

Kennedy School POI 2015-16

| Age | An inquiry into: Who we are | An inquiry into: Where we are in place and time | An inquiry into: How we express ourselves | An inquiry into: How the world works | An inquiry into: How we organize ourselves | An inquiry into: Sharing the planet |
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| | <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> | <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> | <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> | <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> | <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> | <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> |
| Year 1 | <p>Central idea Increasing awareness of our personal characteristics, abilities and passions and those of others, allows our self-identity to develop.</p> <p>Key concepts: perspective, causation, reflection</p> <p>Related concepts: perceptions, influence. Self-knowledge, identity</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How people perceive themselves and others How emotions, attitudes and beliefs influence the way we act Personal abilities, interests and passions | <p>Central idea Exploring and knowing our local environment can help us understand the world.</p> <p>Key concepts: connection, function</p> <p>Related concepts: geography, direction</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Our local district in relation to other places How we find our way around | <p>Central idea Imagination can extend our ability to create, express ourselves and solve problems.</p> <p>Key concepts: reflection, function, perspective</p> <p>Related concepts: creativity, process, imagination</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How our experiences inspire us to create Developing a creative process How our imagination can affect others | <p>Central idea Materials behave and react in certain ways which determine how people use them.</p> <p>Key concepts: function, form, reflection</p> <p>Related concepts: behaviour and role, properties, innovation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Behaviour and uses of materials Changing properties of materials How we apply our understanding of materials in the world around us | <p>Central idea People play different roles in the community to which they belong</p> <p>Key concepts: form, responsibility, connection</p> <p>Related concepts: community, roles, interconnectedness</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Various communities we belong to Roles of people who are part of our communities The interconnectedness within communities | <p>Central idea Plants sustain life on Earth and play a role in our lives</p> <p>Key concepts: connection, function, responsibility</p> <p>Related concepts: conservation, development, interdependence</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How plants affect our lives How plants grow Our responsibility towards plants |
| Year 2 | <p>Central idea Choices people make affect their health and well-being.</p> <p>Key concepts: form, causation, responsibility</p> <p>Related concepts: healthy living, choices and consequences, self-management</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> What it means to have a balanced lifestyle How the choices we make affect our health and well-being How we can take responsibility for our health and well-being | <p>Central idea Changes shown by evidence of the past helps us understand how we live today.</p> <p>Key concepts: form, change, causation</p> <p>Related concepts: evidence, innovation, history</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Ways to find out about the past How people's lives have changed over time Reasons why change happens | <p>Central idea The art of storytelling enables people to communicate creatively.</p> <p>Key concepts: form, perspective, reflection</p> <p>Related concepts: creativity, communication, imagery</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The ways stories are communicated What we can learn from stories How stories are structured to connect to an audience | <p>Central idea People apply their understanding of forces and energy to invent and create.</p> <p>Key concepts: function, form, connection</p> <p>Related concepts: process, application, invention</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Developing a scientific process Types of forces and energy How understanding forces and energy helps us | <p>Central idea Communities create systems to meet the needs of people.</p> <p>Key concepts: function, causation, 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 How systems develop to meet the needs of a community The interconnectedness of people and systems | <p>Central idea The interdependence between living things affects their survival.</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"> The needs of living things to survive Ways living things depend on each other Our responsibility towards living things |

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| Year 3 | <p>Central idea People's cultures and beliefs can contribute to the diversity of different societies.</p> <p>Key concepts: form, connection, perspective</p> <p>Related concepts: beliefs and culture, diversity, identity, respect</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different cultures and belief systems • Similarities and differences between cultures and beliefs • How people behave due to their cultures and beliefs | <p>Central idea The Earth's physical geography has an impact on human interactions and settlements.</p> <p>Key concepts: form, connection, change</p> <p>Related concepts: geography, interaction, impact</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The different geographical features of the Earth • The relationships between location and settlement • Impact of human interaction on the physical environment | <p>Central idea Through the arts people use different forms of expression to convey their creativity, feelings and ideas.</p> <p>Key concepts: form, perspective, reflection</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 • How people interpret, appreciate and respond to the arts differently • How we can use the arts to express our feelings, creativity and ideas | <p>Central idea The application of scientific understandings can influence the design and creation of structures.</p> <p>Key concepts: form, function, reflection</p> <p>Related concepts: transformation, cause and effect, experimentation, justification</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Manipulation of materials for different uses • Forces that act on structures • How materials and forces are interconnected • Why reflection is a necessary part of scientific processes | <p>Central idea A responsible use of space can provide opportunities to connect people and build communities.</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: design, interconnectedness, respect</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The way spaces are designed and used • How spaces can bring people together • The responsibility we have to respect spaces around us | <p>Central idea People can make choices to support the sustainability of the Earth's resources.</p> <p>Key concepts: form, causation, responsibility</p> <p>Related concepts: resources, lifestyle, waste</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The Earth's finite and infinite resources • The impact of people's choices on the environment • The balance between meeting human needs and the use of limited resources |
| Year 4 | <p>Central idea People's relationships with each other can have an impact on well-being.</p> <p>Key concepts: function, causation, reflection</p> <p>Related concepts: interactions, cause/effect, awareness</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How we develop relationships with people • How different relationships affect us in different ways • How relationships affect our well-being | <p>Central idea Human migration is a response to challenges, risks and opportunities.</p> <p>Key concepts: causation, change, responsibility</p> <p>Related concepts: adjustment, consequences, identity</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The reasons why people migrate • Migration throughout history • Effects of migration on communities, cultures and individuals | <p>Central idea Over time people have communicated using visual arts in diverse ways.</p> <p>Key concepts: change, perspective, reflection</p> <p>Related concepts: development, meaning, experimentation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Development of art forms over time • The diverse ways in which people express themselves in visual arts • Different elements and techniques used in visual arts | <p>Central idea The changing nature of the Earth has an impact on people's lives.</p> <p>Key concepts: form, causation, connection</p> <p>Related concepts: geography, impact, survival</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How the Earth is structured • How the Earth continues to change and the effects of these changes • How people respond to the Earth's changes | <p>Central idea People create organisations to solve problems and meet human needs.</p> <p>Key concepts: function, connection, reflection</p> <p>Related concepts: management, service, negotiation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The purpose of organisations • How organisations support human needs • Strategies for problem solving (as organisations) | <p>Central idea Living things can adapt over time in order to survive.</p> <p>Key concepts: connection, causation, reflection</p> <p>Related concepts: identification, cause and effect, survival</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Types of adaptation • How living things adapt and respond to changing environmental conditions • How humans impact the survival of living things |

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| Year 5 | <p>Central idea Understanding how we learn helps us to take more responsibility.</p> <p>Key concepts: function, responsibility, reflection</p> <p>Related concepts: trust, self-regulation, perseverance</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different ways of learning • How behaviours affect thinking and learning • Our responsibilities as learners | <p>Central idea Evidence of past civilizations can be used to make connections to present-day societies.</p> <p>Key concepts: form, function, connection, reflection</p> <p>Related concepts: evidence, civilization, history</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Characteristics of civilizations and societies • Connections between past and present • Processes involved in collecting, analysing and validating evidence | <p>Central idea People can create or manipulate messages to target specific audiences.</p> <p>Key concepts: function, perspective, reflection</p> <p>Related concepts: media, opinion/interpretation, evaluation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How images, text and music are used to influence behaviour of target audiences • Critical evaluation of messages presented in the media • How people respond to messages | <p>Central idea Energy may be converted from one form to another and stored in various ways to enhance human progress</p> <p>Key concepts: form, change, responsibility</p> <p>Related concepts: renewable/non-renewable, progress, transformation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different forms of energy sources (renewable and non-renewable) • How energy is used (transformation) • Sustainable energy practices | <p>Central idea Economic activity relies on systems of production, exchange and consumption of goods and services.</p> <p>Key concepts: function, connection, interdependence, needs and wants</p> <p>Related concepts: demand, interdependence, needs and wants</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The role of supply and demand • The distribution of goods and services • How economic activity affects our lives | <p>Central idea Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved.</p> <p>Key concepts: causation, perspective, responsibility</p> <p>Related concepts: conflict, equity, peace, resolution</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Cause of conflict (local and global) • Human rights and equity • Strategies used to resolve conflict • Consequences of resolutions |
| Year 6 | <p>Central idea Changes people experience at different stages of their lives affect their evolving sense of self.</p> <p>Key concepts: change, responsibility, reflection</p> <p>Related concepts: growth, choices, interactions</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Changes as an important part of our lives • How we are responsible for our well-being • How our self-concept may contribute to our choices and behaviours | <p>Central idea Exploration leads to discoveries, new understandings and has numerous consequences.</p> <p>Key concepts: causation, connection, reflection</p> <p>Related concepts: purpose, significance, necessity</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Reasons for exploration (historical and personal) • How explorations help us understand the world around us • The need for future/continued exploration | <p>Central idea Creating and responding to art develops understanding of ourselves and the world around us.</p> <p>Key concepts: form, function, reflection</p> <p>Related concepts: interpretation, self-knowledge, communication</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The different elements used to communicate and convey ideas to others • The relationship between artist and audience • How artists continually reflect to improve their ideas and performances | <p>Central idea Understanding of scientific knowledge is constantly evolving and has an impact on people lives.</p> <p>Key concepts: function, causation, perspective</p> <p>Related concepts: innovation, technology, ethics</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What leads to advances in scientific knowledge and understanding • The role of technology in science • Ethical dilemmas associated with scientific research and inventions. | <p>Central idea Leadership influences the members of a community.</p> <p>Key concepts: perspective, causation, 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 • Representation of opinions within a community • How societal decision-making has an impact on communities | <p>Central idea The actions people take can affect the environments and communities they are part of.</p> <p>Key concepts: causation, perspective, reflection</p> <p>Related concepts: cause and effect, justification, responsibility</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How people's actions affect environments and communities • Different perspectives of how people's actions affect environments and communities • Ways in which our understandings influence the choices we make / actions we take |