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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.
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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 | 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.
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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 | 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.
 |
| 9 |  |  |
| 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.
 |
| 9 |  |  |
| 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.
 |
| 9 |  |  |
| 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.
 |
| 9 |  |  |
| 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.
 |