




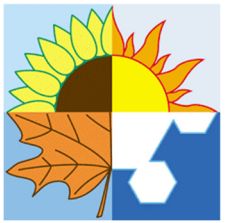


**PROPOSED YEAR 2 2021 POI:**

1	2	3	6	5	4
Who we are (T1 W2 – W7)	Where we are in place and time (T1 W8 – T2 W3)	How we express ourselves (T2 W3 – W10)	How the world works (T4 W5 – W11)	How we organise ourselves (T3 W8 – T4 W4)	Sharing the planet (T3 W1 – W7)
<p><b>An inquiry into:</b> the nature of the self; <b>beliefs and values;</b> personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures;</b> rights and responsibilities; <b>what it means to be human.</b></p>	<p><b>An inquiry into:</b> <b>orientation in place and time;</b> personal histories; <b>homes</b> and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the <b>interconnectedness of individuals and civilizations, from local and global perspectives.</b></p>	<p><b>An inquiry into:</b> <b>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;</b> <b>the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</b></p>	<p><b>An inquiry into:</b> <b>the natural world and its laws;</b> the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles;</b> the impact of scientific and technological <b>advances on society</b> and on the environment.</p>	<p><b>An inquiry into:</b> <b>the interconnectedness of human-made systems</b> and communities; the structure and function of organizations; societal decision-making; <b>economic activities and their impact on humankind</b> and the environment.</p>	<p><b>An inquiry into:</b> rights and responsibilities in the struggle to share finite resources with other people and with other living things; <b>communities and the relationships within and between them;</b> access to equal opportunities; peace and conflict resolution.</p>
<p><b>Central idea:</b> The relationships we have with people around us influence who we are.</p>	<p><b>Central idea:</b> How the world around us affects the way we live.</p>	<p><b>Central idea:</b> Visual images communicate ideas, emotions and information.</p>	<p><b>Central idea:</b> Forces change the way things move.</p>	<p><b>Central idea:</b> Communities use a variety of systems to meet their needs and wants.</p>	<p><b>Central idea:</b> Life is supported by a climate.</p>
<p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>★ Why is it important to have relationships? (Responsibility and Connection)</li> <li>★ Why social skills are important in maintaining relationships. (Causation)</li> <li>★ <b>Student Initiated</b></li> </ul> 	<p><b>Statements that define the potential scope of an Inquiry</b></p> <ul style="list-style-type: none"> <li>★ How the physical geography of Earth has changed over time. (Change)</li> <li>★ The physical characteristics of the places people live around the world. (Form)</li> <li>★ The reasons why people live where they live. (Perspective)</li> <li>★ <b>Student Initiated</b></li> </ul> 	<p><b>Statements that define the potential scope of an Inquiry</b></p> <ul style="list-style-type: none"> <li>★ The use of static and moving images in different media. (Function)</li> <li>★ How design elements of images support communication. (Connection)</li> <li>★ How we interpret and respond to images. (Perspective)</li> <li>★ <b>Student Initiated</b></li> </ul> 	<p><b>Statements that define the potential scope of an Inquiry</b></p> <ul style="list-style-type: none"> <li>★ Types of forces. (Form)</li> <li>★ The ways different forces work. (Function)</li> <li>★ The impact of technological advances in the way things move on our everyday lives. (Causation)</li> <li>★ <b>Student Initiated</b></li> </ul> 	<p><b>Statements that define the potential scope of an Inquiry</b></p> <ul style="list-style-type: none"> <li>★ Needs and wants and the differences between them. (Perspective)</li> <li>★ How monetary and trading systems are similar and different. (Connection)</li> <li>★ Our responsibilities when using money. (Responsibility)</li> <li>★ <b>Student Initiated</b></li> </ul> 	<p><b>Statements that define the potential scope of an Inquiry</b></p> <ul style="list-style-type: none"> <li>★ The difference between weather and climate and how they affect living things. (Causation and Form)</li> <li>★ How tools are used to collect weather data. (Function)</li> <li>★ Seasonal changes around the world. (Change)</li> <li>★ <b>Student Initiated</b></li> </ul> 
<p><b>Approaches to Learning:</b> Social Skills Self-management Skills Communication Skills</p>	<p><b>Approaches to Learning:</b> Thinking Skills Research Skills</p>	<p><b>Approaches to Learning:</b> Thinking Skills Communication Skills</p>	<p><b>Approaches to Learning:</b> Thinking Skills Social Skills</p>	<p><b>Approaches to Learning:</b> Self-management Skills Research Skills</p>	<p><b>Approaches to Learning:</b> Research Skills Communication Skills</p>
<p><b>Learner Profile Attributes:</b> Risk Takers Caring</p>	<p><b>Learner Profile Attributes:</b> Inquirers Knowledgeable</p>	<p><b>Learner Profile Attributes:</b> Open-minded Reflective</p>	<p><b>Learner Profile Attributes:</b> Inquirers Communicators</p>	<p><b>Learner Profile Attributes:</b> Balanced Principled</p>	<p><b>Learner Profile Attributes:</b> Knowledgeable Thinkers</p>