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**Programme of Inquiry**

**Cycle 2 2014/2016 • Grades 1-2**

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| **Who We Are** | **Where we are in place and time** | **How we express ourselves** | **How the world works** | **How we organize ourselves** | **Sharing the Planet** |
| An inquiry into the nature of the self; beliefs and values; personal, 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 human kind; **the relationships 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 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 organizations; social decision-making; **economic activities and their impact on humankind 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 |
| **Central Idea:**HomePersonalizing our homes is a reflection of who we are | **Central Idea:**Public PlacesPublic places strengthen communities and provide people opportunities to connect. | **Central Idea:**Scaredy Cats Fear is an emotion felt by all ages and cultures. Expressing & communicating fears encourages self growth while helping others | **Central Idea:**Movement & motion People apply basic scientific principles in a variety of ways to solve problems and meet needs | **Central Idea:**From Field to TableThe food we eat goes through several stages from their origin to their consumption.  | **Central Idea:**What’s in the Bin? Reduce, Reuse, RecycleOur personal choices can change our environment. Waste products are made of different materials that can be recycled, re-used or conserved. It is our responsibility to act on this knowledge appropriately |
| **Subject Focus** PSPE | **Subject Focus**Social Studies | **Subject Focus**Social Studies | **Subject Focus**Science and Technology | **Subject Focus**Science; Social Studies | **Subject Focus**PSPE, Science |
| **Key Concepts**Form, Function, Change, Responsibility, Connection | **Key Concepts**Function, Causation Connection | **Key Concepts**Perspective, Connection, Reflection | **Key Concepts**Form, Function, Causation | **Key Concepts**Form, Change, Connection | **Key Concepts**Causation, Responsibility, Change |
| **Related Concepts**Structure, Role, Growth, Relationships, Values | **Related Concepts**Structure, Consequences, Relationships, Systems | **Related Concepts**Beliefs, tradition, culture  | **Related Concepts**Properties, Systems, Consequences, Impact | **Related Concepts**Properties, Growth, Cycles, Interdependence | **Related Concepts**Sequences, patterns, citizenship |
| **Lines of Inquiry*** The nature of home
* Why we need a home
* How we make home personal
* How a home can create a sense of belonging
* How our culture affects our home
* How our beliefs and traditions affects our home
 | **Lines of Inquiry*** Different public places and their attributes
* How and by whom these places are used (the needs they meet)
* How public places affect the environment in their development
* The systems that public places have to make them work e.g. opening hours, regulations etc.

  | **Lines of Inquiry*** Real and make believe fears
* Cultural similarities and differences of fears and feelings
* Strategies to deal with fears
 | **Lines of Inquiry*** The effect of applying various pushes/pulls on different objects
* How/why magnets make things move without touching them
* What objects are magnetic
* How gravity works
* How force affects motion
 | **Lines of Inquiry*** The changes foods undergo before they are sold in shops. (**change**)
* The roles people play putting food on our table. (**change/connection**)
* Where do the food we eat come from. (**form**)
 | **Lines of Inquiry*** Resources that we waste
* How waste effects the environment
* How do we minimize our impact on the environment – reduce, reuse, recycle
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| **Transdisciplinary Skills**Research, Thinking, Communication | **Transdisciplinary Skills**Social, Thinking, communication | **Transdisciplinary Skills**Thinking (questioning/logic) | **Transdisciplinary Skills**Thinking, Self-management, Research | **Transdisciplinary Skills**Research, thinking | **Transdisciplinary Skills**Thinking, research |
| **Learner Profile**Communication, Caring, Thinker, Risk-taker | **Learner Profile**Knowledgeable, Inquirers, Caring, Communicators (Open minded in the future) | **Learner Profile**Courageous, Thinker | **Learner Profile**Thinker, Reflective | **Learner Profile**Knowledgeable, Balanced, Inquirers | **Learner Profile**Caring, Reflective, thinkers, communicators, inquirers |
| **Attitudes**Tolerance, Respect, Creativity | **Attitudes**Appreciation, Tolerance, Integrity | **Attitudes**Independence, Confidence | **Attitudes**Commitment, Creativity, Curiosity | **Attitudes**Independence, Curiosity, Enthusiasm | **Attitudes**Respect, Commitment |