

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

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

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

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