

# Bradbury School – 2010/11 Program of Inquiry (POI)

(version updated - 14 June 2010)

\*Related Concepts = R/C

## Year 1

Trans-disciplinary Theme	Who we are	Where We Are In Place And Time	How We Express Ourselves	How the world works	How We Organise Ourselves	Sharing The Planet
<b>Definition</b>	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.	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.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	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 the environment.	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.	An inquiry into our rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and of the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Unit title Subject Focus</b>	<b>Ourselves - Who we are</b> PSPE, Social Studies  <b>Term 1 - Unit 1</b>	<b>On the move</b> Social Studies, Science  <b>Term 1 - Unit 3</b>	<b>I can be an Author</b> Language, Arts  <b>Term 3 - Unit 6</b>	<b>Lifecycles</b> Science  <b>Term 2 - Unit 4</b>	<b>People who help us</b> Social studies, PSPE, Language, Arts  <b>Term 1 - Unit 2</b>	<b>The Ocean</b> Science and Social Studies  <b>Term 2 - Unit 5</b>
<b>Central Idea</b>	I learn more about myself everyday.	People choose different types of transport for different reasons.	Books inform, give us pleasure and help our imagination grow.	All living things go through a process of change.	I can be a person who helps.	The ocean is important and we have the responsibility to take care of it.
<b>Lines of Inquiry</b>	*I have changed  *What I can do  *I can learn in different ways  <b>Key Concept: Change</b>  R/C: similarities, differences, growth, transformation	*The kinds of transport we and other people use and how this has changed over time  * Different transport systems exist for different purposes and needs  *Transport affects the environment <b>Key Concepts: Connection, function</b> RC: Systems	*All books are different  *We can learn from books  *I can create my own book  <b>Key Concepts: Form and Function</b>  R/C: Structure, purpose and Communication	*Characteristics of living things  *How living things change over their lifetime  *Life cycles <b>Key Concepts: Change and Causation</b> R/C: Living and non-living, Adaptation, growth and cycles	*There are people who help us  *I can be a person who helps  *I can help others in different ways  <b>Key Concepts: Responsibility and Connection</b>  R/C: Relationships, roles	*The ocean is important  *The effects that humans can have on the ocean  *We need to be responsible when using the ocean <b>Key Concepts: Reflection, and Responsibility</b>  R/C: Conservation and ecosystems

# Year 2

Trans-disciplinary Theme	Who we are	Where We Are In Place And Time	How We Express Ourselves	How the world works	How We Organise Ourselves	Sharing The Planet
<b>Definition</b>	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.	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.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	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 the environment.	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.	An inquiry into our rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and of the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Unit title Subject Focus</b>	<b>Countries and culture Social Studies, PSPE</b>  <b>Term 2 - Unit 5</b>	<b>Toys and Games Social Studies and PSPE</b>  <b>Term 1 - Unit 3</b>	<b>Imagination Arts, Language, Social Studies</b>  <b>Term 3 - Unit 6</b>	<b>Forces Science</b>  <b>Term 2 - Unit 4</b>	<b>Community Social Studies, Language</b>  <b>Term 1 - Unit 1</b>	<b>Habitats Science and Social Studies</b>  <b>Term 1 - Unit 2</b>
<b>Central Idea</b>	There are many different cultures in this world	Children throughout time and around the world have played with toys and games	Imagination is a tool for extending our ability to think, create and express ourselves	Forces impact on movement	A community reflects the needs of people	The decisions people make can affect habitats
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>*Understanding the concept of culture</li> <li>*My own culture</li> <li>*Similarities and differences between cultures</li> </ul> <p><b>Key Concepts: Form and Connection</b></p> <p><b>Related Concepts: Identity, tradition, diversity</b></p>	<ul style="list-style-type: none"> <li>*How toys and games have changed over the years</li> <li>*Differences and similarities between toys and games around the world</li> <li>*How we learn through playing</li> </ul> <p><b>Key Concepts: Change and Form</b></p> <p><b>Related Concepts: Chronology, history, innovation</b></p>	<ul style="list-style-type: none"> <li>*How we demonstrate and enjoy our imagination</li> <li>*How our imagination helps us to express ourselves</li> <li>*How imagination helps us to solve problems</li> </ul> <p><b>Key Concepts: Perspective and reflection</b></p> <p><b>Related Concepts: Creativity, interpretation</b></p>	<ul style="list-style-type: none"> <li>*Different forces and their properties</li> <li>*The impact of forces on our life</li> <li>*Forces cause change of movement and shape</li> </ul> <p><b>Key Concepts: Function and Causation</b></p> <p><b>Related Concepts: Transformation of energy, forces</b></p>	<ul style="list-style-type: none"> <li>*What is a community</li> <li>*The important reasons why people choose a community to live in</li> <li>*Our responsibility to the community</li> </ul> <p><b>Key Concepts: Responsibility and connection</b></p> <p><b>R/C: citizenship, systems and relationships</b></p>	<ul style="list-style-type: none"> <li>*We all have a habitat</li> <li>*Humans affect habitats</li> <li>*Humans need to work to protect habitats</li> </ul> <p><b>Key Concepts: Responsibility and Causation</b></p> <p><b>Related Concepts: Consequences, conservation, and habitats</b></p>

# Year 3

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<b>Definition</b>	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.	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.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	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 the environment.	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.	An inquiry into our rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and of the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Unit title Subject Focus</b>	<b>Healthy Habits</b> PSPE, Language  <b>Term 1 - Unit 1</b>	<b>Legacies: An examination of past civilizations</b> Social Studies  <b>Term 2 - Unit 5</b>	<b>Art expression and interpretation</b> Visual Arts, Language  <b>Term 1 - Unit 2</b>	<b>Air</b> Science and Language  <b>Term 2 - Unit 4</b>	<b>Have I got news for you</b> Language, The Arts  <b>Term 1 - Unit 3</b>	<b>Build it up</b> Science and Technology  <b>Term 3 - Unit 6</b>
<b>Central Idea</b>	Choices we make can affect our health	Past civilizations have an impact on us.	Art is an expression of human thoughts and is open to interpretation	Understanding the properties of air allows people to make practical applications	Different forms of media inform and persuade.	The design of buildings and structures are influenced by the environment and the availability of materials.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>*Factors that contribute to health and well being,</li> <li>*Making informed personal choices to be healthy</li> <li>*Consequences of the choices we make</li> </ul> <p><b>Key Concepts: Connection and causation</b></p> <p><b>R/ C: Consequences, Homeostasis (Balance)</b></p>	<ul style="list-style-type: none"> <li>*Development of civilisations.</li> <li>*The time and place of civilizations.</li> <li>*The components of Ancient Civilisations (systems, artifacts) and how they are connected to today.</li> </ul> <p><b>Key Concepts: Change and Connection</b></p> <p><b>R/ C: Civilizations, chronology and innovation</b></p>	<ul style="list-style-type: none"> <li>*The elements and principles that constitute visual art</li> <li>* Different elements and techniques of visual art can help us to express ourselves</li> <li>*Visual art can be interpreted differently by viewers</li> </ul> <p><b>Key Concepts: Form and Perspective</b></p> <p><b>R/ C: Properties, interpretation, opinion, subjectivity</b></p>	<ul style="list-style-type: none"> <li>*The properties of air</li> <li>*How we use air</li> <li>*The relationship between air and sound</li> </ul> <p><b>Key Concepts: Form and Function</b></p> <p><b>R/ C: Properties, relationships, predictions</b></p>	<ul style="list-style-type: none"> <li>* What constitutes media</li> <li>*Media is presented in different ways</li> <li>*Media impacts me</li> </ul> <p><b>Key Concepts: Form and Causation</b></p> <p><b>R/ C: communication, opinion, impact</b></p>	<ul style="list-style-type: none"> <li>*Consideration to take into account when building a structure</li> <li>*How structures impact on the environment</li> <li>*Materials have different properties which can be used in different ways</li> </ul> <p><b>Key Concepts: Function and responsibility</b></p> <p><b>R/ C: structure, landscape, materials</b></p>

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<b>Definition</b>	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.	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.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	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 the environment.	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.	An inquiry into our rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and of the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Unit title Subject Focus</b>	<b>Body Works</b> Science, PSPE, Social Studies <b>Term 1 - Unit 3</b>	<b>Migration</b> Social studies, Language <b>Term 3 - Unit 6</b>	<b>Beliefs and Values</b> Language, PSPE <b>Term 1 - Unit 1</b>	<b>Our Changing Planet</b> Science <b>Term 2 - Unit 5</b>	<b>Field to table</b> Social Studies <b>Term 2 - Unit 4</b>	<b>Sharing the planet</b> Science, Social studies <b>Term 1 - Unit 2</b>
<b>Central Idea</b>	The body systems interact and work together for us to be able to function	There are challenges, risks and opportunities involved in human migration	Beliefs and values shape people's thinking and action	The continual changing nature of the Earth's physical structure affects human lives	Food goes through many changes in order to get from field to table	Ecosystems can be changed by a variety of factors
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>*Systems of the body and how they function</li> <li>*Connections between the body systems</li> </ul> <p><b>Key Concepts: Connection and Function</b></p> <p>R/ C: Systems, relationships</p>	<ul style="list-style-type: none"> <li>*The reasons why people migrate</li> <li>*Historical migration to Hong Kong</li> <li>*The impact of migration</li> </ul> <p><b>Key Concepts: Causation, reflection and Change</b></p> <p>R/C: generations, population, personal history</p>	<ul style="list-style-type: none"> <li>*Exploring our beliefs and values</li> <li>*Culture influences our beliefs and values</li> <li>*Exploring the beliefs and values of our school</li> </ul> <p><b>Key Concepts: Perspective, responsibility</b></p> <p>R/C: values, beliefs, opinion</p>	<ul style="list-style-type: none"> <li>*The Earth's structure</li> <li>*The Earth's structure continually changes</li> <li>*How the Earth's structural changes effects humans</li> </ul> <p><b>Key Concepts: Form, Causation, Change</b></p> <p>R/C: Geology, tectonic plate movement</p>	<ul style="list-style-type: none"> <li>*The origin of food</li> <li>*The ways foods are grown, harvested and processed</li> <li>*The stages of transportation and distribution of food</li> </ul> <p><b>Key Concepts: Function, Connection and Change</b></p> <p>R/C: systems, networks, cycles</p>	<ul style="list-style-type: none"> <li>*The components of an eco system</li> <li>*Connections and cycles in ecosystems</li> <li>*Events that impact on ecosystems</li> </ul> <p><b>Key Concepts: Form and Connection</b></p> <p>R/C: adaptation, systems, biodiversity</p>

# Year 5

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<b>Definition</b>	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.	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.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	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 the environment.	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.	An inquiry into our rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and of the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Unit title Subject Focus</b>	<b>Circle of life</b> PSPE, Science  Term 2 - Unit 4	<b>Exploration</b> Social studies and Science  Term 1 - Unit 3	<b>Popular Culture</b> Arts, PSPE and Language  Term 2 - Unit 5	<b>Scientific Process</b> Science  Term 1 - Unit 1	<b>Breaking Rules</b> PSPE, Social studies  Term 1 - Unit 2	<b>Conflict in the World</b> Social Studies, Language, PSPE  Term 3 - Unit 6
<b>Central Idea</b>	All living things have life cycles characterized by physical change, changing roles and relationships	Exploration leads to discovery and develops new understandings	Changes in society can be expressed through popular culture	People use scientific processes to challenge, investigate and clarify ideas.	To meet the needs of communities there are rules and consequences	There are consequences to individuals and communities when conflict occurs.
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>*Reproduction is a key characteristics of life</li> <li>*The similarities and differences between life cycle in plants and animals</li> <li>*The major phases in the life cycle of humans including puberty and reproduction</li> </ul> <p><b>Key Concepts: Change and Form</b></p>	<ul style="list-style-type: none"> <li>*Reasons for exploration</li> <li>*Feelings and attitudes associated with exploration</li> <li>*What we learn through exploration</li> </ul> <p><b>Key Concepts: Perspective and Reflection</b></p> <p>R/C: History, discovery and exploration</p>	<ul style="list-style-type: none"> <li>*Changes in society in the 1960's</li> <li>*Popular culture changes over time and defines an era</li> <li>*How the arts reflect change and change is reflected in the arts</li> </ul> <p><b>Key Concepts: Reflection, Form and Function</b></p> <p>R/C: Culture, influence, events</p>	<ul style="list-style-type: none"> <li>*Scientific processes</li> <li>*Designing and connecting experiments to test hypotheses</li> <li>*The impact of science on society and the environment</li> </ul> <p><b>Key Concepts: Form and Causation</b></p> <p>R/C: properties, consequences and impact</p>	<ul style="list-style-type: none"> <li>*There are consequences when rules are broken</li> <li>*People's value sand knowledge determine if they think rules are fair or unfair</li> <li>*Every community needs a set of rules to function effectively</li> </ul> <p><b>Key Concepts: Responsibility and causation</b></p> <p>R/C: consequences, impact, rights and justice</p>	<ul style="list-style-type: none"> <li>*Conflict can arise in many different situations.</li> <li>*Conflict can cause people to be displaced.</li> <li>*Conflict resolution is our responsibility.</li> </ul> <p><b>Key Concepts: Causation and Responsibility</b></p> <p>R/C: rights, conflict and identity</p>

# Year 6

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<b>Definition</b>	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.	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.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	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 the environment.	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.	An inquiry into our rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and of the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Unit title Subject Focus</b>	<b>Well-being for life PSPE, Science</b>  <b>Term 1 - Unit 3</b>	<b>Then and Now Social Studies,</b>  <b>Term 2 - Unit 2</b>	<b>Culture Social Studies, PSPE</b>  <b>Term 1 - Unit 1</b>	<b>Year 6 Cross Phase Unit Science</b>  <b>Term 2 - Unit 4</b>	<b>Impact of Technology Social Studies and Science</b>  <b>Term 2 - Unit 5</b>	<b>Sharing the planet Science, Social Studies and PSPE</b>  <b>Term 3 - Unit 6</b>
<b>Central Idea</b>	Our personal, social and physical well-being changes over time with influence from intrinsic and extrinsic factors.	People and places have histories which can be uncovered through a variety of sources	International mindedness provides a window into the cultures of others	Changing material to suit our needs impacts our world  <i>In partnership with QBS and South Island School.</i>	Technology impacts on the world of work and leisure	The way we live impacts the global environment
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>*The concept of well being</li> <li>*Factors that contribute to well-being (physical, mental, social and spiritual)</li> <li>*Personal issues affecting our well-being</li> </ul> <p><b>Key Concepts: Change and Responsibility</b></p> <p><b>R/C: sexuality, gender, growth</b></p>	<ul style="list-style-type: none"> <li>*Varying sources provide differing levels of information</li> <li>*Ways to interpret sources and further our understanding of history</li> <li>*Validity of information</li> </ul> <p><b>Key Concepts: Reflection and Form</b></p> <p><b>R/C: artifacts, chronology, evidence and reliability</b></p>	<ul style="list-style-type: none"> <li>*The diverse ways in which culture can be expressed</li> <li>*International mindedness</li> <li>*Misconceptions, stereotypes and prejudices</li> </ul> <p><b>Key Concepts: Function and Perspective</b></p> <p><b>R/C: beliefs, truths, behaviour</b></p>	<ul style="list-style-type: none"> <li>*The properties of different material</li> <li>*The various changes materials can go through</li> <li>*Impact the changes we have on our world</li> <li>*Methods to measure change</li> </ul> <p><b>Key Concepts: Form, Function and Change</b></p> <p><b>R/C: measurement, transformation, sustainability</b></p>	<ul style="list-style-type: none"> <li>*Circumstances that lead to important innovations</li> <li>*How technology impacts on people's lives</li> </ul> <p><b>Key Concepts: Change and Causation</b></p> <p><b>R/C: communication, innovation</b></p>	<ul style="list-style-type: none"> <li>*How natural resources are used</li> <li>*Transformation of energy</li> <li>*Ways to reduce our environmental footprint</li> </ul> <p><b>Key Concepts: Causation and Responsibility</b></p> <p><b>Related concepts: Perspective, Curiosity, Sustainability,</b></p>