

PROPOSED YEAR 4 2021 POI:

1	2	6	4	3	5
Who we are (T1 W2-W7)	Where we are in place and time (T1 W8- T2 W5)	How we express ourselves (T4 W6- T4 W11)	How the world works (T3 W2- T3 W8)	How we organise ourselves (T2 W6- T3 W1)	Sharing the planet (T3 W10- T4 W5)
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Central idea: There are people whom we admire because they reflect our aspirations, beliefs and values.</p>	<p>Central idea: Human exploration leads to new knowledge and perspectives.</p>	<p>Central idea: People of all cultures express themselves in different ways.</p>	<p>Central idea: States of matter can be transformed under different conditions.</p>	<p>Central idea: Systems are created to help people to connect with one another.</p>	<p>Central idea: Waste can be minimised to reduce its impact on living things and the environment.</p>
<p>Lines of Inquiry</p> <ul style="list-style-type: none"> ★ What characteristics does a role model demonstrate? (Form) ★ What are the positive/negative influences can others have on us, the community and the globe? (Perspective) ★ How our role models can help us to make responsible choices about our actions. (Responsibility) <p>★ Student Initiated</p> 	<p>Statements that define the potential scope of an Inquiry</p> <ul style="list-style-type: none"> ★ The different arenas of human exploration. (Form) ★ What makes humans explore. (Perspective) ★ The positive and negative effects of explorations. (Causation) <p>★ Student Initiated</p> 	<p>Statements that define the potential scope of an Inquiry</p> <ul style="list-style-type: none"> ★ Different avenues of cultural expression. (Perspective) ★ The relationship between different cultures and artistic expression. (Connection) ★ How poetry can be used as a universal form of expression. (Function) <p>★ Student Initiated</p> 	<p>Statements that define the potential scope of an Inquiry</p> <ul style="list-style-type: none"> ★ The states of matter. (Form) ★ How states of matter can be changed or combined. (Change) ★ How understanding of the way states of matter can be changed can be used in everyday life. (Function) <p>★ Student Initiated</p> 	<p>Statements that define the potential scope of an Inquiry</p> <ul style="list-style-type: none"> ★ The link between traditional and digital media. (Connection) ★ How new digital media is used and organised. (Function) ★ Our responsibility to evaluate information and act ethically in virtual environments. (Responsibility) <p>★ Student Initiated</p> 	<p>Statements that define the potential scope of an Inquiry</p> <ul style="list-style-type: none"> ★ Types of waste produced by humans and their daily activities. (Form) ★ How waste can affect the rights of people and other living things to lead a healthy life. (Causation) ★ How waste can be managed to reduce its impact on people and other living things. (Change & Responsibility) <p>★ Student Initiated</p> 
<p>Approaches to Learning: Self-management Skills Social Skills</p>	<p>Approaches to Learning: Research Skills Thinking Skills</p>	<p>Approaches to Learning: Self-management Skills Communication Skills</p>	<p>Approaches to Learning: Social Skills Thinking Skills</p>	<p>Approaches to Learning: Social Skills Communication Skills</p>	<p>Approaches to Learning: Research Skills Thinking Skills</p>
<p>Learner Profile Attributes: Open Minded Reflective Communicators</p>	<p>Learner Profile Attributes: Inquirers Risk-takers Open Minded</p>	<p>Learner Profile Attributes: Balanced Principled</p>	<p>Learner Profile Attributes: Inquirers Thinkers</p>	<p>Learner Profile Attributes: Knowledgeable Caring</p>	<p>Learner Profile Attributes: Open-minded Communicators</p>