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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:**  Home  Personalizing our homes is a reflection of who we are | **Central Idea:**  Public Places  Public 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 Table  The food we eat goes through several stages from their origin to their consumption. | **Central Idea:**  What’s in the Bin? Reduce, Reuse, Recycle  Our 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 |
| **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 |