



Clearwater Bay School Programme of Inquiry for Year 2: 2010



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>Central idea People are more the same than different from each other</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Physical, social and emotional characteristics of people • Our strengths and weaknesses • Recognizing similarities and differences between myself and others 	<p>Central idea People make their homes in different places</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> * My home * Why people make different types of homes * Where people build homes 	<p>Central idea Stories can be used to help us express ourselves</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The different ways in which stories can be interpreted and conveyed through the arts * Feelings and emotions that stories, music and dance can evoke 	<p>Central idea All living things go through a process of change.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Life cycles • How humans and animals change over their lifetime 	<p>Central idea Systems are directly related to the needs of a community.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> * The specific purposes of systems. * The relationship between Hong Kong transport systems and the environment. 	<p>Central idea All living things need an environment to live in</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> * What an environment is * How our behaviour impacts the environment * How we value the environment
<p>Subject focus: PSPE</p> <p>Key concepts: Form, reflection</p> <p>Related concepts: identity, relationships</p>	<p>Subject focus: Social Studies</p> <p>Key concepts: Form, perspective</p> <p>Related concepts: connection, environment</p>	<p>Subject focus: The Arts Language</p> <p>Key concepts: Connection, perspective</p> <p>Related concept: self expression, composition, collaboration, responsibility</p>	<p>Subject focus: Science</p> <p>Key concepts: Change, connection</p> <p>Related concepts: cycles, transformation</p>	<p>Subject focus: Social Studies</p> <p>Key concepts: Function, causation</p> <p>Related concepts: systems, transport</p>	<p>Subject focus: Science</p> <p>Key concepts: Causation, responsibility</p> <p>Related concepts: lifestyle, resources</p>