




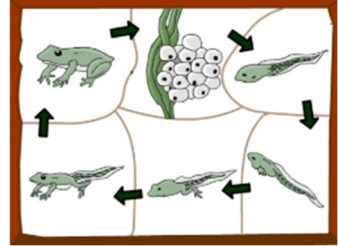


PROPOSED YEAR 3 2021 POI:

2	3	6	5	4	1
Who we are (T1 W10-T2 W5)	Where we are in place and time (T2 W6- T3 W2)	How we express ourselves (T4 W6-11)	How the world works (T3 W9 - T4 W5)	How we organise ourselves (T3 W3 - 8)	Sharing the planet (T1 W2-8)
<p><b>An inquiry into:</b> the nature of the self; beliefs and values; <b>personal, physical, mental, social and spiritual health</b>; human relationships including families, friends, communities, and cultures; 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; homes and journeys; the discoveries, explorations and <b>migrations of humankind</b>; <b>the relationships between and the 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>; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p><b>An inquiry into:</b> the natural world and its <b>laws</b>; <b>the interaction between the natural world (physical and biological) and human societies</b>; how humans use <b>their understanding of scientific principles</b>; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>An inquiry into:</b> <b>the interconnectedness of human-made systems and communities</b>; the structure and function of organizations; <b>societal decision-making</b>; economic activities and their impact on humankind and the environment.</p>	<p><b>An inquiry into:</b> <b>rights and responsibilities in the struggle to share finite resources with other people and with other living things</b>; communities and the <b>relationships within and between them</b>; access to equal opportunities; peace and conflict resolution.</p>
<p><b>Central idea:</b> Our lifestyle choices impact the way human body systems function.</p>	<p><b>Central idea:</b> Settlement by non-indigenous people continues to have an impact on indigenous communities.</p>	<p><b>Central idea:</b> Humans have developed systems to communicate with each other for a variety of purposes.</p>	<p><b>Central idea:</b> Our planet, Earth, is unique and influences human life.</p>	<p><b>Central idea:</b> Communities are organised to meet the needs of its inhabitants</p>	<p><b>Central idea:</b> Living things have interdependent relationships.</p>
<p><b>Statements that define the potential scope of an Inquiry</b></p> <ul style="list-style-type: none"> <li>★ The purpose of human body systems and how they work. (Form &amp; Function)</li> <li>★ How the different lifestyle choices we make can affect the functioning of our body systems. (Causation)</li> <li>★ Our responsibilities in making lifestyle choices to promote the health of our body systems. (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>★ Why Aboriginal and Torres Strait Islander people have a strong connection to country and place. (Connection)</li> <li>★ The Bunurong culture and daily lives of Aboriginal and Torres Strait Islander people before the arrival of Europeans. (Perspective)</li> <li>★ How the lives and the culture of Aboriginal and Torres Strait Islander people were changed by European exploration and settlement. (Change)</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 humans communicate. (form)</li> <li>★ How different communication systems work to fulfil their purposes. (function)</li> <li>★ How different forms of communication enable people to connect with each other for particular purposes. (connection)</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 earth behaves within the solar system. (Change)</li> <li>★ The similarities and differences between objects in our solar system. (Connection)</li> <li>★ How Earth's position in the solar system influences life. (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>★ The characteristics of a community. (Form)</li> <li>★ What people need and want in a community. (Perspective)</li> <li>★ The need for organisation and rules for a community to function effectively. (Causation)</li> <li>★ <b>Student Initiated</b></li> </ul> 	<p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>★ All living things have a life cycle. (Form and Function)</li> <li>★ How living things depend on one another and their environment to survive. (Connection)</li> <li>★ How humans' actions can have an impact on living things and the environment. (Responsibility)</li> <li>★ <b>Student Initiated</b></li> </ul> 
<p><b>Approaches to Learning:</b> Self-management Skills Social Skills</p>	<p><b>Approaches to Learning:</b> Research Skills Thinking Skills</p>	<p><b>Approaches to Learning:</b> Communication Skills Social Skills</p>	<p><b>Approaches to Learning:</b> Research Skills Thinking Skills</p>	<p><b>Approaches to Learning:</b> Thinking Skills Communication Skills</p>	<p><b>Approaches to Learning:</b> Research Skills Communication Skills</p>
<p><b>Learner Profile Attributes:</b> Balanced Reflective</p>	<p><b>Learner Profile Attributes:</b> Risk-takers Open-minded</p>	<p><b>Learner Profile Attributes:</b> Communicators Open-minded</p>	<p><b>Learner Profile Attributes:</b> Inquirers Knowledgeable</p>	<p><b>Learner Profile Attributes:</b> Thinkers Principled</p>	<p><b>Learner Profile Attributes:</b> Caring Knowledgeable</p>