







Year 2 Programme of Inquiry 2020

		TERM 1						TERM 2						TERM 3						TERM 4																						
		1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11
		27/1	3/2	10/2	17/2	24/2	2/3	9/3	16/3	23/3	13/4	20/4	27/4	4/5	11/5	18/5	25/5	1/6	8/6	15/6	22/6	13/7	20/7	27/7	3/8	10/8	17/8	24/8	31/8	7/9	14/9	5/10	12/10	19/10	26/10	2/11	9/11	16/11	23/11	30/11	7/12	14/12
Unit of inquiry	<p>WHO WE ARE</p> <p>Central idea: The relationships we have with people around us define and shape who we are.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ❖ How the relationships we have connect us with others (connection) ❖ Why we need relationships (causation) ❖ How to develop and keep positive relationships (responsibility) 	<p>WHERE WE ARE IN PLACE AND TIME</p> <p>Central idea: The earth's physical geography has an impact on the way people live.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ❖ How the physical geography of Earth has changed over time (change) ❖ The physical characteristics of the places people live around the world (form) ❖ The reasons why people live where they live (perspective) 	<p>HOW WE EXPRESS OURSELVES</p> <p>Central idea: Visual images have a variety of forms and use different techniques to communicate ideas and information.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ❖ The use of static and moving images in different media (function) ❖ How design elements of images support communication (connection) ❖ How we interpret and respond to images (perspective) 	<p>HOW THE WORLD WORKS</p> <p>Central idea: Forces change the way things move.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ❖ Movements all around us (form) ❖ Types of forces and the way they work (function) ❖ How technological advances help us in everyday life (causation) 	<p>HOW WE ORGANISE OURSELVES</p> <p>Central idea: Communities use a variety of trading and monetary systems to meet their needs and wants.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ❖ Needs and wants and the differences between them (perspective) ❖ How monetary and trading systems are similar and different (connection) ❖ Our responsibilities when using money (responsibility) 	<p>SHARING THE PLANET</p> <p>Central idea: Weather and climate affect living things in their environment.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ❖ The difference between weather and climate (form) ❖ How tools are used to collect weather data (function) ❖ Seasonal changes around the world (change) ❖ How weather and climate affect living things (causation) 																																				
	Learner Profile	Caring Risk-takers	Inquirers Knowledgeable	Open-minded Reflective	Inquirers Communicators	Balanced Principled	Knowledgeable Thinkers																																			
In/excursion			Excursion: N/A due to remote learning	Excursion: N/A due to remote learning		Incursion: Star lab (if permitted)																																				