






Year 6 Programme of Inquiry 2020

TERM 1											TERM 2						TERM 3						TERM 4																				
1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10	11	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	WHO WE ARE									HOW WE ORGANISE OURSELVES						WHERE WE ARE IN PLACE AND TIME						HOW WE EXPRESS OURSELVES						HOW THE WORLD WORKS						SHARING THE PLANET									
	<p>Central idea: Adolescence is a time of change, challenge and for making choices.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ❖ The physical, social and emotional changes of adolescence (change) ❖ Healthy and unhealthy life choices in adolescence and their consequences (causation) ❖ Our responsibilities towards ourselves and others in the life choices we make during adolescence (responsibility) 									<p>Central idea: Government systems have a variety of forms and purposes and reflect the beliefs of citizens about rights and responsibilities.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ❖ The different types and purposes of government (form, function) ❖ How government decision-making reflects beliefs about the rights and responsibilities of citizens (perspective) ❖ The advantages and disadvantages of government decision-making for citizens (connection) 						<p>Central idea: Migration involves challenges, risks and opportunities</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ❖ Why humans migrate (perspective) ❖ Factors leading to migration to Australia since Federation (causation) ❖ How migration and particular immigrant individuals and groups have changed Australian society (change). 						<p>Central idea: Imagination and creativity can change the world.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ❖ How creative minds have changed our world (causation) ❖ How knowledge of scientific principles can influence creativity (properties/functions of materials) (function) ❖ The positive and negative effects of creative advancements on society (connection) 						<p>Central idea: Diseases require specific conditions to survive and are easily spread.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ❖ Types of diseases and microorganisms (form) ❖ How communicable diseases are spread (change) ❖ How access to medical care varies around the world (connection) 						<p>Central idea: Relationships can have significant implications.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ❖ Peace and conflict issues around the world (causation) ❖ How we can be aware and respectful of cultural differences (perspective) ❖ The rights and responsibilities of being a global citizen (responsibility) 									
																																											
Learner Profile	Reflective Balanced									Communicators Principled						Caring Open-minded						Communicators Risk-taker						Inquirers Knowledgeable						Open-minded Thinkers									
In/excursion	Incursion: Puberty Education (free)									Excursion: Parliament House & Old Treasury Building N/A due to remote learning						Excursion: Immigration Museum N/A due to remote learning						Incursion: N/A due to remote learning																					

HOW WE ORGANISE OURSELVES

CAMP WEEK