



Clearwater Bay School Programme of Inquiry for Year 4: 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 Learners have rights and responsibilities as individuals and members of learning communities</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How I learn and how I contribute to the learning of others • How I am able to learn as part of a community • My responsibilities for my own learning and as part of a learning community. 	<p>Central idea Family histories provide an insight into cultural and personal identity.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> * How family traditions evolve over time * How a family's history influences a persons personal identity * Developing an understanding of other peoples cultures 	<p>Central idea People express feelings and ideas through the arts</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What feelings and ideas are expressed by people through the arts • How we can express feelings and ideas in our own work 	<p>Central idea The changing nature of the earth has an effect on peoples lives</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Types of natural phenomena • Impact of natural phenomena on people and the environment • How humans respond to natural phenomena 	<p>Central idea Successful market places depend on many systems working together</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What a marketplace is • How people cooperate to make a market place work • How different systems in the market place are connected 	<p>Central idea: Over time, living things need to adapt in order to survive.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Concept of adaptation • Circumstances that lead to adaptation • How plants and animals adapt or respond to environmental conditions • <i>recognizable and observable features of living things</i>
<p>Subject focus: PSPE Social Studies</p> <p>Key concepts: Function, responsibility, connection</p> <p>Related concepts: diversity, motivation</p>	<p>Subject focus: Social Studies PSPE</p> <p>Key concepts: Change, reflection</p> <p>Related concepts: chronology, history, tradition</p>	<p>Subject focus: The Arts</p> <p>Key concepts: Function, perspective, reflection</p> <p>Related concepts: perception, self expression</p>	<p>Subject focus: Science Social Studies</p> <p>Key concepts: Causation, change, form</p> <p>Related concepts: erosion, geology, tectonic plates, movement</p>	<p>Subject focus: Social Studies</p> <p>Key concepts: Function, connection</p> <p>Related concepts: interdependence, supply and demand</p>	<p>Subject focus: Social Studies Science</p> <p>Key concepts: Change, connection, form</p> <p>Related concepts: adaptation, evolution</p>