

## Kennedy School Programme of Inquiry 2022-2023

Transdisciplinary Themes and Descriptors	<p style="text-align: center;"><i>Who we are</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.</p>	<p style="text-align: center;"><i>Where we are in place and time</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.</p>	<p style="text-align: center;"><i>How we express ourselves</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.</p>	<p style="text-align: center;"><i>How the world works</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.</p>	<p style="text-align: center;"><i>How we organise ourselves</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.</p>	<p style="text-align: center;"><i>Sharing the planet</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</p>
Year 1	<p><b>Central idea:</b> Knowing about ourselves and others helps develop our identity.</p> <p><b>Key concepts:</b> Perspective, causation, <b>connection</b></p> <p><b>Related concepts:</b> perception, influence, <b>belonging</b>, 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> Imagination inspires people to create and share ideas.</p> <p><b>Key concepts:</b> Form, perspective</p> <p><b>Related concepts:</b> creativity, expression, imagination</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Different forms of expressions</li> <li>● How people and experiences inspire us to create</li> <li>● How expression is a creative process</li> </ul>	<p><b>Central idea:</b> Materials behave and interact in certain ways which determines how people use them.</p> <p><b>Key concepts:</b> Form, function, <b>connection</b></p> <p><b>Related concepts:</b> behavior, role, properties, choice</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>● Properties and behavior of materials</li> <li>● Uses of materials</li> <li>● How we apply our understandings of materials</li> </ul>	<p><b>Central idea:</b> Many products go through a process of change before they are consumed or used.</p> <p><b>Key concepts:</b> Connection, change, responsibility</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>Year 2</b></p>	<p><b>Central idea:</b> Choices people make can shape their health and well-being.</p> <p><b>Key concepts:</b> Form, causation, responsibility</p> <p><b>Related concepts:</b> healthy living, choice and consequence</p> <p><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> Innovation can transform the needs and wants of a community.</p> <p><b>Key concepts:</b> Function, change, causation</p> <p><b>Related concepts:</b> innovation, process, transformation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The needs and wants of society</li> <li>• Innovation over time</li> <li>• The process of innovation</li> </ul>	<p><b>Central idea:</b> Storytelling can connect people through creativity and imagination.</p> <p><b>Key concepts:</b> Function, perspective, connection</p> <p><b>Related concepts:</b> Imagination, Story Telling, Creativity, Audience</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Types of storytelling</li> <li>• The process of storytelling</li> <li>• Audience response and interaction</li> </ul>	<p><b>Central Idea:</b> Science experiments can lead to an understanding of forces.</p> <p><b>Key concepts:</b> Function, causation, connection</p> <p><b>Related concepts:</b> Movement, potential/kinetic energy, forces</p> <p><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.</p> <p><b>Key concepts:</b> Function, causation, connection</p> <p><b>Related concepts:</b> systems, needs, interconnectedness</p> <p><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.</p> <p><b>Key concepts:</b> Function, connection, responsibility</p> <p><b>Related concepts:</b> survival, interdependence, conservation</p> <p><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 communities.</p> <p><b>Key concepts:</b> Form, connection, perspective</p> <p><b>Related concepts:</b> beliefs, culture, diversity, identity</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different cultures and belief systems</li> <li>• Similarities and differences between cultures and beliefs</li> <li>• The importance of appreciating other people's cultures and beliefs</li> </ul>	<p><b>Central idea:</b> Location can influence how individuals interact with each other and their environment.</p> <p><b>Key concepts:</b> Form, causation, change</p> <p><b>Related concepts:</b> geography, location, interactions</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The geography of a place</li> <li>• The relationships of our location to other parts of the world</li> <li>• How features of a place influence our interactions</li> </ul>	<p><b>Central idea:</b> Developing our skills and techniques in the arts can allow people to share their creativity, feelings and ideas.</p> <p><b>Key concepts:</b> Function, perspective, connection</p> <p><b>Related concepts:</b> emotions, interpretation, appreciation, creativity</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• How different forms of art communicate ideas, feelings and creativity</li> <li>• How people interpret, appreciate and respond to the arts differently</li> <li>• How we can use the arts to express our</li> </ul>	<p><b>Central idea:</b> Different factors can influence the design and creation of structures.</p> <p><b>Key concepts:</b> Causation, connection, perspective</p> <p><b>Related concepts:</b> pattern, impact, evidence, review, relationships, opinion</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The application of STEAM understandings in the design of structures</li> <li>• The design process of structures</li> <li>• Factors that contribute to the creation of structures</li> </ul>	<p><b>Central idea:</b> Systems of communication can enable people to express their ideas.</p> <p><b>Key concepts:</b> Form, function, change</p> <p><b>Related concepts:</b> communication, safety, purpose, systems</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Systems of communication</li> <li>• The purpose of signs and symbols</li> <li>• Innovations in communications</li> </ul>	<p><b>Central idea:</b> People can make choices to support the sustainability of the Earth's resources.</p> <p><b>Key concepts:</b> Connection, causation, responsibility</p> <p><b>Related concepts:</b> finite/infinite, sustainability, choice, resources</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The Earth's finite and infinite resources</li> <li>• The impact of people's choices on the environment</li> <li>• The balance between meeting human needs and the use of limited resources</li> </ul>

			feelings, creativity and ideas			
Year 4	<p><b>Central idea:</b> Body systems are interconnected and contribute to health and well-being.</p> <p><b>Key concepts:</b> Function, Connection, Responsibility</p> <p><b>Related concepts:</b> homeostasis, interdependence, health, well-being, <b>systems</b></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>• How our lifestyle choices are connected to our body systems</li> </ul>	<p><b>Central idea:</b> Human migration can be a response to challenges, risks and opportunities.</p> <p><b>Key concepts:</b> Causation, perspective, change</p> <p><b>Related concepts:</b> adjustment, prejudice, <b>belonging</b>, identity, communities</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The reasons why people migrate</li> <li>• The challenges 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 creativity through The Arts.</p> <p><b>Key concepts:</b> Responsibility, perspective, <b>change</b></p> <p><b>Related concepts:</b> performance, interpretation, role, <b>communication</b></p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• What makes a good performance</li> <li>• How we can responsibly contribute to our performance</li> <li>• How we reflect on the performance process</li> </ul>	<p><b>Central idea:</b> The dynamic changes of Earth have an impact on people's lives.</p> <p><b>Key concepts:</b> Causation, <b>change</b>, connection</p> <p><b>Related concepts:</b> geography, impact, survival, <b>adaptations</b></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>Key concepts:</b> Function, connection, responsibility</p> <p><b>Related concepts:</b> management, service, sustainability</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different organisations and how they are structured</li> <li>• How organisations support human needs</li> <li>• How organisations respond to challenges</li> </ul>	<p><b>Central idea:</b> Human communities depend on natural environments to sustain life.</p> <p><b>Key concepts:</b> Form, connection, change</p> <p><b>Related Concepts:</b> environments, sustainability, geology</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> <li>• How communities respect natural environments</li> <li>• Ways communities utilise natural resources</li> <li>• How communities sustain natural resources</li> </ul>

<p>Year 5</p>	<p><b>Central idea:</b> Our choices define who we are as individuals and as a learning community.</p> <p><b>Key concepts:</b> Function, connection, responsibility</p> <p><b>Related concepts:</b> Relationships, impact, choices</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Rights and responsibilities (choices)</li> <li>• The impact on learning communities</li> <li>• Effective strategies for maintaining positive relationships</li> </ul>	<p><b>Central idea:</b> Evidence of past civilizations can be used to make connections to present day societies.</p> <p><b>Key concepts:</b> Connection, causation, responsibility</p> <p><b>Related concepts:</b> evidence, civilisation, history, settlement</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Civilisations and societies</li> <li>• Connections between past and present</li> <li>• Maintaining civilisations</li> </ul>	<p><b>Central idea:</b> People can create or manipulate messages to target specific audiences.</p> <p><b>Key concepts:</b> Function, perspective, causation</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>Key concepts:</b> Form, change, responsibility</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>Social enterprises consider purpose and market forces when creating products and services.</b></p> <p><b>Key concepts:</b> Function, connection</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 production and exchange of goods and services</li> <li>• How economic activity affects our lives</li> </ul>	<p><b>Central idea:</b> Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p><b>Key concepts:</b> Causation, responsibility, perspective</p> <p><b>Related concepts:</b> balance, biodiversity, genetics, interdependence</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Interdependence with ecosystems, biomes and environments</li> <li>• Ways in which organisms are interconnected in nature</li> <li>• How humans interactions with the environment can affect the balance of systems.</li> </ul>
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<p>Year 6</p>	<p><b>Central idea:</b> Changes people experience in their lives affect their developing sense of self.</p> <p><b>Key concepts:</b> Change, <b>causation</b>, responsibility</p> <p><b>Related concepts:</b> development, 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 sense of self may contribute to our choices and behaviour</li> <li>• How we are responsible for our well-being</li> </ul>	<p><b>Central Idea:</b> <b>Discoveries</b> evolve when needs and opportunities influencing the future.</p> <p><b>Key concepts:</b> Connection, change, causation</p> <p><b>Related concepts:</b> discovery, exploration, needs</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Reasons for scientific discoveries</li> <li>• How discoveries have taken place over time (significant events over time that shape history)</li> <li>• Areas of future discoveries and technological advances</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>Key concepts:</b> Form, function, perspective</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>• The different elements used to communicate and convey ideas</li> <li>• The relationship between artist and audience</li> <li>• How artists continually reflect to improve their ideas and performances</li> </ul>	<p><b>Central idea:</b> Innovation supports the sustainability of society and the environment.</p> <p><b>Key concepts:</b> All concepts</p> <p><b>Related concepts:</b> transformation, process, innovation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Design and technology</li> <li>• Processes used in...</li> <li>• How design and technology supports sustainability</li> </ul>	<p><b>Central idea:</b> Leadership influences the members of a community.</p> <p><b>Key concepts:</b> Perspective, causation, responsibility</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 the 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> Developing an understanding of local and global issues can lead to taking action.</p> <p><b>Key concepts:</b> Function, Causation, responsibility</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 issues that exist locally and globally</li> <li>• The purpose of the global goals</li> <li>• How our actions can lead to change and sustainability</li> </ul>
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