

**Caulfield South P.S. Units of Inquiry- Completed in 2018**

	<i>An inquiry into: Who We Are</i>	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
	An inquiry into the nature of 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.	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.	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.	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.	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.	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.
<b>P r e p</b>	<p><b>Central Idea:</b> <b>1</b> <b>At school, we can all learn by working together and sharing responsibilities.</b></p> <p><b>Key Concepts:</b> Responsibility, Function <b>Learner Profile:</b> Knowledgeable, Thinker <b>Learner Attitudes:</b> Respect, Independence, Cooperation <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Why we are at school and what we learn (function)</li> <li>Our rights and responsibilities at school (responsibility)</li> <li>How teamwork helps our classroom function (responsibility &amp; function)</li> </ul> <p><b>Specialist:</b> <b>Music:</b> responsibility using instruments and care of instruments, function of instruments and how to play them <b>PE:</b> Reinforce TD skill and related concept of 'teamwork'. Focus on: responsibility, sharing &amp; talking nicely. <b>VicCurric:</b> phonics, recount, Number and Pattern and teamwork.</p>		<p><b>Central Idea:</b> <b>3</b> <b>Personal feelings and emotions can be expressed through art.</b></p> <p><b>Key Concepts:</b> Perspective, Function, Reflection <b>Learner Profile:</b> Open-minded, Thinker <b>Learner Attitudes:</b> Empathy, Appreciation <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The way art evokes feelings and emotions</li> <li>How feelings and emotions are individual</li> <li>How people can use or create art to express how they are feeling</li> </ul> <p><b>Specialist:</b> <b>Art:</b> How lines are used in art to create emotions/feelings <b>Italian:</b> Giuseppe Arcimboldo - Looking at the Function of his artworks "Seasons" <b>VicCurric:</b> Health and PE</p>	<p><b>Central Idea:</b> <b>4</b> <b>Materials behave and interact in certain ways, which determine how people use them.</b></p> <p><b>Key Concepts:</b> Reflection, Change, form <b>Learner Profile:</b> Risk-taker, thinker <b>Learner Attitudes:</b>Enthusiasm, curiosity <b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The different materials that are used in buildings</li> <li>Why these materials are used/chosen (strength etc)</li> <li>The changing properties of materials</li> </ul> <p><b>Specialist:</b> <b>Art:</b> (leading inquiry &amp; completing summative assessment) <b>VicCurric:</b> Science (Physical) (Focus on building materials) <b>Excursion:</b> NGV - National Gallery of Victoria</p>	<p><b>Central Idea:</b> <b>2</b> <b>Communities are made up of different people and places that help meet the needs of the people who live there.</b></p> <p><b>Key Concepts:</b> Function, Connection, causation <b>Learner Profile:</b> Thinker, inquirer <b>Learner Attitudes:</b>Respect, Integrity <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The functions of people and places in our local community (Function)</li> <li>How do the people and places in our community work together (Connection - Community)</li> <li>The impact that people have on a community (Causation - Impacts)</li> </ul> <p><b>Specialist:</b> <b>PE:</b> Reinforce TD skill and related concept of 'teamwork'. Focus on: responsibility, sharing &amp; talking nicely. <b>VicCurric:</b> Speaking and Listening, Mapping and Civics - Local area <b>Excursion:</b> Community Walk</p>	
<b>Yr 1</b>	<p><b>Central Idea:</b> <b>1</b> <b>Reflecting on our emotions and behaviour can influence our ability to get along with others</b></p> <p><b>Key Concepts:</b>Reflection, perspective <b>Learner Profile:</b>Reflective <b>Learner Attitudes:</b> Empathy <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Emotions, feelings and actions</li> <li>The qualities of good friends</li> <li>The value of reflecting on yourself as a friend</li> </ul> <p><b>Specialist:</b> <b>VicCurric:</b> Interpersonal Development (Friendship and relationships) <b>PE:</b> - How competition influences feelings/emotion/actions....</p>	<p><b>Central Idea:</b> <b>2</b> <b>We can make sense of our place in the world today, by learning about our family history.</b></p> <p><b>Key Concepts:</b> : Change, Perspective, Connection <b>Learner Profile:</b> Knowledgeable, Reflective, Communicators. <b>Learner Attitudes:</b> Appreciation, Curiosity, Respect. <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Differences and similarities between students daily lives and the lives of their parents and grandparents (connection)</li> <li>How family structures have changed over time (Roles of family members) (Change)</li> <li>How countries of origin influence family life (perspective)</li> </ul> <p><b>Specialist:</b> <b>Music:</b> songs from other countries/ instrument families <b>Art:</b> Art line of inquiry re family portraits <b>VicCurric:</b> History (K&amp;U), procedural writing. <b>Excursion:</b> Rippon Lea or Como House.</p>	<p><b>Central Idea:</b> <b>3</b> <b>People express their values, beliefs, ideas, feelings and culture through celebrations.</b></p> <p><b>Key Concepts:</b> Causation Form and Function <b>Learner Profile:</b>., Open-minded, Balanced <b>Learner Attitudes:</b> Appreciation <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What are the features of different celebrations (Form)</li> <li>How do different features contribute to a celebration (Function)</li> <li>The reasons behind celebrations their effects on the community e.g. spiritual/remembrance) (Causation).</li> </ul> <p><b>Specialist:</b> <b>Art:</b> Celebrations can inspire the creation of visual art works. <b>Italian:</b> The reasons behind Carnevale <b>Music:</b> Songs and dance of celebration from around the world <b>VicCurric:</b> Social Skills</p>	<p><b>Central Idea:</b> <b>4</b> <b>Light comes from different sources and its properties make it useful in our everyday life</b></p> <p><b>Key Concepts:</b> Connection, Function, Responsibility <b>Learner Profile:</b> Inquirers, communicators, Reflective <b>Learner Attitudes:</b> Enthusiasm, Creativity <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Properties and sources of light (Form)</li> <li>What light can do and how we use it (Function)</li> <li>How we can use energy safely and responsibly (Responsibility)</li> </ul> <p><b>Specialist:</b> <b>VicCurric:</b> Science (Physical), <b>Excursion:</b> Light incursion</p>	<p><b>Central Idea:</b> <b>5</b> <b>Processes and people are involved in the production of goods.</b></p> <p><b>Key Concepts:</b> : Connection, Change, Form <b>Learner Profile:</b> Thinker, Reflective, Knowledgeable <b>Learner Attitudes:</b>Curiosity, Co-operation <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Where different foods come from (Connection)</li> <li>Processed and natural (non-processed) foods (Connection)</li> <li>The kinds of processes foods go through (Change)</li> </ul> <p><b>Specialist:</b> <b>VicCurric:</b> (Science-Chemical) <b>Excursion:</b> Yakult Factory</p>	<p><b>Central Idea:</b> <b>6</b> <b>All creatures have features and essential needs that are necessary for survival.</b></p> <p><b>Key Concepts:</b> Form, causation, responsibility <b>Learner Profile:</b> Risk-taker <b>Learner Attitudes:</b> Respect, Appreciation, Curiosity <b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The essential needs animals require to survive? (Causation)</li> <li>The features of animals that allow them to survive (Form)</li> <li>Human activity that impacts on animal survival (Causation, Responsibility)</li> <li>Human's responsibility to protect animals (Responsibility)</li> </ul> <p><b>VicCurric:</b> :Science (Biological),</p>
<b>Yr 2</b>	<p><b>Central Idea:</b> <b>2</b> <b>Our body systems work together when we exercise.</b></p> <p><b>Key Concepts:</b> Form Function, Connection <b>Learner Profile:</b> Knowledgeable, Principled, Communicators <b>Learner Attitudes:</b>Confidence, Enthusiasm <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The properties of the heart, lungs and muscles and the systems that they are part of.</li> <li>How the systems in the body change in response to exercise</li> <li>The interdependence of different body systems (connection)</li> </ul> <p><b>Specialist:</b> <b>PE:</b> Different kinds and levels of exercise <b>VicCurric:</b>Explanations, counting and recording, Self Management and Communication Skills. <b>Excursion:</b> Yoga Incursion</p>	<p><b>Central Idea:</b> <b>3</b> <b>Over time, developments in technology have influenced the way we live.</b></p> <p><b>Key Concepts:</b> Change, Form, Causation. <b>Learner Profile:</b> Reflective, Knowledgeable, Communicators <b>Learner Attitudes:</b> Appreciation, Curiosity &amp; Respect. <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Daily life 50 - 100 years ago (Form – properties)</li> <li>Entertainment and play up to 100 years ago compared to today (Change – transformation)</li> <li>Impacts of change (Causation – Impacts)</li> </ul> <p><b>Specialist:</b> <b>Music:</b> Music is part of our heritage (music of the 20<sup>th</sup> Century). Form of a song <b>VicCurric:</b> History (K&amp;U) <b>Excursion:</b> Ripponlea or Como house</p>	<p><b>Central Idea:</b> <b>6</b> <b>Cultures use storytelling to share values and beliefs.</b></p> <p><b>Key Concepts:</b> Perspective (subjectivity), Reflection (behaviour), Change (transformation) <b>Learner Profile:</b> Reflective, communicators. <b>Learner Attitudes:</b> Curiosity, Respect <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Cultures have used story telling around the world and over time (Perspective)</li> <li>Understanding the messages/morals contained within traditional stories (Reflection)</li> <li>The way stories are told have changed over time (Change)</li> </ul> <p><b>Specialists:</b> <b>Italian:</b> Traditional Italian stories, e.g. Pinocchio, Commedia del'arte <b>Art:</b>How puppetry can be used to communicate a</p>	<p><b>Central Idea:</b> <b>4</b> <b>The interaction of forces causes change in the motion of objects.</b></p> <p><b>Key Concepts:</b> Form, Function, Causation <b>Learner Profile:</b> Reflective, Knowledgeable <b>Learner Attitudes:</b>Creativity <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Forces behave in predictable ways (Function)</li> <li>The differences between types of forces (Form)</li> <li>How forces affect movement (Causation)</li> </ul> <p><b>Specialist:</b> <b>PE:</b> An inquiry into the forces required in athletics <b>VicCurric:</b> Science (Physical) <b>Excursion:</b>Taskworks incursion.</p>	<p><b>Central Idea:</b> <b>1</b> <b>People use different forms of transport for different reasons.</b></p> <p><b>Key Concepts:</b> Form, Function and Connection <b>Learner Profile:</b> Inquirer &amp; Communicator <b>Learner Attitudes:</b> Cooperation and Integrity <b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Why transport is needed to connect communities.</li> <li>Different modes and uses of transport</li> <li>The people involved in transport systems.</li> </ul> <p><b>Specialist:</b> <b>VicCurric:</b> Civics &amp; citizenship, procedural writing. <b>Excursion:</b> Community walk, school walk.</p>	<p><b>Central Idea:</b> <b>5</b> <b>People interact with, use and value water in different ways.</b></p> <p><b>Key Concepts:</b> Reflection, Responsibility, Causation <b>Learner Profile:</b> Knowledgeable, Thinkers <b>Learner Attitudes:</b> Appreciation, Empathy <b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Different states of water in the water cycle (Form)</li> <li>The daily use of water (Responsibility)</li> <li>The impact of accessibility to fresh water around the world (Causation)</li> </ul> <p><b>Specialist:</b> <b>VicCurric:</b> Science (Earth &amp; Space) <b>Excursion:</b> CERES</p>

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Yr 3	<p><b>Central Idea:</b> 2 <b>Food choices affect health and wellbeing.</b></p> <p><b>Key Concepts:</b> Connection, Causation, Reflection <b>Learner Profile:</b> Balanced, Reflective <b>Learner Attitudes:</b> Confidence, Independence <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The characteristics of healthy and unhealthy foods (Reflection)</li> <li>The different factors that influence our food choices (taste, smell, presentation, culture, family, advertising) (Connection)</li> <li>The impact that dietary habits can have on our bodies (Causation)</li> </ul> <p><b>Specialist:</b> <b>PE:</b> Cross country training &amp; how food choices affect sporting performance <b>Italian:</b> Healthy/Typical Italian food <b>Art:</b> How devices are used to make food ads effective and how they influence our choices (use of images and language). The connection between advertising and target groups (esp. chn) <b>VicCurric:</b> Health, persuasive writing, measurement. <b>Excursion:</b> Nutritionist incursion, Cooking incursion.</p>	<p><b>Central Idea:</b> 3 <b>Different cultures use a range of strategies to address similar needs.</b></p> <p><b>Key Concepts:</b> Change &amp; Form <b>Learner Profile:</b> Thinker &amp; Inquirer <b>Learner Attitudes:</b> Respect &amp; Tolerance <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Changes in the use of the local environment over time (change)</li> <li>The needs of different cultures (food, clothing, shelter, transport, education, culture) (Form)</li> <li>The different ways that cultures provide for needs (Form)</li> </ul> <p><b>Specialist:</b> <b>Art:</b> The cultural and historical significance of indigenous artworks. <b>VicCurric:</b> History (Know &amp; U'standing), Timelines, paragraphs, comparing and contrasting. <b>Excursion:</b> Botanical Gardens.</p>	<p><b>Central Idea:</b> 1 <b>Celebrations help us understand and appreciate people's values and beliefs.</b></p> <p><b>Key Concepts:</b> Form and Perspective <b>Learner Profile:</b> Open-minded, Knowledgeable <b>Learner Attitudes:</b> Respect, Appreciation <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The origin and significance of celebrations throughout the world (form)</li> <li>How symbolism is used to convey meaning (form)</li> <li>How celebrations can be viewed from different perspectives (perspective)</li> </ul> <p><b>Specialist:</b> <b>Art:</b> How art is used in events and celebrations in various cultures (connection) <b>Music:</b> The role of Music in special days and celebrations. Recorder. <b>VicCurric –</b> Humanities (Geo),</p>	<p><b>Central Idea:</b> 4 <b>The movement of the Earth and Moon around the Sun determines day and night and climate.</b></p> <p><b>Key Concepts:</b> Causation, Form, <b>Learner Profile:</b> Thinkers, Knowledgeable <b>Learner Attitudes:</b> Enthusiasm, Commitment <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The orbits of the Earth, Moon and Sun (Form)</li> <li>How the Sun and Moon influence the Earth (Causation)</li> <li>The human understandings of the Moon and Sun over time (Perspective).</li> </ul> <p><b>Specialist:</b> <b>Music:</b> Music stand alone How instruments are constructed to make music (Junk Music) <b>VicCurric:</b> Science (Earth &amp; Space)</p>	<p><b>Central Idea:</b> 5 <b>Geographic regions have unique features which provide opportunities for human activity.</b></p> <p><b>Key Concepts:</b> Function, Form, Connection. <b>Learner Profile:</b> Open minded, Principled <b>Learner Attitudes:</b> Integrity, Creativity <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Geographical and political boundaries (form).</li> <li>The main economic activities of each Australian region (function).</li> <li>How landmarks and climate contribute to and reflect a state's culture (relationships).</li> </ul> <p><b>Specialist:</b> <b>Music:</b> Unique features are reflected in songs <b>VicCurric:</b> Maths (Number, Money &amp; Finance,) Humanities (Eco),</p>	<p><b>Central Idea:</b> 6 <b>Living things are part of complex networks and depend on each other and the environment to survive.</b></p> <p><b>Key Concepts:</b> Connection, Reflection, Function. <b>Learner Profile:</b> Communicator, Risk Taker. <b>Learner Attitudes:</b> Curiosity &amp; Independence <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The roles and relationships within an ecosystem (e.g. producers, consumers, decomposers) (Function).</li> <li>The effects of change on an ecosystem (Connection).</li> <li>The characteristics of different ecosystems (Reflection).</li> </ul> <p><b>Specialist:</b> <b>VicCurric:</b> Science (Bio), writing an email.</p>
Yr 4	<p><b>Central Idea:</b> 4 <b>Culture can be developed and expressed in a variety of ways which can lead to prejudice.</b></p> <p><b>Key Concepts:</b> Perspective, Connection, Responsibility. <b>Learner Profile:</b> Open-Minded, Caring <b>Learner Attitudes:</b> Respect, Empathy. <b>Skills:</b> Informed Choices, Dialectical Thought <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Perspective - How prejudice can impact the world</li> <li>Connection - The similarities between cultures</li> <li>Responsibility - The pros and cons of informed choices.</li> </ul> <p><b>Specialist:</b> <b>Music:</b> Different feels (rhythm, beat, tempo) that make your body react. <b>VicCurric:</b> Dr Suess, Measurement <b>Excursion:</b> Clarinda PS &amp; Dandy Markes.</p>	<p><b>Central Idea:</b> 3 <b>Exploration leads to discoveries and develops new understandings.</b></p> <p><b>Key Concepts:</b> Causation, Change, Function. <b>Learner Profile:</b> Thinkers, Risk-Takers. <b>Learner Attitudes:</b> Curiosity, Creativity. <b>Skills:</b> Thinking Skills, Synthesis. <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Reasons for exploration and discoveries (historical and personal) (Causation).</li> <li>The results of exploration (Change)</li> <li>Methods of exploration (Function)</li> </ul> <p><b>Specialist:</b> <b>Italian:</b> An inquiry into Italian exploration and discovery <b>VicCurric:</b> History (K&amp;U), Measurement</p>	<p><b>Central Idea:</b> 1 <b>The Internet has changed the ways humans connect</b></p> <p><b>Key Concepts:</b> Connection, Responsibility, Change. <b>Learner Profile:</b> <b>Learner Attitudes:</b> Empathy &amp; Creativity <b>Skills:</b> Informed Choices &amp; Social Skills. <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How the Internet works</li> <li>The ways that the Internet has changed how humans connect</li> <li>Being safe and responsible online</li> </ul> <p><b>Specialist:</b> <b>Art:</b> Art as a form of communication How cultures use art to develop identity.. <b>VicCurric:</b> Humanities (Geo), Civics &amp; Citizenship, persuasive writing, Roald Dahl, Place Value. <b>Excursion:</b> Cyberbullying incursion. <b>Music:</b> song creating a cyber safety song</p>	<p><b>Central Idea:</b> 5 <b>Earth changes over time as a result of human and natural activity which influences the survival of living things.</b></p> <p><b>Key Concepts:</b> Causation, Change, Form <b>Learner Profile:</b> Inquirers, Knowledgeable <b>Learner Attitudes:</b> Curiosity, Appreciation <b>Skills:</b> <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The Earth's structure (form)</li> <li>The transformations of Earth over time (Change)</li> <li>The events that have caused changes to the Earth's surface (causation)</li> </ul> <p><b>Specialist:</b> <b>Music:</b> Creating a Rap about a disaster <b>Art:</b> How people have always found a way of expressing their feelings about geographical changes.(causation) <b>VicCurric:</b> Science (Earth &amp; Space), Shape and Statistics and Probability. <b>Excursion:</b> Melbourne Museum.</p>	<p><b>Central Idea:</b> 6 Under Review</p> <p><b>Key Concept:</b> <b>Learner Profile:</b> <b>Learner Attitudes:</b> <b>Skills:</b> <b>Lines of Inquiry:</b></p> <p><b>Specialist:</b> <b>Music:</b> Music communicates feelings and responses through vocal harmonies and instrumental riffs. <b>VicCurric:</b> ICT, Money</p>	<p><b>Central Idea:</b> 2 <b>Our personal choices and behaviours affect our environment.</b></p> <p><b>Key Concepts:</b> Responsibility, Connection, Reflection. <b>Learner Profile:</b> Inquirers, Thinkers, Reflective <b>Learner Attitudes:</b> Commitment &amp; Enthusiasm. <b>Skills:</b> Research Skills, Evaluation <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Waste and sustainability (water, waste, biodiversity and energy). (Responsibility)</li> <li>The interrelatedness of the four Resource Smart modules (Connection)</li> <li>The relationship between our choices and the environment (Reflection)</li> </ul> <p><b>Specialist:</b> <b>VicCurric:</b> sustainability, fractions and decimals, Jeannie Baker, Information report, angles. <b>Excursion:</b> Gould League.</p>
Yr 5	<p><b>Central Idea:</b> 1 <b>Being a mindful person can help you understand yourself and others and help you make informed choices.</b></p> <p><b>Key Concepts:</b> Form, Reflection, Causation. <b>Learner Profile:</b> Balanced, Reflective <b>Learner Attitudes:</b> Empathy <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The different parts of the brain (Form)</li> <li>Emotional intelligence, mindfulness and their influence on our wellbeing. (Reflection)</li> <li>The influences on our personal choices (Causation)</li> </ul> <p><b>Specialist:</b> <b>Art:</b> How we use the brain when viewing and creating Visual Artworks. <b>VicCurric:</b> persuasive, interpersonal development, thinking skills.</p>	<p><b>Central Idea:</b> 2 <b>Rapid cultural change can create challenges, risks and opportunities.</b></p> <p><b>Key Concepts:</b> Causation, Perspective, Responsibility <b>Learner Profile:</b> Open-minded, Risk Taker <b>Learner Attitudes:</b> Empathy, Appreciation, Tolerance, Empathy <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Understanding historical events from different perspectives (perspective)</li> <li>How events lead to social and cultural changes (causation)</li> <li>Behaviours that demonstrate sensitivity to individual, social and cultural differences (Responsibility)</li> </ul> <p><b>Specialist:</b> <b>Music:</b> The perspectives on Ned Kelly <b>VicCurric:</b> History (K&amp;U), presenting skills, facts vs inferences, narrative, timeline, data, stats. <b>Excursion:</b> National Library.</p>	<p><b>Central Idea:</b> 3 <b>People can reflect on art and ideas through both objective and subjective lenses.</b></p> <p><b>Key Concepts:</b> Reflection, Form, Perspective <b>Learner Profile:</b> Thinker <b>Learner Attitudes:</b> Creativity &amp; Confidence <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Personal experiences and beliefs can influence how you interpret information (Perspective)</li> <li>How evidence can support credible conclusions (Reflection)</li> <li>Maths can be used as evidence and expression (Form)</li> </ul> <p><b>Specialist:</b> <b>Italian:</b> Galileo's use of evidence to challenge existing thinking (Reflection) <b>VicCurric:</b> Science, Critical and Creative Thinking, Shape, Symmetry, Tessellation. <b>Excursion:</b></p>	<p><b>Central Idea:</b> 4 <b>In order to survive, humans require a particular balance of conditions and elements.</b></p> <p><b>Key Concepts:</b> Connection, Causation, Form <b>Learner Profile:</b> Inquirer, Thinker <b>Learner Attitudes:</b> Curiosity, Enthusiasm <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The scientific concepts and principles that govern the solar system (Form)</li> <li>The similarities and differences between the objects in our solar system (Connection)</li> <li>How Earth provides the elements required to sustain human life (Causation)</li> </ul> <p><b>Specialist:</b> <b>Italian:</b> The influence of first astronomers on our understandings (Galileo and his discoveries) <b>Art:</b> People have used Art to represent their impressions of the night sky Cubism influenced by Picasso style.</p>	<p><b>Central Idea:</b> 6 <b>Government and citizens have shared responsibility to take action in the community.</b></p> <p><b>Key Concepts:</b> Function, Change, Responsibility <b>Learner Profile:</b> Principled, Knowledgeable <b>Learner Attitudes:</b> Commitment, curiosity. <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Evaluating governance systems (Function).</li> <li>How individuals and groups can take action and influence change.(Change)</li> <li>The responsibility of governments and citizens in a community. (citizenship) (Responsibility).</li> </ul> <p><b>Specialist:</b> <b>PE:</b> (Function) The importance of leaders in a group. <b>VicCurric:</b> History, Economics, Geog <b>Excursion:</b> Parliament House &amp; The Big Issue.</p>	<p><b>Central Idea:</b> 5 <b>Humans can influence the survival of living things.</b></p> <p><b>Key Concepts:</b> Responsibility, Change, Function <b>Learner Profile:</b> Knowledgeable &amp; Open-Minded <b>Learner Attitudes:</b> Integrity &amp; Respect <b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Living things have structural and behavioural features and adaptations that help them to survive in their environment (Function)</li> <li>The growth and survival of living things are affected by the physical conditions of their environment (Change)</li> <li>The role that humans play in assisting living things to survive (Responsibility).</li> </ul> <p><b>Specialist:</b> <b>VicCurric:</b> - Geography - Economics, core capability, evaluating, ethical understandings. Creative writing.</p>

				<b>VicCurric:</b> Science (Earth & space), Measurement, Summarising, compare and contrast. <b>Excursion:</b> Planetarium and IMAX.		
Yr 6	<p><b>Central Idea:</b> 6 Personal well being is dependent on a complex balance of interconnected factors.</p> <p><b>Key Concepts:</b> Causation, Responsibility. <b>Learner Profile:</b> Review all <b>Learner Attitudes:</b> Review all</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Our values and beliefs influence our daily choices.</li> <li>Choice have consequences</li> <li>When factors are not balanced well being can be at risk</li> </ul> <p><b>Specialist:</b> <b>VicCurric:</b> Health, Techn, Geogr, History, Science, ICT, Civics &amp; C'ship, community engagem't, anecdotal writing, chance and dtas, Number review. <b>Excursion:</b> Camp</p>	<p><b>Central Idea:</b> 5 The movement of people is driven by many factors, resulting in societal change</p> <p><b>Key Concepts:</b> Perspective, Change, Connection <b>Learner Profile:</b> Risk taker &amp; open-minded, communicator <b>Learner Attitudes:</b> Appreciation &amp; Empathy.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The reasons for migration (Perspectives)</li> <li>Differences and similarities in migration stories (Connection)</li> <li>How migration changes individuals, communities and cultures (Change)</li> </ul> <p><b>Specialist:</b> <b>Italian</b>—Change and each line of inquiry. <b>VicCurric:</b> History (K&amp;U), Geograph, Booky Study Paravana's journey, Civics and Citizenship, ICT. <b>Excursion:</b> Immigration Museum</p>	<p><b>Central Idea:</b> 4 (EXHIBITION) The arts can chage the world.</p> <p><b>Key Concepts:</b> Form, Responsibility, student choice <b>Learner Profile:</b> student-selected <b>Learner Attitudes:</b> student-selected</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>An inquiry into the creative processes we can use to express our ideas, thoughts and opinions (Form)</li> <li>Student written (Reflection)</li> <li>Student written (3rd Concept)</li> </ul> <p><b>Specialist:</b> <b>Music:</b> <b>VicCurric:</b> The Arts (all strands, i.e. visual, dance, drama, media &amp; music), patterns and algebra, writing poetry, student selected skills. <b>Excursion:</b> Laneway Tour, NGV.</p>	<p><b>Central Idea:</b> 3 Systems work together and can be enhanced to help improve our performance</p> <p><b>Key Concepts:</b> Form, Function, Connection <b>Learner Profile:</b> Balanced <b>Learner Attitudes:</b> Curiosity, Commitment</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The organs within the human body (Form)</li> <li>How organs work together in systems that allow the body to function (Function)</li> <li>How we can influence the performance of our body systems (Connection)</li> </ul> <p><b>Specialist:</b> <b>P.E</b> Measuring performance with fitness tests <b>VicCurric:</b> report writing, self-management skills, <b>Excursion:</b> Melbourne Uni.</p>	<p><b>Central Idea:</b> 2 Consumer decisions can have to power to have positive and negative impacts on others and the environment (student generated)</p> <p><b>Key Concepts:</b> Function, Perspective, Connection <b>Learner Profile:</b> Knowledgeable and principled. <b>Learner Attitudes:</b> Integrity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Function: the marketing of consumer goods</li> <li>Perspective: how considering different perspectives can influence purchasing decisions</li> <li>Connection: how our purchasing habits have broad implications</li> </ul> <p><b>Specialist:</b> <b>P.E.</b> Stand alone <b>VicCurric:</b> Humanities (Eco), persuasive writing, economics and business, ICT, Ethical Capability, Thinking: evaluation. <b>excursion:</b> Project Rocket (Cyberbullying) and debating incursion.</p>	<p><b>Central Idea:</b> 1 Leaders influence peace and conflict within and between societies.</p> <p><b>Key Concepts:</b> Responsibility, Causation <b>Learner Profile:</b> Principled, Thinker, Risk-taker <b>Learner Attitudes:</b> Confidence, Integrity, Tolerance</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The different roles people have in society</li> <li>What makes leadership effective</li> <li>The impact of motivation and personal qualities of leaders</li> </ul> <p><b>Specialist:</b> <b>P.E.</b> Different sports captains require different qualities <b>Music:</b> Leadership in a band or orchestra. <b>Art:</b> Self portraiture and artistic representations of individuals illustrate personal traits and qualities <b>VicCurric:</b> Civics &amp; Citizenship, History (K&amp;U), Geography, Place value, Fractions, decimals, persuasive Writing, VCOP, Personal and Social Capability. <b>Excursion:</b> Project Rocket Incursion and National Young Leaders Day.</p>

Specialists included: Music Italian P.E. Art