

Murrumbeena Primary School Programme of Inquiry
International Baccalaureate Primary Years Program

The Murrumbeena Primary School Programme of Inquiry, is a scope and sequence of transdisciplinary, inquiry-based units which encourage students to take responsible action. Units of inquiry are carefully planned and reviewed annually to meet the requirements of the Victorian Curriculum and to provide engaging, significant, challenging and relevant inquiry based learning.

Students are provided with a range of opportunities to have agency in their learning including: asking questions, setting personal goals, conducting personal inquiries, working collaboratively, designing summative tasks, taking action and sharing their learning in a range of ways with a range of audiences.

Through the units of inquiry, students develop knowledge, conceptual understanding, skills and attributes of the IB Learner Profile which all contribute to the development of internationally minded students.

The following is the proposed program of inquiry for the current year. As units are reviewed throughout the year, updates are made.

Please scroll down to view the program of inquiry.

Foundation Units of Inquiry

Unit Order	1st	2nd	3rd	4th	5th	6th
Weeks	Ongoing Term 1 - Term 4	Term 1, Wk 5 - 10	Term 2, Wk 1 - 7	Term 2, Wk 8 - 10, Term 3, Wk 1 - 3	Term 3, Wk 4 - 10	Term 4, Wk 1 - 8
	Who we are	Where we are in place and time	How the world works	How we organise ourselves	Sharing the Planet	How we express ourselves
	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.	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.	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	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.	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. .	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.
Central Idea	Behaviour influences relationships	Communities are a shared responsibility	The properties of materials, affect design and construction	Roles of people in a community help it to work	Features of living things and their habitats help them to survive	Stories are shared for enjoyment and understanding
Lines of Inquiry	<i>An inquiry into:</i> - Different relationships (form) - Attitudes and behaviours that foster healthy relationships (function) - How others feel and respond in different situations (perspective)	<i>An inquiry into:</i> - Different kinds of communities (form) - Why places are special to people (perspective) - Our responsibility to care for places (responsibility)	<i>An inquiry into:</i> - Materials and their properties (form) - How materials affect design and construction (causation) - The use and manipulation of materials (change)	<i>An inquiry into:</i> - People and activities in a community (function) - How we stay safe in the community (responsibility) - Benefits of belonging to a community (connection)	<i>An inquiry into:</i> - The purpose of a living thing's features (feathers, fur or fin) (causation) - What different living things need (connection) - The habitats of living things (form)	<i>An inquiry into:</i> - Ways stories are communicated and interpreted (function) - The special features of stories (form) - How we can learn about different cultures through stories (perspective)

Key concepts	Form Function Perspective	Form Perspective Responsibility	Form Causation Change	Function Responsibility Connection	Causation Connection Form	Function Form Perspective
Related concepts	Relationships Respect Responsibility Resilience	Locality Significance Respect Preservation	Properties Design Manipulation	Engagement Roles Fulfilment Belonging	Features Habitat Survival	Expression Language Stories Meaning
Learner Profile	Principled Caring Communicator	Principled Caring Reflective	Inquirers Thinkers Knowledgeable	Principled Communicator Balanced	Inquirers Caring Knowledgeable	Communicators Open minded Reflective
Approaches to Learning	Social Skills Communication Skills	Research Skills Communications kills	Research Skills Thinking Skills	Social Skills Self-Management Skills	Thinking Skills Research Skills	Communication Skills Thinking Skills
Possible Action	Participation, Lifestyle Choices Social Justice Advocacy	Participation, Lifestyle Choices Social Justice Advocacy	Participation Social Entrepreneurship Lifestyle Choices	Social Justice Advocacy Lifestyle Choices Participation	Participation Advocacy Social Entrepreneurship	Participation Lifestyle Choices Social Justice
Victorian Curriculum Learning Areas	English Maths Health Physical Education	English Maths Geography	English Maths Science (physical) Design & Technology	English Maths Geography Health	English Maths Science (biological) Health	English Maths History Art Music Japanese
Victorian Curriculum General capabilities	Personal and Social Capabilities Ethical Capabilities	Intercultural Capabilities	Critical & Creative Thinking	Personal & Social Capabilities	Personal & Social Capabilities	Intercultural Capabilities

Year 1 Units of Inquiry

Unit order	1st	2nd	3rd	4th	5th	6th
Weeks	Term 1, Wk 4 - 9	Term 1, Wk 10 Term 2, Wk 1 - 5	Term 2, Wk 6 - 10 Term 3, Wk 1	Term 3 Wk 2 -7	Term 3, Wk 8 - 10 Term 4, Wk 1 - 3	Term 4, Wk 4 - 9
Transdisciplinary Theme	Who we are	How we express ourselves	How the world works	How we organise ourselves	Where we are in place and time	Sharing the Planet
	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.	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.	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	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.	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.	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.
Central Idea	Strategies support the management of emotional responses when interacting with others	Global citizens understand and respect the diversity of cultures	Everyday life is connected to the changing nature of Earth	Processes can change the form of a product	Understanding Indigenous cultures develops respectful relationships	Plants sustain life on Earth and are a vital part of ecosystems

Lines of Inquiry	An inquiry into: - Recognising and understanding emotions (causation) - Strategies for self-management in challenging situations (responsibility) - Viewing situations from different perspectives (perspective)	<i>An inquiry into:</i> - Cultures have shared beliefs. (form) - The significance and symbolism of celebrations. (connection) - The ways we can respect cultural diversity. (perspective)	<i>An inquiry into:</i> - Earth's natural cycles (change) - How everyday life is connected to Earth's cycles (connection) - The impact of Earth's cycles on people around the world (causation)	<i>An inquiry into</i> - The origins of products (function) - The processes of change materials go through (change) - Responsible selection of products that we use and consume (responsibility)	<i>An inquiry into:</i> - Who are Australia's Indigenous peoples (connection) - The diverse culture of Australia's Indigenous peoples (perspectives) - How we acknowledge Australian's Indigenous peoples (responsibility)	<i>An inquiry into:</i> - The diversity of plant life (function) - The relationships between plants and other living things (connection) - Actions that benefit or harm ecosystems (responsibility)
Key concepts	Causation Responsibility Perspective	Form Connection Perspective	Change Connection Causation	Function Change Responsibility	Connection Perspective Responsibility	Function Connection Responsibility
Related concepts	Interaction Communication Health Perception	Structure Diversity Culture Identity	Climate Seasons Cycles Pattern Impact	Distribution Production Consumption	Family Culture Indigenous Relationships	Biodiversity Survival Interdependence
Learner Profile	Communicators Principled Open Minded	Open Minded Caring Knowledgeable	Inquirers Knowledgeable Reflective	Inquirers Principled Thinkers	Open Minded Caring Principled	Thinkers Caring Principled
Approaches to Learning	Communication Skills Thinking Skills Social Skills	Social Skills Thinking Skills Research Skills	Research skills Thinking Skills	Thinking Skills Self-Management Skills Communication Skills	Communication Skills Social Skills Thinking Skills	Research Skills Thinking Skills
Possible Action	Participation, Advocacy Lifestyle Choices	Participation, Advocacy Lifestyle Choices Social Justice	Participation, Advocacy Lifestyle Choices	Participation, Advocacy Lifestyle Choices	Participation, Advocacy Lifestyle Choices Social Justice	Participation Lifestyle Choices

Victorian Curriculum Learning Areas	English Mathematics Health History Japanese	English Mathematics Geography History Health Physical Education Art	English Mathematics Science (Earth and space) Geography	English Mathematics Health English Digital Technology	English Mathematics Geography History Music	English Mathematics Science (biological) Science Inquiry Skills
Victorian Curriculum General Capabilities	Personal and Social Capabilities Intercultural Capabilities	Ethical Capabilities Intercultural Capabilities	Intercultural Capabilities	Personal and Social Capabilities Critical & Creative Thinking	Intercultural Capabilities Personal and Social Capabilities	Ethical Capabilities

Year 2 Units of Inquiry

Unit Order	1st	2nd	3rd	4th	5th	6th
Weeks	Ongoing Term 1 - Term 4	Term 1, Wk 5 - W 10 Term 2, Wk 1	Term 2, Wk 2-8	Term 2, Wk 9-10 Term 3, Wk 1-4	Term 3, W k5-10	Term 4, Wk 1-7
Transdisciplinary Theme	Who we are	How the world works	Sharing the Planet	How we organise ourselves	How we express ourselves	Where we are in place and time
	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.	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	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things ; relationships within and between them; access to equal opportunities; peace and conflict resolution.	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.	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.	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.
Central Idea	Resilience and growth mindset empower us in our daily life	Understanding forces and simple machines leads to innovation(inventions)	Living things grow, change and adapt to their environment in order to survive	Geographical systems organise the world to connect people and places	Techniques we use to communicate and express ideas, affect a performance	Daily life changes as a result of advances in technology
Lines of Inquiry	<i>An inquiry into:</i> - Emotional and physical responses in different situations (perspective) - How personal strengths and preferences are connected to success (connection) - Strategies for managing challenging situations.	<i>An inquiry into:</i> - The features of different tools and simple machines (form) - Forces that make simple machines work (function) - Purpose and efficiency of simple machines (connection)	<i>An inquiry into:</i> -The life cycle of living things (change) -The interconnectedness of living things (connection) -The ways living things adapt to survive (causation)	<i>An inquiry into:</i> - How features and places are represented geographically (form) -The language of direction and location (function) -Reasons people are connected to places.(including	<i>An inquiry into:</i> - The use of light and sound for dramatic effect (function) - The use of voice, body and space to communicate ideas (form)	<i>An inquiry into:</i> - The similarities and differences from life in the past to today (change) -The continuity and changes in our local community (places of historical significance) (form)

	(responsibility)			<i>Aboriginal and Torre Strait Islanders</i> (connection)	- The role an audience plays in a performance (perspectives)	- The effect of changing technology on people's lives (causation)
Key concepts	perspective Connection Responsibility	Form Function Connection	Change Connection Causation	Form Function Connection	Form Function Perspective	Change Form Causation
Related concepts	Resilience Actions Strengths Self-regulation	Force Design Innovation Problem Solving	Life Cycles Adaptation Interdependence	Indigenous Geography Organisation	Communication Expression Performance Interpretation	History Progress Innovation
Learner Profile	Communicator Caring Balanced	Inquirers Risk Takers Knowledgeable	Inquirers Principled Caring	Knowledgeable Open Minded Inquirers	Communicators Risk Takers Reflective	Knowledgeable Open Minded Thinking
Approaches to Learning	Self-Management Skills Social Skills	Research Skills Communication Skills Thinking Skills	Research Skills Communication Skills	Research Skills Communication Skills	Social Skills Communication Skills	Research Thinking Skills
Possible Action	Participation Lifestyle Choices Advocacy Social Justice	Participation Social entrepreneurship	Advocacy Participation Lifestyle Choices	Advocacy Participation Lifestyle Choices	Advocacy Participation	Social entrepreneurship Lifestyle Choices
Victorian Curriculum Learning Areas	English Mathematics Health	English Mathematics Science (physical) Design and Technology Physical Education Music	English Mathematics Health Science (biological)	English Mathematics Geography Japanese	English Mathematics Science (physical) Drama Music Physical Education Art	Personal and Social Capabilities History Geography Japanese
Victorian Curriculum General Capabilities	Personal and Social Capabilities	Critical and Creative Thinking	Ethical Capabilities Personal and Social	Intercultural Capability	Personal and Social Capabilities	Critical and Creative Thinking

			Capabilities			Intercultural Capabilities
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Year 3 Units of Inquiry

Unit Order	1st	2nd	3rd	4th	5th	6th
Weeks	Ongoing Term 1 -Term 4	Term 1 Wk 5 -10	Term 2 Wk 1-7	Term 2 Wk 8 - 10 Term 3 Wk 1 - 3	Term 3 Wk 4 - Wk 10	Term 4 Wk 1 -7
Transdisciplinary Theme	Who we are	How we express ourselves	Sharing the Planet	How we organise ourselves	Where we are in place and time	How the world works
	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.	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.	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.	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.	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.	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
Central Idea	Building strategies supports personal development	Societies acknowledge events that are culturally significant	Human actions impact the sustainability of the Earth's resources	Groups can support and enhance a community	The migration of people shapes societies	Materials are produced and selected for a purpose
Lines of Inquiry	<i>An inquiry into:</i> -How emotional responses to situations affect relationships (causation) -How different points of view can create conflict (perspective) -Strategies which	<i>An inquiry into:</i> - Meaning and significance of events locally and globally (form) - Different opinions of the same event (perspectives) - How events of personal	<i>An inquiry into:</i> - Renewable and non-renewable finite resources and their usage (function) - The impact of human activities on the Earth's surface (Causation) - Human responsibility	<i>An inquiry into:</i> - Purpose of different community groups (function) - Benefits of belonging to a group (connection) - Ways groups take action to support others (responsibility)	<i>An inquiry into:</i> - History of exploration and migration (change) - Reasons why people migrate (migrants, explorers) (perspective) - The impact migration has on society and the environment (causation)	<i>An inquiry into:</i> - the formation of materials (natural and processed) (form) - the manipulation and innovation of materials (change) - the selection of materials for a purpose

	support effective interactions and relationships (connection)	significance contribute to cultural identity. (connection)	to conserve Earth's resources (responsibility)			(function)
Key concepts	Perspective Causation Connection	Form Perspective Connection	Function Causation Responsibility	Function Connection Responsibility	Change Perspective Causation	Form Change Function
Related concepts	Strategies Conflict Relationships Interdependence	Culture Identity Celebration Significance	Conservation Sustainability Impact Finite	Belonging Cooperation Community	Impact Journeys Exploration Migration	Innovation Properties Manipulation Investigation
Learner Profile	Caring Balanced Principled	Communicators Open Minded Principled	Knowledgeable Principled Caring	Balanced Caring Risk Takers	Inquirers Knowledgeable Open-minded	Inquirers Thinkers Reflective
Approaches to Learning	Social Skills Communication Skills Self-Management Skills	Communication Skills Research Skills	Research Skills Thinking Skills	Social Skills Communication Skills	Research Skills Thinking Skills	Research Skills Self-management Skills Thinking Skills
Possible Action	Participation Lifestyle Choices	Participation Social Justice Lifestyle Choices	Social Entrepreneurship Lifestyle Choices	Participation Lifestyle choices	Participation Lifestyle Choices Advocacy	Social Entrepreneurship Lifestyle Choices
Victorian Curriculum Learning Areas	English Mathematics Health PE	English Mathematics History Art Japanese	English Mathematics Geography Science (earth)	English Mathematics Civics and Citizenship	English Mathematics History Geography	English Mathematics Science Design and Technology Music PE
Victorian Curriculum General Capabilities	Personal and Social Capabilities Ethical Capabilities	Intercultural Capabilities	Ethical Capabilities	Personal and Social Capabilities	Intercultural Capabilities Ethical Capabilities	Critical and Creative thinking

Year 4 Units of Inquiry

Unit Order	1st	2nd	3rd	4th	5th	6th
Weeks	Term 1, Wk 4 - 9	Term 1, Wk 10 Term 2, Wk1 - 5	Term 2, W 6- 10 Term 3 W1	Term 3, W 2 - 7	Term 3, Wk 8 - 10, Term, Term 4, Wk 1 - 3	Term 4, Wk 4 - 9
Transdisciplinary Theme	Who we are	How we express ourselves	How we organise ourselves	How the world works	Sharing the Planet	Where we are in place and time
	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.	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.	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.	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	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.	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.
Central Idea	Our mental and physical wellbeing can be understood and developed	Art forms are used to present an idea and engage an audience	Rules and laws influence the lives of people in society	Forces are applied in our daily lives	Human actions impact other living things and the environment	Societies are formed and affected, in response to their location
Lines of Inquiry	<i>An inquiry into:</i> - Changes which occur through life (emotional, social and physical) (change) - Strategies to promote health, safety and wellbeing (responsibility) - How health messages	<i>An inquiry into:</i> - The impact of creative techniques on the viewer/audience (reflection) - Effective oral presentation skills (form) - How media arts is used to communicate an idea	<i>An inquiry into:</i> - Roles and services of local government (form) - Decision making in the community (function) - The purpose and application of rules and laws (responsibility)	<i>An inquiry into:</i> - The relationship between forces and motion (connection) - Variables that affect motion (causation) - The application of forces in our lives (function)	<i>An inquiry into:</i> -Why living things become endangered or extinct (causation) -How human actions cause changes to the Earth (Connection) -Sustainable actions and ethical decision making	<i>An inquiry into:</i> - The reasons locations are selected for settlement (causation) - The effects of settlement on Indigenous communities (perspective) - The interconnection of

	influence our choices (perspective)	(function) (Student created line of inquiry)			(responsibility)	location and human activity (change)
Learner Profile	Balanced Reflective Principled	Communicators Reflective Thinkers	Knowledgeable Principled Communicators	Inquirers Reflective Risk Takers	Inquirers Caring Principled	Caring Open Minded Knowledgeable
Key concepts	Perspective Change Responsibility	Causation Form Function	Form Function Responsibility	Connection Causation Function	Causation Connection Responsibility	Causation Perspective Change
Related concepts	Influence Challenges Decisions Resilience	Composition Techniques Audience Language Presentation	Governments Legislation Authority Democracy	Forces Motion Variables Application	Interdependence Responsibility Consequences Opinions	Interconnectedness Geography Settlements
Approaches to Learning	Research Skills Self-Management Skills Communication Skills	Communication Skills Self-Management Skills	Social Skills Communication Skills	Research Skills Thinking Skills	Research Skills Self-Management Skills	Communication Skills Research Skills
Possible Actions	Lifestyle Choices	Participation Advocacy Social Justice	Participation Advocacy Social Justice	Participation Social Entrepreneurship	Participation Advocacy Social Justice Lifestyle Choices Social Entrepreneurship	Participation Social Justice Lifestyle Choices
Victorian Curriculum Learning Areas	English Mathematics Health PE	English Mathematics Media Arts Art Music	English Mathematics Civics & Citizenship	English Mathematics Science (physical)	English Mathematics Science (biological)	English Mathematics History Geography Science (Earth) Japanese Art
Victorian Curriculum Capabilities	Personal and Social Capabilities	Critical & Creative Thinking	Ethical Capabilities	Critical & Creative Thinking		Intercultural Capabilities

Year 5 Units of Inquiry

Unit Order	1st	2nd	3rd	4th	5th	6th
Weeks	Term 1 Wk 4 -9	Term 1, Wk 10 Term 2 Wk 1-5	Term 2 Wk 6 - 10 Term 3 Wk 1	Term 3 Wk 2 - 7	Term 3 Wk 8 - 10 Term 4 Wk 1 - 3	Term 4 Wk 4 - 9
Transdisciplinary Theme	How the world works	Where we are in place and time	How we organise ourselves	Sharing the Planet	Who we are	How we express ourselves
	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	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.	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.	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.	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.	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.
Central Idea	Responses to environmental phenomena reflect ethical principles	Significant people and events help shape a nation	The decision making processes within governance systems, impact on society	We have rights and responsibilities as global citizens	Understanding what it means to be human, helps people prepare for change	The Arts can lead to change in ourselves and others
Lines of Inquiry	<i>An inquiry into:</i> - Causes of environmental phenomena (geographical and meteorological) (causation) - The impact of environmental phenomena (connection)	<i>An inquiry into:</i> - Causes and effects of the formation colonies (causation) - Significance of an event that, or person who, influenced change in society (change) - The different experiences and perspectives of people	<i>An inquiry into:</i> - Creation and structure of levels of government (form) - How and why laws are passed (function) - Impact of people's decisions and preferences (responsibility)	<i>An inquiry into:</i> - History of human rights (form) - Defence and infringement of human rights (perspective) - Obligations as global citizens (responsibility)	<i>An inquiry into:</i> - The connection between emotions and behaviour (connection) - Practices and resources that help promote and maintain health and wellbeing (causation) - Important attributes for facing new & challenging situations	<i>An inquiry into:</i> - The role of the Arts in society (function) - Reasons why people engage in the Arts (perspective) - Ways people can change when creating and responding to the Arts (change)

	- Our responsibility as citizens to respond to the impact of environmental phenomena. (responsibility)	throughout history (perspective)			(change)	
Learner Profile	Caring Inquirers Knowledgeable	Open Minded Thinkers Inquirers	Principled Knowledgeable Communicator	Open minded Thinking Caring	Balanced Reflective Risk Takers	Communicators Risk Takers Reflective
Key concepts	Causation Connection Responsibility	Causation Change Perspective	Form Function Responsibility	Form Perspective Responsibility	Connection Causation Change	Function Perspective Change
Related concepts	Impact Geology Citizen Technology Interconnectedness	Chronology History Settlements	Democracy Federation Citizenship Values Justice	Rights Equality Freedom	Perseverance Resilience Challenge Growth Behaviour	Communication Expression Creativity Techniques Influence
Approaches to Learning	Research Skills Thinking Skills	Research Skills Communication Skills Thinking Skills	Social Skills Research Skills	Thinking Skills Research Skills Social Skills	Social Skills Self-Management Skills	Communication Skills Research Skills
Possible Action	Participation Lifestyle Social Justice	Participation Social Justice Lifestyle Choices	Participation Advocacy Social Justice Lifestyle Choices	Advocacy Lifestyle Choices Social Justice	Participation Lifestyle Choices	Advocacy Social Justice
Victorian Curriculum Learning Areas	English Mathematics Science (Earth) Geography	English Mathematics History Geography Japanese	English Mathematics Civics & Citizenship History	English Mathematics Civics & Citizenship	English Mathematics Health PE	English Mathematics The Arts Art Music
Victorian Curriculum Capabilities	Intercultural Capabilities	Intercultural Capabilities	Ethical Capabilities	Intercultural Capabilities Ethical Capabilities Personal and Social Capabilities	Personal and Social Capabilities Ethical Capabilities	Personal and Social Capabilities

Year 6 Units of Inquiry

Unit Order	1st	2nd	3rd	4th	5th	6th
Weeks	Term 1 Wk 4 - 8	Term 1 Wk 9 - 10 Term 2 Wk 1-3	Term 2 Wk 4 -8	Term 2 Wk 9 - 10 Term 3 Wk 1 - 3	Term 3 Wk 4-10 Term 4 Wk 1- 2	Term 4 Wk 3 -7
Transdisciplinary Theme	Who we are	How we express ourselves	Where we are in place and time	How we organise ourselves	EXHIBITION	How the world works
	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.	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.	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.	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.	Students will identify the transdisciplinary theme related to their chosen inquiry.	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
Central Idea	Appreciating diversity strengthens communities	Media has the power to influence thinking and behaviour	Humans have sought to explore and understand Earth's place in space	Economic activity relies upon systems of production, exchange and consumption of goods and services	Purposeful action provokes responsible change in behaviour, thinking and/or attitude	Scientists are finding new ways to transfer, transform and store energy
Lines of Inquiry	<i>An inquiry into:</i> - What unites and divides us (form) - Impact of diversity on communities (causation) - Behaviours that support and celebrate people's differences (responsibility)	<i>An inquiry into:</i> - Strategies and devices used to influence the viewer (function) - The influence of media on individuals and societies (perspective) - The responsibility of the media and its	<i>An inquiry into:</i> - Earth's dynamic role in a system of planets (function) - The interconnection between the Earth, Moon and Sun (connection) -The impact of science	<i>An inquiry into:</i> - Purpose and function of business (function) - Goods and services and supply and demand (connection) - The role of supply and demand (connection) - The responsibility of	<i>An inquiry into:</i> - Student constructed lines of inquiry (in groups)	<i>An inquiry into:</i> - Forms and sources of energy (form) - Energy transfer, transformation and storage (change) - Energy use in society and its impact on the environment (causation)

		viewers (responsibility)	and technology on our understanding of space (causation)	producers and consumers (responsibility)		
Key concepts	Form Causation Responsibility	Function Perspective Responsibility	Function Connection Causation	Function Connection Responsibility	Group collaboration on concepts	Form Change Causation
Related concepts	Beliefs Diversity Identity Consciences Culture	Truth judgements Bias Ethics	Space Systems Interaction Gravity Atmosphere	Economies Dependence Influence Supply & Demand	Topic Specific vocabulary	Transformation Energy Innovation Sustainability
Learner Profile	Principled Reflective Open Minded	Reflective Communicators Open Minded	Knowledgeable Inquirers Risk Takers	Balanced Knowledgeable Principled	Personal Learner Profile Goals	Inquirers Thinkers Caring
Approaches to Learning	Social Skills Self-Management Skills Communication Skills	Thinking Skills Communication Skills	Research Skills Thinking Skills Self-Management Skills	Self-Management Skills Thinking Skills	Personal Approaches to Learning Goals	Thinking Skills Research Skills
Possible Actions	Social Justice Advocacy Participation	Lifestyle Choices Advocacy Social Justice	Participation Social Entrepreneurship	Participation Social Entrepreneurship Lifestyle Choices	Group collaboration on action	Participation Lifestyle Choices Advocacy
Victorian Curriculum Learning Areas	English Mathematics Health Japanese	English Mathematics Health Media Arts Visual Arts Music Digital Technologies	English Mathematics Science (Earth & Space) Design & Technology	English Mathematics Economics & Business	English Mathematics Geography Civics & Citizenship Health Art PE Music Japanese	English Mathematics Design and Technologies Science
Victorian Curriculum	Personal and Social	Personal and Social	Ethical Capabilities	Ethical Capabilities	Intercultural Capabilities	Ethical Capabilities

Capabilities	Capabilities Intercultural Capabilities Ethical Capabilities	Capabilities Ethical Capabilities Critical & Creative Thinking			Ethical Capabilities Personal and Social Capabilities Critical & Creative Thinking	
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