<table>
<thead>
<tr>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organise ourselves</th>
<th>Sharing the Planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>An inquiry into the nature of the self; beliefs and values; personal,</td>
<td>An inquiry into orientation in place and time; personal histories; homes and journeys; the</td>
<td>An inquiry into ways in which we discover and express ideas, feelings, nature, culture,</td>
<td>An inquiry into the natural world and its laws; the interaction between the natural</td>
<td>An inquiry into the interconnectedness of humanity-made systems and communities; the</td>
<td>An inquiry into rights and responsibilities in the struggle to share finite</td>
</tr>
<tr>
<td>physical, mental, social and spiritual health; human relationships</td>
<td>discoveries, explorations and migrations of humankind; the relationship between and the</td>
<td>beliefs and values, the ways in which we reflect on, extend and enjoy our creativity, our</td>
<td>world (physical and biological) and human societies; how humans use their</td>
<td>structure and function of organisations, societal decision-making; economic activities</td>
<td>resources with other people and with other living things; communities and the</td>
</tr>
<tr>
<td>including families, friends, communities and cultures; rights and</td>
<td>interconnectedness of individuals and civilizations, from local and global perspectives.</td>
<td>appreciation of the aesthetic.</td>
<td>understanding of scientific principles; the impact of scientific and technological</td>
<td>and their impact on humankind and the environment.</td>
<td>relationships within and between them; access to equal opportunities; peace and</td>
</tr>
<tr>
<td>responsibilities; what it means to be human.</td>
<td></td>
<td></td>
<td>advances on society and on the environment.</td>
<td></td>
<td>conflict resolutions.</td>
</tr>
</tbody>
</table>

**Central Idea:**
- We have relationships in our lives
- All families are different
- Stories make us think
- There are cycles in nature
- Everyone has a role in the community
- We need things for our survival

**Lines of inquiry:**
- Different types of relationships.
- Social skills and expressing emotions.
- Dealing with conflict.
- Family structures
- Families history
- Similarities and differences
- How to construct a story
- What stories convey
- Feelings and emotions that stories evoke
- There are daily cycles
- There are seasonal cycles
- There are yearly cycles
- My role in the community
- Roles of community members
- Emergency services keep us safe
- Food comes from different sources
- Water is everywhere
- Healthy people exercise
- Shelter protects us

**Core Concepts:**
- Form
- Function
- Change
- Perspective
- Causation
- Responsibility
- Connection
## Kingston Heath Primary School

### Programme of Inquiry - Level 2, Odd Year

#### Who we are

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.

#### Where we are in place and time

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

#### How we express ourselves

An inquiry into 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.

#### How the world works

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.

#### How we organise ourselves

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations, societal decision-making; economic activities and their impact on humankind and the environment.

#### Sharing the Planet

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 resolutions.

---

<table>
<thead>
<tr>
<th>Central idea:</th>
<th>Lines of inquiry:</th>
<th>Core Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role models reflect the beliefs and values of individuals and societies</td>
<td>• What determines our beliefs and values</td>
<td>• Causation</td>
</tr>
<tr>
<td>• How and why role models are chosen</td>
<td>• How homes reflect environmental conditions</td>
<td>• Reflection</td>
</tr>
<tr>
<td>• Influences of role models on our choices and actions</td>
<td>• How homes reflect local culture</td>
<td>• Perspective</td>
</tr>
<tr>
<td></td>
<td>• Factors that determine where people live</td>
<td>• Connection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Central idea:</th>
<th>Lines of inquiry:</th>
<th>Core Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homes reflect cultural influences and local conditions</td>
<td>• What constitutes a home</td>
<td>• Causation</td>
</tr>
<tr>
<td></td>
<td>• How homes reflect environmental conditions</td>
<td>• Reflection</td>
</tr>
<tr>
<td></td>
<td>• How homes reflect local culture</td>
<td>• Perspective</td>
</tr>
<tr>
<td></td>
<td>• Factors that determine where people live</td>
<td>• Connection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Central idea:</th>
<th>Lines of inquiry:</th>
<th>Core Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>People express ideas and feelings through performance</td>
<td>• Performances are unique and expressed differently for each person</td>
<td>• Causation</td>
</tr>
<tr>
<td></td>
<td>• How different communities and cultures convey experiences and meaning through performance</td>
<td>• Reflection</td>
</tr>
<tr>
<td></td>
<td>• The skills and elements necessary for a performance</td>
<td>• Perspective</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Connection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Central idea:</th>
<th>Lines of inquiry:</th>
<th>Core Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural forces are at work in everything we do</td>
<td>• Gravity pulls on things</td>
<td>• Causation</td>
</tr>
<tr>
<td></td>
<td>• Understanding the forces of push and pull</td>
<td>• Reflection</td>
</tr>
<tr>
<td></td>
<td>• The use of pulleys</td>
<td>• Perspective</td>
</tr>
<tr>
<td></td>
<td>• The use of magnets</td>
<td>• Connection</td>
</tr>
<tr>
<td></td>
<td>• Friction from movement</td>
<td>• Form</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Central idea:</th>
<th>Lines of inquiry:</th>
<th>Core Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public areas provide people with opportunities to make connections</td>
<td>• Purposes of public spaces</td>
<td>• Causation</td>
</tr>
<tr>
<td></td>
<td>• Characteristics of different public spaces</td>
<td>• Reflection</td>
</tr>
<tr>
<td></td>
<td>• The difference between a public and a private space</td>
<td>• Perspective</td>
</tr>
<tr>
<td></td>
<td>• What are virtual public spaces</td>
<td>• Connection</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Central idea:</th>
<th>Lines of inquiry:</th>
<th>Core concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals are part of our everyday life</td>
<td>• Animals have a variety of features</td>
<td>• Causation</td>
</tr>
<tr>
<td></td>
<td>• Animals live in different places</td>
<td>• Reflection</td>
</tr>
<tr>
<td></td>
<td>• Animals have life cycles</td>
<td>• Perspective</td>
</tr>
</tbody>
</table>

---

**POI 2016**
<table>
<thead>
<tr>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organise ourselves</th>
<th>Sharing the Planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</td>
<td>An inquiry into 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.</td>
<td>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.</td>
<td>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations, societal decision-making; economic activities and their impact on humankind and the environment.</td>
<td>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 resolutions.</td>
</tr>
</tbody>
</table>

Central Idea: Choices people make affect their health and well-being

Central Idea: We are affected by past and present changes around the world

Central Idea: Communication can be expressed through the arts

Central Idea: Our senses help us to learn about the world

Central Idea: Transport systems sustain our communities

Central Idea: Water is a vital resource

Lines of inquiry:
- The choices we make affect our health
- Growing and cooking fresh food
- What it means to have a balanced lifestyle
- Different sources of information that help us make choices

Lines of Inquiry:
- What aspects of the past can you see today and what do they tell us?
- What remains of the past are important to our local community
- How have changes in technology shaped our daily life

Lines of Inquiry:
- People express their ideas and experiences through visual art
- How we interpret and appreciate visual art
- The role of visual art in culture and society

Lines of Inquiry:
- What are our senses and how they work
- What is sound and how is it made
- What is light and how is it made

Lines of Inquiry:
- What is transport?
- How transport systems sustain or communities
- Different forms of transport systems

Lines of Inquiry:
- Water cycle and transpiration
- Water conservation
- Reducing water use

Core Concepts:
- Reflection
- Responsibility

Core Concepts:
- Change
- Function

Core Concepts:
- Perspective
- Reflection

Core Concepts:
- Causation
- Function

Core Concepts:
- Form
- Function
- Connection

Core Concepts:
- Connection
- Responsibility Reflection
### Kingston Heath Primary School
#### Programme of Inquiry - Level 3, Odd Year

<table>
<thead>
<tr>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organise ourselves</th>
<th>Sharing the Planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</td>
<td>An inquiry into 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.</td>
<td>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.</td>
<td>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations, societal decision-making; economic activities and their impact on humankind and the environment.</td>
<td>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 resolutions.</td>
</tr>
</tbody>
</table>

### Central Idea:
- **Who we are**: Our beliefs and values are influenced by the world around us.
- **Where we are in place and time**: Family histories provide an insight into cultural and personal identity.
- **How we express ourselves**: Language is a vehicle for communication and self-expression globally.
- **How the world works**: Natural disasters are caused by a number of factors.
- **How we organise ourselves**: Rules and laws reflect the society we live in.
- **Sharing the Planet**: Our choices as consumers have an impact.

### Lines of Inquiry:
- **Who we are**: Belief systems hold many similarities and differences.
- **Where we are in place and time**: Family ancestry.
- **How we express ourselves**: How language is used to communicate and express feelings and ideas.
- **How the world works**: The forms natural disasters take.
- **How we organise ourselves**: What makes a good rule or law.
- **Sharing the Planet**: Information consumers need in order to make fair choices.

### Core Concepts:
- **Who we are**: Causation, Perspective.
- **Where we are in place and time**: Form, Perspective, Change.
- **How we express ourselves**: Causation, Connection.
- **How the world works**: Connection, Responsibility, Change.
- **How we organise ourselves**: Reflection.
- **Sharing the Planet**: Reflection.
### POI 2016

Kingston Heath Primary School

#### Programme of Inquiry - Level 3, Even Year

<table>
<thead>
<tr>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organise ourselves</th>
<th>Sharing the Planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</td>
<td>An inquiry into 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.</td>
<td>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.</td>
<td>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations, societal decision-making; economic activities and their impact on humankind and the environment.</td>
<td>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 resolutions.</td>
</tr>
</tbody>
</table>

**Central Idea:**

Health and survival is reliant on systems of the body functioning together.

**Lines of inquiry:**

- Body systems and how they work
- How body systems are interdependent
- Impact of lifestyle and choices on the body.

**Core concepts:**

- Function
- Responsibility

**Central Idea:**

Our past plays a major role in shaping who we are today.

**Lines of inquiry:**

- Who lived here first and how do we know?
- Key historical events and their impact on shaping Australia
- The impact of discoveries and social changes

**Core concepts:**

- Change
- Reflection

**Central Idea:**

Celebrations and traditions are expressions of shared beliefs and values.

**Lines of Inquiry:**

- Features of traditions and celebrations.
- How and why people celebrate around the world.
- Similarities and differences between various celebrations.

**Core Concepts:**

- Form
- Perspective

**Central Idea:**

The earth is part of a vast and complex universe.

**Lines of inquiry:**

- The Earth’s position in our Solar System
- Earth’s rotation on its axis causes regular changes
- The exploration of space
- The use of space technology

**Core concepts:**

- Causation
- Connection

**Central Idea:**

ICT impacts on the way we connect and operate in the community.

**Lines of Inquiry:**

- Development of ICT
- The way people communicate and interact through ICT
- Responsibilities associated with the use of ICT

**Core concepts:**

- Connection
- Responsibility

**Central Idea:**

Food plays an important role in people’s lives.

**Lines of Inquiry:**

- What are the reasons we eat particular foods
- Equity and distribution of food
- How and where is food produced
- Sustainably sourcing food.

**Core concepts:**

- Connection
- Reflection
### Kingston Heath Primary School

**Programme of Inquiry - Level 4, Odd Year**

<table>
<thead>
<tr>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organise ourselves</th>
<th>Sharing the Planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between the interconnectedness of individuals and civilizations, from local and global perspectives.</td>
<td>An inquiry into 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.</td>
<td>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.</td>
<td>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations, societal decision-making; economic activities and their impact on humankind and the environment.</td>
<td>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 resolutions.</td>
</tr>
</tbody>
</table>

**Central Idea:**

**Who we are**

Having an awareness of self helps us make decisions for our future

**Lines of Inquiry:**

- How do my personal values influence my decisions
- What are my hopes, dreams and goals and how can I make them happen
- Decision making processes

**Core concepts:**

- Reflection
- Change

**Central Idea:**

A nation is shaped by its history

**Lines of Inquiry:**

- Why and how did Australia become a nation?
- Who has made a significant contribution to Australia’s development as a nation?
- How and why do people choose to remember significant events of the past?

**Core concepts:**

- Causation

**Central Idea:**

The media can be a powerful tool

**Lines of Inquiry:**

- How social media can be used
- The way the media uses different measures to achieve its purpose
- What responsibility does the media have?
- The way information can be conveyed
- The way the media directly influences our lives

**Core concepts:**

- Perspective
- Responsibility

**Central Idea:**

Electrical energy is part of our everyday lives

**Lines of Inquiry:**

- How we make electricity
- How electricity moves
- What we use electrical energy for.
- Features of electrical devices.

**Core concepts:**

- Change
- Causation

**Central Idea:**

Governmental systems and decisions can promote or deny equal opportunities and social justice

**Lines of Inquiry:**

- Government Systems
- Principles of human rights and social justice
- The effect of institutional behaviours and attitudes on social justice

**Core concepts:**

- Form
- Function

**Central Idea:**

Regional perspectives on a situation can cause conflict

**Lines of Inquiry:**

- Real examples of regional conflict
- Conflict resolution
- Global Conflicts

**Core concepts:**

- Causation
- Perspective
### Kingston Heath Primary School

**Programme of Inquiry - Level 4, Even Year**

<table>
<thead>
<tr>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organise ourselves</th>
<th>Sharing the Planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</td>
<td>An inquiry into 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.</td>
<td>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.</td>
<td>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations, societal decision-making; economic activities and their impact on humankind and the environment.</td>
<td>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 resolutions.</td>
</tr>
</tbody>
</table>

**Central Idea:**

- **Who we are:** Actions influence our state of mind and well-being
- **Where we are in place and time:** Human migration is a response to challenges, risks and opportunities
- **How we express ourselves:** A person’s creativity and choice of expression projects aspects of their identity
- **How the world works:** The world around us is composed of matter which can go through various changes
- **How we organise ourselves:** Economic choices impact the role we play as producers and consumers in our world
- **Sharing the Planet:** The local environment influences the resources available to living things

**Lines of Inquiry:**

- Mental health, well-being, cyber bullying, confidence, self-esteem, body image, media
- The concept of ‘well-being’
- Factors that contribute to well-being (physical, mental, social and spiritual)
- Personal issues affecting our well-being

**Core concepts:**

- Connection
- Function
- Causation
- Change
- Reflection
- Perspective
- Connection
- Responsibility
- Function
- Causation
- Change

**Central Idea:**

- How appearance and behaviour influence our perception of others
- The influences and changes of cultural and social values on how we choose to express ourselves
- The diverse ways in which people can express themselves
- How consumers and producers are dependent upon each other
- The role of market places
- Economic choices impact the success of markets
- How changing the physical conditions for plants impacts on their growth and survival
- Living things have structural features and adaptations that help them to survive in their environment
- The impact of farming

**Core concepts:**

- Connection
- Reflection

---

POI 2016