How we organise ourselves</i></p> <p style="text-align: center;"><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></p>	<p style="text-align: center;"><i>Sharing the planet</i></p> <p style="text-align: center;"><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></p>
Year 1	<p>Central idea: Increasing awareness of our personal characteristics, abilities and passions and those of others, allows our self-identity to develop.</p> <p>Related concepts: perception, influence, identity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How people perceive themselves and others • How emotions, attitudes and beliefs influence the way we act • Personal abilities, interests and passions 	<p>Central idea: Homes reflect cultural influences and local conditions.*</p> <p>Related concepts: culture, need, locality</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • What constitutes a home • How homes reflect family values • How homes reflect local culture • Factors that determine where people live <p><i>*New unit for 2017-18, wording may change</i></p>	<p>Central idea: Imagination can extend our ability to create, express ourselves and solve problems.</p> <p>Related concepts: creativity, process, imagination</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How our experiences inspire us to create • Developing a creative process • Solving problems with our imagination 	<p>Central idea: Materials behave and react in certain ways which determines how people use them.</p> <p>Related concepts: behaviour, properties, innovation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Behaviour and uses of materials • Changing properties of materials • How we apply our understandings of materials in the world around us 	<p>Central idea: Many products go through a process of change before they are consumed or used.</p> <p>Related concepts: components, process, choice</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Origins of products • Changes products go through • Distribution of products 	<p>Central idea: Plants sustain life on Earth and play a role in our lives.</p> <p>Related concepts: interdependence, growth, impact</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How plants affect our lives • How plants grow • Our responsibility towards plants

<p>Year 2</p>	<p>Central idea: Choices people make affect their health and well-being. Related concepts: healthy living, choice and consequence, self-management 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 and well-being • Taking responsibility for health and well-being 	<p>Central idea: Evidence of the past can help us understand how life has changed over time. Related concepts: history, innovation, lifestyle, evidence Lines of inquiry:</p> <ul style="list-style-type: none"> • Similarities and differences between life today and life in the past • The things we use in everyday life • Types of evidence 	<p>Central idea: The art of storytelling enables people to communicate creatively. Related concepts: communication, story, structure, audience Lines of inquiry:</p> <ul style="list-style-type: none"> • The ways stories are communicated • What we can learn from stories • How stories are structured to connect to an audience <p><i>*To be led by music specialist, supported by classroom teachers (C3. 1b.)</i></p>	<p>Central idea: People use their understanding of forces of make things move. Related concepts: movement, potential/kinetic energy, force Lines of inquiry:</p> <ul style="list-style-type: none"> • Forces and how they work • Impact of forces on objects • Ways we apply forces in our lives 	<p>Central idea: Communities create systems to meet the needs of people. Related concepts: systems, needs, interconnectedness Lines of inquiry:</p> <ul style="list-style-type: none"> • Function of systems within a community • How systems develop to meet the needs of a community • The interconnectedness of people and systems 	<p>Central idea: The interdependence between living things affects their survival. Related concepts: survival, interdependence, conservation Lines of inquiry:</p> <ul style="list-style-type: none"> • What living things need to survive • Ways living things depend on each other • Our responsibility towards living things
<p>Year 3</p>	<p>Central idea: People's cultures and beliefs can contribute to the diversity of different communities. Related concepts: beliefs, culture, diversity, identity, respect Lines of inquiry:</p> <ul style="list-style-type: none"> • What constitutes culture and beliefs • How cultures and beliefs contribute to who we are • How beliefs and values contribute to the formation of communities 	<p>Central idea: The Earth's geography can have an impact on human settlement. Related concepts: geography, climate, impact, time Lines of inquiry:</p> <ul style="list-style-type: none"> • Geographical features of the Earth • Relationships between geographical features and settlements • Effects of human interaction on physical geography 	<p>Central idea: Developing skills and techniques in the arts can allow people to share their creativity, feelings and ideas. Related concepts: emotion, interpretation, appreciation, creativity Lines of inquiry:</p> <ul style="list-style-type: none"> • How art communicates ideas, feelings and creativity • Interpreting, appreciating and responding to the arts • Skills and techniques for creating with the arts 	<p>Central idea: Scientific understandings can influence the design and creation of structures. Related concepts: force, materials, structure, design, experimentation Lines of inquiry:</p> <ul style="list-style-type: none"> • Types of structures • Relationships between structure, design and function • Applications of scientific understandings (materials and force) 	<p>Central idea: Signs and symbols help us communicate locally and globally. Related concepts: communication, safety, interconnectedness Lines of inquiry:</p> <ul style="list-style-type: none"> • Systems of communication • Functions of signs and symbols • Innovations in communication 	<p>Central idea: People can make choices to support the sustainability of the Earth's resources. Related concepts: finite/infinite, lifestyle, waste Lines of inquiry:</p> <ul style="list-style-type: none"> • Earth's finite and infinite resources • Impact of people's choices on the environment • The balance between meeting human need and the use of limited resources

<p>Year 4</p>	<p>Central idea: Human body systems are interconnected and contribute to health and well-being.</p> <p>Related concepts: homeostasis, interdependence, health</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Body systems and how they work • How body systems are interdependent • Impact of lifestyle choices on the body and well-being 	<p>Central idea: Human migration is a response to challenges, risks and opportunities.</p> <p>Related concepts: consequences, cause and effect, identity, adaptation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Reasons why people migrate • Challenges, risks and opportunities of migration • Impact of migration on individuals and communities 	<p>Central idea: People express their perspectives and identities through the arts.</p> <p>Related concepts: childhood, performance, appreciation, creating and responding</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Perspectives on childhood • Processes involved in creating and responding • How perspectives and beliefs are shared with others 	<p>Central idea: The changing nature of the Earth has an impact on people's lives.</p> <p>Related concepts: geography, impact, survival</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The structure of the Earth • The effect of the Earth's continuous changes • People's responses to the Earth's changes 	<p>Central idea: People create organisations to solve problems and meet human needs.</p> <p>Related concepts: management, service, negotiation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Purposes of organisations • How organisations support human needs • Strategies for problem solving 	<p>Central idea: Living things can adapt over time in order to survive.</p> <p>Related concepts: adaptation, cause and effect, survival</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Types of adaptation • How living things adapt and respond to changing environmental conditions • Human impact on the survival of living things
<p>Year 5</p>	<p>Central idea: Learning about ourselves and others helps develop a sense of well-being.</p> <p>Related concepts: trust, self-regulation, perseverance</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different way of learning • How behaviours affect thinking and learning • Our responsibilities as learners 	<p>Central idea: Evidence of past civilisations can be used to make connections to present day societies.</p> <p>Related concepts: evidence, civilisation, history</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Characteristics of civilisations and societies • Connections between past and present • Processes involved in collecting, analysing and validating evidence 	<p>Central idea: People can create or manipulate messages to target specific audiences.</p> <p>Related concepts: media, opinion, interpretation, evaluation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How images, text and music are used to influence behaviour of target audiences • Critical evaluation of messages presented in the media • How people respond to messages 	<p>Central idea: Energy may be converted from one form to another and stored in various ways to enhance human progress.</p> <p>Related concepts: renewable and non-renewable, transformation, progress</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different forms of energy sources • How energy is used • Sustainable energy practices 	<p>Central idea: Economic activity relies on systems of production, exchange and consumption of goods and services.</p> <p>Related concepts: supply and demand, interdependence, needs and wants</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The role of supply and demand • The distribution of goods and services • How economic activity affects our lives 	<p>Central idea: Reaching a resolution during periods of conflict is influenced by the actions and reactions of all involved.</p> <p>Related concepts: actions/reactions/conflict, equity, opinion, peace/resolution</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Causes of conflict • Strategies used to resolve conflict • Consequences of resolutions

<p>Year 6</p>	<p>Central idea: Changes people experience at different stages in their lives affect their developing sense of self.</p> <p>Related concepts: growth, interactions, choices</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Change as an important part of our lives • How our self-concept may contribute to our choices and behaviours • How we are responsible for our well-being 	<p>Central idea: Exploration leads to discoveries, new understandings and has consequences.</p> <p>Related concepts: purpose, significance, insight, necessity, rationality</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Reasons for exploration • How exploration helps us understand the world around us • The need for future/continued exploration 	<p>Central idea: Creating and responding to the arts develops our understanding of ourselves and the world around us.</p> <p>Related concepts: interpretation, communication, self-knowledge</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Creative processes in the arts • Relationships between artist and audience • How artists continually reflect to improve their craft • Action people take as a response to the arts 	<p>Central idea: Understanding of scientific knowledge is constantly evolving and can have an impact on people's lives.</p> <p>Related concepts: innovation, application, evidence</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Advances in scientific knowledge and understanding • Application of scientific knowledge in our lives • Protocols associated with scientific research 	<p>Central idea: Leadership influences the members of a community.</p> <p>Related concepts: authority, representation, decision-making</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Responsibilities of leaders and their communities • Representation of opinions within a community • How societal decision-making has an impact on communities 	<p>Central idea: Change can be achieved by designing and taking action on local and global issues.</p> <p>Related concepts: cause and effect, rights and responsibilities, sustainability</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The creation of the UN Global Goals • Access to equal opportunities • How our actions can lead to change and sustainability
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