

Kennedy School Programme of Inquiry 2023 - 2024

	<p><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><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><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><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><i>How We Organise ourselves</i> An inquiry into 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.</p>	<p><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>Central idea: Knowing about ourselves and others helps us to learn.</p> <p>Key concepts: perspective, causation, connection</p> <p>Related concepts: emotions, influence, belonging, identity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How people see themselves and others (perspective/ connection) How emotions and attitudes influence the way we act (causation) Interests and passions (connection) <p>PSPE: identity, interactions Social Studies: social organisation and culture</p>		<p>Central idea: Imagination inspires people to create and share ideas.</p> <p>Key concepts: form, perspective, function</p> <p>Related concepts: creativity, expression, imagination</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different forms of expression (form) How people and experiences inspire us to create (perspective) How expression is a creative process (function) <p>Arts: creating, responding PSPE: identity, interactions</p>	<p>Central idea: Materials behave and interact in certain ways.</p> <p>Key concepts: form, function, change</p> <p>Related concepts: behaviour, role, properties, choice</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Properties and behaviour of materials (form) Uses of materials (function) How we apply our understandings of materials (change) <p>Science: materials and matter; skills Arts: creating</p>		<p>Central Idea We learn from interacting with our environment.</p> <p>Key concepts: form, responsibility, change</p> <p>Related concepts: appreciation, interaction, environment</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> What we find in our environment (form) How we interact with our environment (responsibility) Changes in the environment (change) <p>Science: Earth and space; living things; skills Social Studies: human and natural environments PSPE: interactions, active living</p>
Year 2	<p>Central idea: Choices people make can shape their health and well-being.</p> <p>Key concepts: form, causation, responsibility</p> <p>Related concepts: healthy living, choice and consequence</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> What it means to have a balanced lifestyle (form) How the choices we make affect our health and well-being (causation) Taking responsibility for health and well-being (responsibility) <p>PSPE: active Living Science: living things</p>	<p>Central idea: Our personal histories shape our present identity and view of the world around us.</p> <p>Key concepts: connection, change, responsibility</p> <p>Related concepts: chronology, identity, sequence</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Our personal histories (change) How we investigate the past (responsibility) Connections between the past and present (connection) <p>PSPE: identity Social Studies: change and continuity through time; social organisation and culture; skills</p>	<p>Central idea: Storytelling can connect people through creativity and imagination.</p> <p>Key concepts: form, function, perspective,</p> <p>Related concepts: imagination, story-telling, creativity, audience</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Types of storytelling (form) The process of storytelling (function) Audience response and interaction (perspective) <p>Arts: creating, responding PSPE: interactions</p>	<p>Central Idea: People apply their understanding of forces to solve problems.</p> <p>Key concepts: function, causation, connection</p> <p>Related concepts: movement, potential/kinetic energy, forces</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Forces and how they work (function) Impact of forces on objects (causation) Ways we apply forces in our lives (connection) <p>Science: forces and energy/ skills Social Studies: continuity through change and time</p>	<p>Central idea: Communities create systems to meet the needs of people.</p> <p>Key concepts function, change, connection</p> <p>Related concepts: systems, needs, interconnectedness</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Function of systems within a community (function) How systems develop to meet the needs of a community (change) The interconnectedness of people and systems (Connection) <p>Social Studies: human systems and economic activities; social organisation and cultureskills; skills PSPE: Interactions</p>	<p>Central idea: The interdependence between living things affects their survival.</p> <p>Key concepts: Function, connection, responsibility</p> <p>Related concepts: survival, interdependence, conservation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> What living things need to survive (function) Ways living things depend on each other (Connection) Our responsibility towards living things (responsibility) <p>Science: living things; skills Social studies: resources and the environment; skills PSPE: interactions</p>

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Year 3	<p>Central idea: People's identity contributes to the diversity of communities.</p> <p>Key concepts: form, connection, responsibility</p> <p>Related concepts: beliefs, culture, diversity, identity, belonging</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Our identity (form) Diversity (connection) Inclusion (responsibility) <p>PSPE: identity, interactions Social Studies: social organisation and culture; skills</p>	<p>Central idea: The features of a place determine how we live.</p> <p>Key concepts: form, connection, change</p> <p>Related concepts: geography, location, interactions</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The geography of a place (form) How our location connects to the rest of the world (connection) How humans adapt and modify their environment (change) <p>Social Studies: Human and natural environments; skills Science: Earth and Space</p>	<p>Central idea: Developing our skills and techniques in the arts can allow people to share their creativity, feelings and ideas.</p> <p>Key concepts: function, perspective, connection</p> <p>Related concepts: emotions, interpretation, appreciation, creativity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How different forms of art communicate ideas, feelings and creativity (function) How people interpret, appreciate and respond to the arts differently (perspective) How we can use the arts to express our feelings, creativity and ideas (connection) <p>Arts: creating and responding PSPE: identity, interactions</p>	<p>Central idea: Scientific understandings can influence the design and creation of structures.</p> <p>Key concepts: form, function, perspective</p> <p>Related concepts: impact, properties of materials, technical advances</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> What structures are (form) The application of STEAM understandings in the design and process of structures (function) Factors that contribute to the creation of structures (perspective) <p>Science: forces and energy; materials and matter; skills Social Studies: human and natural environments Arts: creating,</p>	<p>Central idea: Products go through a process of change and distribution.</p> <p>Key concepts: connection, change, responsibility</p> <p>Related concepts: appreciation, production and consumption, trade</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Origins of products (connection/ change) Factors that affect the availability of products (connection) How our understandings can lead to action (responsibility) <p>Social Studies: Human systems and economic activities; resources and the environment Science: materials and matter</p>	<p>Central idea: People can make choices to support the sustainability of the Earth's resources.</p> <p>Key concepts: function, causation, responsibility</p> <p>Related concepts: finite/infinite, sustainability, choice, resources</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The Earth's finite and infinite resources (function) The impact of people's choices on the environment (causation) The balance between meeting human needs and the use of limited resources (responsibility) <p>Science: Earth and space SS: Resources and the environment PSPE: interactions</p>
Year 4	<p>Central idea: Body systems are interconnected and contribute to health and well-being.</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: homeostasis, interdependence, health, well-being, systems</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Body systems and how they work (function) How body systems are interdependent (connection) How our lifestyle choices are connected to our body systems (responsibility) <p>Science: Living things/ skills PSPE: active living Maths: measurement, data</p>	<p>Central idea: Human migration can be a response to challenges, risks and opportunities.</p> <p>Key concepts: causation, function, change</p> <p>Related concepts: prejudice, identity, opportunity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The reasons why people migrate (causation) The challenges and opportunities of migration (function) Impact of migration on individuals and communities (change) <p>Social Studies: continuity and change through time; skills PSPE: identity, interactions</p>	<p>Central idea: People express their perspectives and creativity through The Arts.</p> <p>Key concepts: responsibility, perspective, change</p> <p>Related concepts: performance, interpretation, role, communication</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> What makes a good performance (perspective) How we can responsibly contribute to the performance process (responsibility) How we refine and develop our performances (change) <p>Arts: creating/ responding PSPE: identity, interactions, active living</p>	<p>Central idea: The dynamic changes of Earth have an impact on people's lives.</p> <p>Key concepts: function, causation, change</p> <p>Related concepts: geography, impact, survival, adaptations</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The structure of the Earth (function) The effect of the Earth's continuous changes (causation) People's responses to the Earth's changes (change) <p>Science: Earth and space Social Studies: human and natural environments</p>	<p>Central idea: People create organisations to solve problems and meet human needs.</p> <p>Key concepts: function, connection, perspective</p> <p>Related concepts: management, service, sustainability</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different organisations and how they are structured (function) How organisations support human needs (perspective) How organisations respond to challenges (connection) <p>Social studies: Human systems and economic activities; social organisation and culture PSPE: interactions</p>	<p>Central idea: - Diversity, equity and inclusion can lead to peace within communities.</p> <p>Key concepts: perspective, form, responsibility</p> <p>Related concepts: dignity, rights</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How approaches to diversity affect communities. (Perspective) Prejudice, discrimination and stereotypes (form) Roles that we play in creating and maintaining inclusive communities. (responsibility) <p>PSPE: identity, interactions Social studies: social organisation and culture; skills</p>

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Year 5	<p>Central idea: Our choices define who we are as individuals and as a learning community.</p> <p>Key concepts: function, causation, responsibility</p> <p>Related concepts: relationships, impact, choices</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Rights and responsibilities (responsibility) The impact on learning communities (causation) Effective strategies for maintaining positive relationships (function) <p>PSPE: identity, interactions Social Studies: social organisation and culture; skills</p>	<p>Central idea: Civilisations and societies develop through their interconnectedness.</p> <p>Key concepts: form, connection, change</p> <p>Related concepts: evidence, civilisation, history, settlement</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Civilisations and societies (form) How civilisations develop (change) How past civilizations and societies have affected the present day (connection) <p>Social Studies: continuity and change through time; skills Arts: responding</p>	<p>Central idea: People can create or manipulate messages to target specific audiences.</p> <p>Key concepts: function, perspective, causation</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 (function) Critical evaluation of messages presented in the media (perspective) How people respond to messages (causation) <p>Arts: creating and responding PSPE: interactions Social Studies: human systems and economic activities</p>	<p>Central idea: Energy may be converted from one form to another and stored in various ways.</p> <p>Key concepts: form, change, responsibility</p> <p>Related concepts: renewable and non-renewable, transformation,</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different forms of energy sources (form) How energy is transformed (change) Sustainable energy practices (responsibility) <p>Science: forces and energy; skills Social Studies: resources and the environment; skills PSPE: interactions</p>	<p>Central idea: Social enterprises consider purpose and market forces when designing products and services.</p> <p>Key concepts: function, connection, causation</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 (function) The production and exchange of goods and services (connection) How economic activity affects our lives (causation) <p>Social studies: human systems and economic activities PSPE: interactions</p>	<p>Central Idea: Biodiversity relies on maintaining the interdependent balance within systems.</p> <p>Key concepts: causation, responsibility, connection</p> <p>Related concepts: balance, biodiversity, interdependence</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Interdependence with ecosystems, biomes and environments (connection/ causation) Ways in which organisms are interconnected in nature (connection/ causation) How human interactions with the environment can affect the balance of systems. (responsibility) <p>Science: living things PSPE: interactions Social Studies: resources and the natural environment</p>
Year 6	<p>Central idea: Changes people experience in their lives affect their developing sense of self.</p> <p>Key concepts: change, causation, responsibility</p> <p>Related concepts: development, interactions, choices, identity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Change as an important part of our lives (change) How our sense of identity may contribute to our choices and behaviour (causation). How we are responsible for our well-being (responsibility) <p>PSPE: identity, interactions, active living Science: Living things</p>	<p>Central Idea: Ideas and actions from the past shape the present and the future.</p> <p>Key concepts: causation, change, connection</p> <p>Related concepts: history, progress</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> People, past and present who have changed our world (change) Ideas and actions that have affected us.(causation/ connection) How history affects the present. (causation/ connection) <p>Social Studies: Continuity and change through time; skills PSPE: identity, interactions</p>	<p>Central idea: Creating and responding to arts develops our understanding of ourselves and the world around us.</p> <p>Key concepts: Form, function, perspective</p> <p>Related concepts: interpretation, communication, self-knowledge</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The different elements used to communicate and convey ideas (function) The relationship between artist and audience (perspective) Diversity of art (form) <p>Arts: Creating and responding PSPE: Interactions Language: all Maths: shape and space; pattern</p>	<p>Central idea: Scientists observe experiment and work methodically to make sense of the world and innovate</p> <p>Key concepts: change, function, responsibility</p> <p>Related concepts: ethics, ingenuity, progress</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Fair testing (responsibility) Data collection (responsibility/ function) Interpreting evidence (responsibility) Innovation (change) <p>Science: skills; all strands depending on case-studies chosen and student choice Maths: data handling</p>	<p>Central idea: Leadership and community cohesion are interconnected.</p> <p>Key concepts: connection, function, responsibility</p> <p>Related concepts: authority, representation, decision-making</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Responsibilities of leaders and the communities (responsibility) Qualities of leadership (function) Collaborative decision making (perspective) <p>Social studies: social organisation and culture; skills PSPE: interactions</p>	<p>Central idea: Developing an understanding of local and global issues can lead to taking action.</p> <p>Key concepts: form, change, responsibility</p> <p>Related concepts: cause and effect, rights and responsibilities, sustainability</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The issues that exist locally and globally (form) The purpose of the global goals (change) How our actions can lead to change and sustainability (responsibility) <p>Depending on which global goals are investigated, students will have the opportunity to inquire into any of the social studies strands and/or any of the science strands PSPE: all strands dependent on which global goals are chosen.</p>