



Year Three-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 3	<p>Central idea: Our bodies are complicated machines that require understanding and maintaining</p> <p>Key concepts: causation, connection</p> <p>Related concepts: systems, well being</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • What the body systems are like • Interdependence and independence between the body system • Factors that influence human well-being 	<p>Central idea: Homes have been influenced by a variety of factors over time</p> <p>Key concepts: connection, change</p> <p>Related concepts: traditions, culture, resources</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • What a home is • The influence of the environment on homes • How and why homes have changed over time 	<p>Central idea: People communicate in different ways for different reasons</p> <p>Key concepts: perspective, responsibility</p> <p>Related concepts: impact, interpretation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Non verbal and verbal forms of communication • Signs and symbols • Appropriate communication for different situations 	<p>Central idea: Forces affect life on Earth</p> <p>Key concepts: form, function</p> <p>Related concepts: force, evidence, consequences</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Types of forces • Newton's Laws • How forces influence our lives 	<p>Central idea: In a workplace, people collaborate to work towards a common purpose</p> <p>Key concepts: function responsibility</p> <p>Related concepts: systems, communication, structure</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different workplaces and the roles people have • Relationships between people in the workplace • Systems that support collaboration in the workplace 	<p>Central idea: Children have rights and responsibilities</p> <p>Key concepts: perspective, reflection</p> <p>Related concepts: equality, rights</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Difference between needs and wants • Children's rights and responsibilities • Ways in which individuals and organisations work to protect children from risk

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
-----------------------------	-----------------------------	-----------------------------	-----------------------------	-----------------------------	-----------------------------

The above is a dynamic document and changes may be made throughout the year as units are planned and reflected upon collaboratively.