

PROPOSED YEAR 5 2021 POI:

6	2	3	1	5	4
Who we are (T4 W6 – W11)	Where we are in place and time (T1 W9 – T2 W4)	How we express ourselves (T2 W5 - 10)	How the world works (T1 W2 – W7)	How we organise ourselves (T3 W8 – T4 W5)	Sharing the planet (T3 W1 – W7)
<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: Responsible leaders display qualities that enable them to bring about authentic change and inspire action.</p>	<p>Central idea: Rapid cultural change may have an impact on people and the environment.</p>	<p>Central idea: Ideas, feelings, beliefs and values are expressed when people align themselves with issues, movements and causes.</p>	<p>Central idea: Changes to the earth has an impact on human lives and the environment.</p>	<p>Central idea: Organisations are developed to meet the needs of consumers.</p>	<p>Central idea: Understanding energy sustainability may help protect our environment.</p>
<p>Statements that define the potential scope of an Inquiry</p> <ul style="list-style-type: none"> ★ What makes a leader a responsible leader? (Perspective) ★ How the qualities of responsible leaders can bring about change and inspire action. (Change) ★ How our school leaders can show responsible leadership. (Responsibility) ★ Student Initiated 	<p>Statements that define the potential scope of an Inquiry</p> <ul style="list-style-type: none"> ❖ Australia's changing demographic during the 1800s. (Change) ❖ The causes and events that contributed to Australia's colonisation. (Connection) ❖ The impact of rapid cultural change on people and the environment in the past, present and future (Causation) ❖ Student Initiated 	<p>Statements that define the potential scope of an Inquiry</p> <ul style="list-style-type: none"> ★ Ways in which people can express their ideas, feelings, beliefs and values. (Form) ★ Issues, movements and causes that lead people to express themselves. (Perspective) ★ Our responsibility when exercising our freedom of speech. (Responsibility) ★ Student Initiated 	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> ★ How extreme weather and geological changes affect our planet. (Form and Function) ★ Changes to the earth can have positive and negative impacts on human life and the environment. (Causation and Change) ★ Student Initiated 	<p>Statements that define the potential scope of an Inquiry</p> <ul style="list-style-type: none"> ★ Types of goods and services required by consumers. (Perspective) ★ How the demand for some goods and services can have a human and an environmental impact. (Causation) ★ The structure and function of an organisation/business. (Function) ★ Student Initiated 	<p>Statements that define the potential scope of an Inquiry</p> <ul style="list-style-type: none"> ★ Natural and man-made sources of energy. (Form) ★ The environmental impact of sourcing and using different forms of energy. (Connection) ★ How we can reduce the environmental impact of energy sourcing and use. (Responsibility) ★ Student Initiated 
<p>Approaches to Learning: Communication Skills Self-management Skills</p>	<p>Approaches to Learning: Research Skills Thinking Skills</p>	<p>Approaches to Learning: Communication Skills Self-management Skills</p>	<p>Approaches to Learning: Research Skills Communication Skills</p>	<p>Approaches to Learning: Thinking Skills Social Skills</p>	<p>Approaches to Learning: Research Skills Thinking Skills</p>
<p>Learner Profile Attributes: Risk Takers Principled Balanced</p>	<p>Learner Profile Attributes: Thinkers Knowledgeable Open Minded</p>	<p>Learner Profile Attributes: Communicators Open Minded</p>	<p>Learner Profile Attributes: Inquirers Caring Knowledgeable</p>	<p>Learner Profile Attributes: Principled Reflective</p>	<p>Learner Profile Attributes: Knowledgeable Caring</p>