

PROGRAMME OF INQUIRY
YEAR 3

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<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>
<p>Subject focus: PSPE (major)</p> <p>Key concepts: function, causation, reflection</p> <p>Related concepts: balance, well-being</p>	<p>Subject focus: Social Studies (major)</p> <p>Key concepts: connection, perspective</p> <p>Related concepts: context, location and orientation</p>	<p>Subject focus: The Arts (major)</p> <p>Key concepts: causation, perspective, Reflection</p> <p>Related concepts: empathy, invention, transformation</p>	<p>Subject focus: Science (major) The Arts (minor)</p> <p>Key concepts: function, causation</p> <p>Related concepts: force, energy</p>	<p>Subject focus: Social Studies (major)</p> <p>Key concepts: function, causation, connection</p> <p>Related concept: networks</p>	<p>Subject focus: Social Studies (major)</p> <p>Key concepts: change, responsibility, reflection</p> <p>Related concepts: lifestyle, resources</p>
<p>Central idea* Making balanced choices about daily routines enables us to have a healthy lifestyle.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Daily habits and routines (hygiene, sleep, play, eating) • Balanced choices • Consequences of choices 	<p>Central idea The development of global perspectives is supported through understanding our place in the world in relation to others.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How we represent place • Representation of place through time • Relationship of our location to other parts of the world 	<p>Central idea Imagination is a powerful tool for extending our ability to think, create, express ourselves and entertain.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How we demonstrate and enjoy our imagination • How our imagination helps us to consider other perspectives • How imagination helps us to solve problems • How we can share our imagination using dramatic techniques 	<p>Central idea Understanding the properties of air allows people to make practical applications.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The evidence of the existence of air • What air can do and how we use it • The relationship between air, light and sound 	<p>Central idea Communities provide interconnected services designed to meet people’s needs.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Reasons people live in the local community • Services needed to support a community • Planning services, structures and buildings for a community 	<p>Central idea People can establish practices in order to sustain and maintain the Earth’s resources.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Limited nature of the Earth’s resources • Personal choices that can help sustain the environment • Reusing and recycling different materials • Reducing waste

