



Clearwater Bay School Programme of Inquiry for Year 5: 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 What we believe can influence who we are.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How beliefs are formed • What different people believe and why • How our beliefs affect our behaviour 	<p>Central idea Exploration leads to discovery, change and greater understanding</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Reasons for exploration • Impact of exploration and discoveries • How these impact different people in different ways 	<p>Central idea Society can influence how we express ourselves</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How people have expressed themselves in society • What influences people when they express themselves * How people choose to express themselves in different ways 	<p>Central idea The changing state of matter impacts our daily lives.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The changing state of matter • Changes of matter in our daily lives • Changes in matter can be reversible or irreversible 	<p>Central idea People share a responsibility towards a common purpose</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> * The purpose of a workplace * Interconnectedness of people in a workplace * Importance of a shared vision or common purpose 	<p>Central idea Water is essential to life, and is a limited resource for many people.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Sources of water and how water is used • Distribution and availability of usable water • Responsibilities regarding water
<p>Subject focus: PSPE Social Studies</p> <p>Key concepts: Perspective, reflection</p> <p>Related concepts: diversity, perception</p>	<p>Subject focus: Social Studies</p> <p>Key concepts: Form, perspective, reflection</p> <p>Related concepts: consequences, discovery, geography</p>	<p>Subject focus: The Arts PSPE</p> <p>Key concepts: Form, <i>change</i>, connection</p> <p>Related concepts: creativity, diversity, stereotypes, fashion, genre</p>	<p>Subject focus: Science</p> <p>Key concepts: Form, function, responsibility</p> <p>Related concepts: measurement, transformation</p>	<p>Subject focus: Social Studies</p> <p>Key concepts: Function, causation, connection</p> <p>Related concepts: cooperation, employment</p>	<p>Subject focus: Social Studies Science</p> <p>Key concepts: Function, responsibility</p> <p>Related concepts: conservation, equity, processes</p>