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| **4.4 Programme of Inquiry - Even** |

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| Transdisciplinary Theme  **Who We Are** | Year | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry |
| **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.** | 7/8 | Personal identity and sense of belonging is connected to beliefs and values. | Connection, responsibility, perspective  *Belonging (whanaungatanga), Beliefs and values* | * how knowing my personal history (whakapapa) helps build a sense of identity and belonging (turangawaewae). * how our actions are guided by our beliefs and values. * how we connect and contribute to family and communities. |
| 9 | Connection, responsibility, perspective  *Belonging (whanaungatanga), Citizenship* | * the importance of individual rights and responsibilities. * how democratic processes can help address social and environmental issues. * ways that young citizens can become informed and active. |
| Transdisciplinary Theme  **Sharing the Planet** | Year | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry |
| **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** | 7/8 | Biodiversity relies on the interdependent balance of organisms within systems. | Connection, Change  *Biodiversity, Sustainability, Guardianship (kaitiakitanga)* | * that there are life processes common to all living things that occur in different ways. * how living things respond to environment changes, both natural and human induced. * the balance between human interaction and the biodiversity in an ecosystem |
| 9 | Connection, Causation  *Biodiversity, sustainability, guardianship (kaitiakitanga)* | * biodiversity includes a range of organisms in an ecosystem. * an ecosystem is defined by the interactions between biotic (living) and abiotic (non living) things. * the long term effects of changes to biodiversity. |
| Transdisciplinary Theme  **Where We Are in Place and Time** | Year | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry |
| **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 civilisations, from the local and global perspectives** | 7/8 | Exploration leads to discovery. | Causation, Perspective  *Curiosity, Consequences, Motivation, Discovery* | * reasons for exploration (personal and historical). * consequences of human exploration. * how exploration takes place. |
| 9 | Causation, Perspective  *Curiosity, Consequences, Motivation, Discovery* | * how land use and viability can influence habitation and activity * how the features of natural and build places change over time * that differences and values can cause conflict about land values |
| Transdisciplinary Theme  **How We Organise Ourselves** | Year | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry  *An Inquiry into …/Students will understand …* |
| **An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment** | 7/8 | Economic systems facilitate the production, exchange and consumption of goods and services. | Responsibility, Causation, Perspective *Interdependence, Ethics, Scarcity, Consumption* | * supply and demand. * distribution networks. * our responsibilities as consumers. |
| 9 | Responsibility, Causation, Perspective *Interdependence, Ethics, Scarcity, Enterprise* | * systems of exchange * how supply and demand affect the use of finite resources * how economic enterprise and innovation offer opportunities for people and the environment |
| Transdisciplinary Theme  **How the World Works** | Year | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry |
| **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** | 7/8 | Scientific advancements have implications for the environment and society. | Function, Change, Responsibility  *Transformation, Innovation* | * how the chemical and physical properties of materials are determined by their structure. * how technology changes in response to opportunities and needs. * the effect of scientific advances on people and the environment. |
| 9 | Function, Change, Responsibility  *Transformation, Innovation, Forces* | * how the behaviour of objects is determined by the forces that act on them. * the application and implications  of scientific principles and research. * the ethical and sustainability issues scientific advances on people and the environment. |
| Transdisciplinary Theme  **How We Express Ourselves** | Year | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry |
| **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** | 7/8 | Rites, rituals and celebrations unite and sustain individuals and cultures. | Perspective, Connection  *Communication, Culture, Tradition* | * how individuals and communities express themselves through rites, rituals and celebrations. * rites and rituals and how they change over time. * how rites and rituals enable people to sustain identity. |
| 9 | Perspective, Connection,  *Culture, Society, Diversity* | * the significance of particular events and celebrations and how groups can work together to build a sense of community. * how cultural practices can reflect or influence identity. * how individual and societal attitudes to cultural diversity have changed or persisted over time. |

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| **4.4 Programme of Inquiry - Odd** |

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| Transdisciplinary Theme  **How We Organise Ourselves** | Year | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry  *An Inquiry into …/Students will understand …* |
| **An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment** | 7/8 | Communities evolve in response to the needs of individuals. | Connection, Responsibility, Function  *Collaboration, Systems, Community* | * how communities function. * the decision-making processes within communities. * what makes a community a success. |
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| Transdisciplinary Theme  **How the World Works** | Year | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry |
| **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** | 7/8 | Understanding energy usage informs sustainable use of resources. | Causation, Form,  Responsibility  *Transformation, Sustainability* | * the different forms of energy. * the transformation of energy. * sustainable energy practice. |
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| Transdisciplinary Theme  **Where We Are in Place and Time** | Year | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry |
| **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 civilisations, from the local and global perspectives** | 7/8 | The movement and migration of people and ideas has an impact in the past, present and future. | Causation, Reflection  *Migration, Identity, Settlement, Interconnectedness* | * why people migrate. * patterns of human migration. * the effects of migration on individuals, communities and cultures (TOW). |
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| Transdisciplinary Theme  **Sharing the Planet** | Year | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry |
| **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** | 7/8 | Water is a limited resource that is essential to life. | Causation, Form  *Conflict, Problem solving* | * the water cycle. * the interdependence of people and water. * the management of water resources. |
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| Transdisciplinary Theme  **Who We Are** | Year | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry |
| **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.** | 7/8 | Changes adolescents experience affect their evolving sense of self. | Change, Connection, Function  *Wellbeing (Hauora), Relationships, Puberty* | * changes that occur throughout life (physical, social, emotional and intellectual). * positive adjustment strategies in response to pubertal change. * social messages and the media; and their impact on self worth. |
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| Transdisciplinary Theme  **How We Express Ourselves** | Year | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry |
| **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** | 7/8 | Artistic expression fosters personal response. | Form, Connection, Reflection  *Communication, Interpretation, Response* | * how we use the arts to express ideas, messages and feelings. * how interpretations of artistic expression evoke critical response. * the arts as a form of expression. |
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| **4.4 Programme of Inquiry – Odd/Even** |

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| Transdisciplinary Theme  **How We Organise Ourselves** | Yr | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry  *An Inquiry into …/Students will understand …* |
| **An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment** | Odd 1 | Communities evolve in response to the needs of individuals. | Connection, Responsibility, Function  *Collaboration, Systems, Community* | * how communities function. * the decision-making processes within communities. * what makes a community a success. |
| Even 4 | Economic systems facilitate the production, exchange and consumption of goods and services. | Responsibility, Causation, Perspective *Interdependence, Ethics, Scarcity, Consumption* | * supply and demand. * distribution networks. * our responsibilities as consumers. |
| Transdisciplinary Theme  **How the World Works** | Yr | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry |
| **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** | Odd 2 | Understanding energy usage informs sustainable use of resources. | Causation, Form,  Responsibility  *Transformation, Sustainability* | * the different forms of energy. * the transformation of energy. * sustainable energy practice. |
| Even 5 | Scientific advancements have implications for the environment and society. | Function, Change, Responsibility  *Transformation, Innovation* | * how the chemical and physical properties of materials are determined by their structure. * how technology changes in response to opportunities and needs. * the effect of scientific advances on people and the environment. |
| Transdisciplinary Theme  **Where We Are in Place and Time** | Yr | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry |
| **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 civilisations, from the local and global perspectives** | Odd 3 | The movement and migration of people and ideas has an impact in the past, present and future. | Causation, Reflection  *Migration, Identity, Settlement, Interconnectedness* | * why people migrate. * patterns of human migration. * the effects of migration on individuals, communities and cultures (TOW). |
| Even 3 | Exploration leads to discovery. | Causation, Perspective  *Curiosity, Consequences, Motivation, Discovery* | * reasons for exploration (personal and historical). * consequences of human exploration. * how exploration takes place. |
| Transdisciplinary Theme  **Sharing the Planet** | Yr | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry |
| **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** | Odd 4 | Water is a limited resource that is essential to life. | Causation, Form  *Conflict, Problem solving* | * the water cycle. * the interdependence of people and water. * the management of water resources. |
| Even 2 | Biodiversity relies on the interdependent balance of organisms within systems. | Connection, Change  *Biodiversity, Sustainability, Guardianship (kaitiakitanga)* | * that there are life processes common to all living things that occur in different ways. * how living things respond to environment changes, both natural and human induced. * the balance between human interaction and the biodiversity in an ecosystem. |
| Transdisciplinary Theme  **Who We Are** | Yr | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry |
| **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.** | Odd 5 | Changes adolescents experience affect their evolving sense of self. | Change, Connection, Function  *Wellbeing (Hauora), Relationships, Puberty* | * changes that occur throughout life (physical, social, emotional and intellectual). * positive adjustment strategies in response to pubertal change. * social messages and the media; and their impact on self worth. |
| Even 1 | Personal identity and sense of belonging is connected to beliefs and values. | Connection, responsibility, perspective  *Belonging (whanaungatanga), Beliefs and values* | * how knowing my personal history (whakapapa) helps build a sense of identity and belonging (turangawaewae). * how our actions are guided by our beliefs and values. * how we connect and contribute to family and communities. |
| Transdisciplinary Theme  **How We Express Ourselves** | Yr | Central Idea | Key Concepts  *Related Concepts* | Lines of Inquiry |
| **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** | Odd 6 | Artistic expression fosters personal response. | Form, Connection, Reflection  *Communication, Interpretation, Response* | * how we use the arts to express ideas, messages and feelings. * how interpretations of artistic expression evoke critical response. * the arts as a form of expression. |
| Even 6 | Rites, rituals and celebrations unite and sustain individuals and cultures. | Perspective, Connection  *Communication, Culture, Tradition* | * how individuals and communities express themselves through rites, rituals and celebrations. * rites and rituals and how they change over time. * how rites and rituals enable people to sustain identity. |