



Year Four-Units of Inquiry

2010-2011



	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organise ourselves	An inquiry into: Sharing the planet
	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 relationships between and 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 ways 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 on the environment.	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 human kind and the environment.	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.
Yr 4	<p>Central idea: What we believe is part of who we are</p> <p>Key concepts: connection, perspective</p> <p>Related concepts: beliefs, values, diversity</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What we believe • How beliefs and values influence the way we behave • The impact of religion and spiritual traditions on society 	<p>Central Idea: Exploration leads to discovery and expands</p> <p>Key concepts: causation, perspective</p> <p>Related concepts: discovery, exploration</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Reasons for exploration (historical and personal) • Impact of explorers/explorations • Challenges faced by explorers/exploration 	<p>Central idea: Culture, nature and values inspire the design of structures in a community</p> <p>Key concepts: form, perspective, reflection</p> <p>Related concepts: creativity, structure, pattern,</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Architecture in the local and global environment • Patterns and shapes in structures • The different ways values, culture and nature have inspired design 	<p>Central idea: Events in the natural world impact on humans</p> <p>Key concepts: form, function causation</p> <p>Related concepts: geography, climate, consequences</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Types of natural events • Impact of natural events • Human response to natural events 	<p>Central idea Technology impacts on the world of work and leisure</p> <p>Key concepts: change, connection, responsibility</p> <p>Related concepts: communication, systems, ethics</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Technology and inventions of the home, workplace and leisure activities • Important inventions and their impact • How technology helps us to solve problems 	<p>Central idea: Our behaviour impacts on the habitats of other living things</p> <p>Key concepts: causation, responsibility</p> <p>Related concepts: habitat, conservation, adaptation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different habitats and the living things found there • Impact of our behaviour on habitats • Human responsibility to habitats

Unit of Inquiry no.1	Unit of Inquiry no.2	Unit of Inquiry no.3	Unit of Inquiry no.4	Unit of Inquiry no.5	Unit of Inquiry no.6
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The above is a dynamic document and changes may be made throughout the year as units are planned and reflected upon collaboratively.