

Programme of Inquiry 2019 -2020

Transd. Themes	Who we are 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.	Where we are in place and time 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 perspective	How we express ourselves 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	How the world works 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.	How we organise ourselves 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	Sharing the planet 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.
Play Group	<p style="text-align: center;">“Amazing Me”</p> <p>Central Idea: We are all alike and different in many ways.</p> <p>Lines of Inquiry: -My likes and dislikes -My favourite things -Me and my body</p>		<p style="text-align: center;">“Christmas around the world”</p> <p>Central Idea: At Christmas time people celebrate in different ways</p> <p>Lines of Inquiry: -Different ways of celebrating -Ways in which people express themselves during Christmas time -Christmas stories</p>	<p style="text-align: center;">“Food”</p> <p>Central Idea: There are many different sources where food comes from</p> <p>Lines of Inquiry: -The importance of food in our daily life -Where food can be found</p>	<p style="text-align: center;">“Getting along well”</p> <p>Central Idea: People’s relationship with each other can have an impact on well-being</p> <p>Lines of Inquiry: -How we develop relationships -How relationships affect us -Roles and behaviours within relationships</p>	<p style="text-align: center;">“Animals”</p> <p>Central Idea: Animals and people interact in different ways in different contexts.</p> <p>Lines of Inquiry -Different roles animals play in people’s life -Our responsibility for the well-being of animals in extinction.</p>

	Key concepts: Form, reflection Related concepts: Behaviour, communication		Key concepts: Perspective Related concepts: Family, identity	Key concepts: Causation, connection Related concepts: Quantity, origin	Key concepts: Function, responsibility Related concepts: Role, values, respect	Key concepts: Responsibility Related concepts: Similarities, equilibrium, impact
Subject Areas	Arts, Music, Sports, Language, Maths, Science & Socio-emotional		Arts, Music, Sports, Language, Maths, Science & Socio-emotional	Arts, Music, Sports, Language, Maths, Science & Socio-emotional	Arts, Music, Sports, Language, Maths, Science & Socio-emotional	Arts, Music, Sports, Language, Maths, Science & Socio-emotional
Learner Profile (LP)	Caring Inquirer		Inquirer, thinker	Inquirer, communicator	Communicator Caring	Principled, reflective
Approaches to Learning (ATL)	Social skills		Communication skills	Research skills	Self-management skills	Thinking skills
Dates	8/03 to 26/ 04 (8 weeks)		7/10 to 3/12 (8 weeks)	12/08 to 04/10 (6 weeks)	29/04 to 14/06 (6 weeks)	17/06 to 9/08 (6 weeks)
Unit Order	1		5	4	2	3

Pre Kinder	<p>My family and me</p> <p>Central Idea: Our family is unique and important to our growth and development</p> <p>Lines of Inquiry: -Different kinds of families -Roles within Families -Ways to show love within families</p> <p>Key concepts: Change, perspective</p> <p>Related concepts: Adaptation, growth, opinion</p>	<p>Houses and homes</p> <p>Central Idea: What we live in depends on where we live.</p> <p>Lines of Inquiry: -Homes reflect the local culture -Homes are connected to the environment</p> <p>Key concepts: Connection, reflection</p> <p>Related concepts: location</p>	<p>Can You Tell Me A Story?</p> <p>Central Idea: Stories encourage our imagination</p> <p>Lines of Inquiry: -Our favourite stories. -Traditional stories.</p> <p>Key concepts: Form</p> <p>Related concepts: Imagination, creativity, interpretation</p>	<p>Land, air, or water?</p> <p>Central Idea: People travel in different ways from one place to another</p> <p>Lines of Inquiry: -Different ways to move around -Types of journeys people make -Choices and decisions involved in making a journey</p> <p>Key concepts: Causation</p> <p>Related concepts: Systems, impact</p>	<p>Play here, play there, play everywhere!</p> <p>Central Idea: Through play we learn about the importance of rules and organisation</p> <p>Lines of Inquiry: -Different kinds of games we play -Rules and organisation when playing</p> <p>Key concepts: Responsibility, function</p> <p>Related concepts: Cooperation, behaviour</p>	<p>It's a small world</p> <p>Central Idea: As children we are all alike and different in many ways, but we share the same world.</p> <p>Lines of Inquiry: -Children around the world. -Similarities among children around the world -Differences among children around the world</p> <p>Key concepts: Connection, reflection</p> <p>Related concepts: Diversity</p>
Date	6/03 to 12/ 04 (6 weeks)	3/06 to 12/07 (6 weeks)	15/04 to 24/05 (6 weeks)	29/07 to 6/09 (6 weeks)	9/09/ to 25/10 (6 weeks)	28/10 to 3/12 (6 weeks)
ATL	Social Skills	Thinking skills	Communication skills	Research skills	Self-management skills	Thinking skills
LP	Caring, communicator	Inquirer, thinker	Communicator Knowledgeable	Inquirer, thinker	Inquirer, communicator	Principled, reflective
Subject Areas	Arts, music, sports, language, maths, science and social emotional	Arts, music, sports, language, maths, science and social emotional	Arts, music, sports, language, maths, science and social emotional	Arts, music, sports, language, maths, science and social emotional	Arts, music, sports, language, maths, science and social emotional	Arts, music, sports, language, maths, science and social emotional
Unit Order	1	3	2	4	5	6

Kinder	<p>“Family and relationships”</p> <p>Central Idea: Family and relationships shapes who I am.</p> <p>Key Concepts: Form, Function</p> <p>Related Concepts Diversity Family</p> <p>Lines of Inquiry The importance of family and friends. School as extension of family (school friends). Roles and responsibilities</p>	<p>“On the way”</p> <p>Central Idea: Throughout time people improve their methods of transportation.</p> <p>Key Concepts Change, causation.</p> <p>Related Concepts Innovation Evolution</p> <p>Lines of Inquiry Timeline of transportation improvement over time. What influences people to choose different type of transportation.</p>	<p>Enjoying Fairy Tales</p> <p>Central Idea: Through Fairy Tales you can develop imagination and creativity.</p> <p>Key Concepts Perspective, connection</p> <p>Related Concepts Differences Similarities Self expression</p> <p>Lines of Inquiry What Fairytales can tell us. Sharing and exploring Fairy Tales from different countries. Features of a Fairy Tale</p>	<p>Aliens in the Solar System</p> <p>Central Idea: Space exploration leads to our understanding of our place in the universe</p> <p>Key Concepts Connection, form</p> <p>Related Concepts Movement System</p> <p>Lines of Inquiry How seasonal changes affect our lives. The Earth’s structure and its position in the Solar System.</p>	<p>Heigh-Ho, Heigh-Ho, off to work we go!</p> <p>Central Idea: Everybody has a role to play.</p> <p>Key Concepts Responsibility Function</p> <p>Related Concepts Roles</p> <p>Services Lines of Inquiry Jobs and services that are needed. Jobs at our school. People working together.</p>	<p>Trash or Treasure?</p> <p>Central Idea: There are alternatives to discarding rubbish.</p> <p>Key Concepts Reflection – Function Responsibility</p> <p>Related Concepts Take care of Sustainability</p> <p>Lines of Inquiry Places where litter is kept. The effect of litter in the environment. Reduce, reuse, recycle material at home and at school.</p>
Subject Areas	Arts, music, sports, language, Maths, science and socio-emotional.	Arts, music, sports, language, Maths, science and socio-emotional.	Arts, music, sports, language, Maths, science and socio-emotional.	Arts, music, sports, language, Maths, science and socio-emotional.	Arts, music, sports, language, Maths, science and socio-emotional.	Arts, music, sports, language, Maths, science and socio-emotional.
Learner Profile (LP)	Caring Communicator	Inquirer Thinker	Communicator Knowledgeable	Inquirer Thinker	Inquirer Communicator	Principled Reflective
Approaches to learning (ATL)	Social skills	Thinking Skills	Communication Skills	Research Skills	Self-management Skills	Thinking Skills
Dates	March 6 th – April 12 th	Sept 9 th - Oct 25 th	June 3 rd – July 12 th	April 15 th – May 24 th	July 29 th – Sept 6 th	Oct 28 th – Dec 3 rd
Unit Order	1	5	3	2	4	6

Learner Profile (LP)	Balanced Thinkers Attitudes: Independence	Communicator Risktaker Knowledgeable Attitudes: Creativity and curiosity	Communicators Open Minded Attitudes: Commitment and Creativity	Inquirers and Knowledgeable Attitudes: Curiosity, Enthusiasm, Cooperation	Caring and Open Minded Attitudes: Tolerance	Inquirers, Knowledgeable Attitudes: Appreciation, Curiosity
Approaches to learning (ATL)	-Self management skills	-Communication Skills -Social skills	-Communication Skills -Thinking Skills	-Research Skills -Self-management skills	-Social Skills	-Research skills
Dates	June 3 rd – July 12th	March 6 th – April 12th	April 15th – May 24th	July 29 th – Sept 6 th	Sept 9 th – Oct 25th	Oct 28th – Dec 3rd
Unit Order	Unit 3	Unit 1	Unit 2	Unit 4	Unit 5	Unit 6

2 Grade	<p>Knowing Me , knowing You.</p> <p>Central Idea: Knowing ourselves helps us to relate to others.</p> <p>Lines of Inquiry: Understanding other`s points of view give us different strategies to maintain relationships.</p> <p>Developing an awareness of our physical and emotional characteristics.</p> <p>Knowing my abilities, interest, strength and weakness.</p> <p>Key Concepts: Form. Perspective. Reflection.</p> <p>Related Concepts: Similarities. Differences. Identity.</p>	<p>From a little seed.</p> <p>Central Idea: Plants are an essential source of food, oxygen and protection.</p> <p>Lines of Inquiry: Parts of a plant and its functions.</p> <p>Different types of plants have different human`s use.</p> <p>Environmental factors that affect plants growth.</p> <p>Key Concepts: Responsibility. Connection. Function.</p> <p>Related Concepts: Dependence. Species. Health.</p>	<p>Animal Planet</p> <p>Central Idea: People`s responsibility towards animals and their interaction with the changing environment.</p> <p>Lines of Inquiry: People`s responsibility towards the changing environment and the shared resources with other living things.</p> <p>Endangered Animals.</p> <p>Animal classification and description.</p> <p>Key Concepts: Causation. Change. Responsibility.</p> <p>Related Concepts: Adaptation. Interdependence.</p>	<p>Past, Present & Future</p> <p>Central Idea: Knowing heritage helps us understand our present and future.</p> <p>Lines of Inquiry: Chilean aborigines and their organisation.</p> <p>Location of Chile on the map and the different aborigines in Chile.</p> <p>Aspects that have survived up to our days.</p> <p>Key Concepts: Form. Connection. Change.</p> <p>Related Concepts: Organisation. Aborigines. Legacy.</p>	<p>Getting around</p> <p>Central Idea: Transportation systems are directly related to the needs of the community.</p> <p>Lines of Inquiry: Specific purpose of different transportation systems.</p> <p>Relationship between transportation systems and environment. Geography affects different kind of transportation.</p> <p>Key Concepts: Function. Connection. Directions</p> <p>Related Concepts: Systems. Environment.</p>	<p>Let`s celebrate</p> <p>Central Idea: Cultures express their traditions and celebrations in different ways.</p> <p>Lines of Inquiry: Origins of our traditions and celebrations.</p> <p>Cultures express traditions through celebrations.</p> <p>Our own tradition and celebrations.</p> <p>Key Concepts: Perspective. Connection. Change.</p> <p>Related Concepts: Origin. Culture. Tradition.</p>
APL	Curiosity Commitment	Appreciation Creativity Enthusiasm		Curiosity Enthusiasm Independence	Commitment Independence Tolerance	Respect Cooperation
Learner Profile	Inquirer Thinker	Communicators Reflective	Principled Reflective	Knowledgeable Caring	Knowledgeable Thinker	Balanced Reflective
Order	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Dates	March 6 th – April 12 th	April 15 th to May 24 th	June 3 rd – July 12 th	July 29 th to Sept. 6 th	Sept.9 th to Oct. 25 th	Oct. 28 th to Dec. 3 rd

3 Grade	We Are what We Eat	Greece v/s Rome	The Power of Media	A Living Planet	Rules and responsibilities within my community	Children Rights and Duties
Central Idea	Making good/bad choices have an impact in our bodies	Ancient cultures and their contribution are still seen today	There is a wide variety of media through which people can receive different kind of information	The Earth position in relation to the Sun has an impact on our life.	Communities work when members follow shared rules and routines.	Human actions affect wild life.
Key Concepts	Causation and responsibility	Change and connection	Perspective and reflection	Form, causation, and change	Responsibility, causation, and function	Change- causation, responsibility
Related Concepts	Consequences	Origin, evidence, and contribution	Creativity and expression	Features and impact	Communication, behaviour, and roles,	Impact – Classification-Adaptation
Lines of Inquiry	<p>The purpose of food and the impact it has on living things (Food Groups)</p> <p>Healthy habits lead to a healthy body</p>	<p>Time and location</p> <p>Differences and similarities between themselves</p> <p>Contributions to today's world</p>	<p>The way I can show what I know through different kinds of media</p> <p>Different ways in which people express their opinions and ideas</p> <p>Proper use of different media</p>	<p>Location of the Earth in the solar system</p> <p>Features of the Earth impact our life</p> <p>The way in which climate affects us</p>	<p>Why rules and routines are important.</p> <p>Our school rules and routines.</p> <p>Strategies and skills to be a responsible community member</p>	<p>Changes in wild life</p> <p>Human actions that endanger animals.</p> <p>Our responsibility on preserving animals.</p>
Subject Areas	Natural Science	Social Studies	Language, Social studies	Social Studies Natural Science	Social Studies Counselling	Social Studies Natural Science
Learner Profile (LP)	Balanced Knowledgeable Principled	Inquirers Knowledgeable Communicators	Communicators Open-minded reflective	Knowledgeable Inquirers	Principled Caring	
Approaches to learning (ATL)	Thinking Skills Self-Management Skills	Communication Skills Thinking Skills Research Skills	Social Skills Communication Skills Self-Management Skills	Communication Skills Research Skills	Social Skills Self-Management Skills	Balanced Research Skills

Dates	March 6 th – April 12 th	April 15 th – May 24 th	June 3 rd – July 12 th	July 29 th – Sept 6 th	Sept 9 th – Oct 25 th	Oct 28 th – Dec 3 rd
Unit Order	1	2	3	4	5	6

4^o Grade	<p>Building organisms with cells</p> <p>Central Idea: There are different elements that connected and working together form our bodies.</p> <p>Lines of Inquiry: -Levels of biological organisation. -The operational centre of the body. -Body systems and how they are interconnected. -Our responsibility towards our body.</p> <p>Key concepts: Connection, function, responsibility</p> <p>Related concepts: Systems, interdependence, equilibrium</p>	<p>Impact and Legacy</p> <p>Central Idea: Past civilizations shape the present and the future.</p> <p>Lines of Inquiry: - Historical aspects of past civilizations. - Reasons why these aspects developed and survived. - Impact on the present and future.</p> <p>Key concepts: Causation, change</p> <p>Related concepts: Technology, adaptation, systems</p>	<p>Getting along well</p> <p>Central Idea: Different strategies can be used to solve conflicts to get along well.</p> <p>Lines of Inquiry: -Causes of conflicts Roles and responsibilities within a group Strategies to get along well How conflicts can affect us</p> <p>Key concepts: Function, perspective, reflection</p> <p>Related concepts: Diversity, stereotypes, creativity</p>	<p>Where we live, what we do</p> <p>Central Idea: Natural geological forces cause Earth's continual changes.</p> <p>Lines of Inquiry: -How different components of the Earth are interrelated. -The way the Earth behaves can lead to different natural phenomena. -Human response to natural phenomena.</p> <p>Key concepts: Causation, Responsibility</p> <p>Related concepts: Behaviour Conflicts Resolution</p>	<p>Let's celebrate our rights and duties!</p> <p>Central Idea: Governmental systems and decisions can promote or deny equal opportunities and social justice.</p> <p>Lines of Inquiry: -Types of governance. -Principles of human rights and social justice (Declaration of Humans Rights). -The effect of institutional behaviour and attitudes on social justice.</p> <p>Key concepts: Form, responsibility</p> <p>Related concepts: Equality, government</p>	<p>Saving our planet!</p> <p>Central Idea: Biodiversity relies on sustaining the balance within environmental systems.</p> <p>Lines of Inquiry: -Interdependence within ecosystems and environments. -Ways in which organisms are interconnected in nature. - Impact of human interactions on ecosystems.</p> <p>Key concepts: Change and reflection</p> <p>Related concepts: Ecosystem, equilibrium, responsibility.</p>
Attitudes	Curiosity Commitment	Appreciation Creativity Enthusiasm	Tolerance Respect Empathy	Curiosity Enthusiasm Independence	Commitment Independence Tolerance	Respect Cooperation
Learner Profile	Inquirer Thinker	Communicators Reflective	Open Minded Principled Risk Taker	Knowledgeable Caring	Knowledgeable Thinker	Balanced Reflective
Order	Unit 3	Unit 2	Unit 1	Unit 4	Unit 5	Unit 6
Dates	From June 3 rd to July 12 th	From April 15 th to May 24 th	From March 6 th to April 12 th	From July 29 th to September 6 th	From September 9 th to October 25 th	From October 28 th to December 3 rd

5 Grade	With rights come responsibilities.	The Age of Exploration and Colonisation.	We are changing.	Energy that Surrounds Us.	We live in a technological age.	Replace what we take.
Central Idea	Every person has rights and responsibilities no matter their beliefs, gender or place in which he/she was born.	Human motivation to explore leads to new colonies.	Changes people experience at different stages in their lives affect their evolving sense of self.	Importance of Electricity in our daily lives and its impact on Modern Society.	Technology impacts on the world of work and leisure.	Human action impacts the Earth and it's natural resources.
Key Concepts	Responsibility, change, functions.	Causation, change, perspective.	Reflection, change, connections	Form, change, responsibility.	Change, connection, responsibility.	Function, causation, reflection.
Related Concepts		Discovery, exploration, inspiration.	Behaviour, interdependence, growth.	Conduction, innovation, utility.	Communication, systems, ethics.	Resources, geography, impact.
Lines of Inquiry	<ul style="list-style-type: none"> -Rights and responsibilities of people and the government. -The importance of democracy and its impact on human rights. -Gender equality. 	<ul style="list-style-type: none"> -Motivation for exploration and challenges faced by the explorers. -The effect of colonization on indigenous people. -The way in which colonies developed. -The conquest and colonization of Chile. 	<ul style="list-style-type: none"> -The physical, social and emotional and intellectual changes that occur throughout life. -Factors that contribute to well-being during adolescence. -Our responsibility for accepting and dealing with change. -How relationships contribute to our self-concept. 	<ul style="list-style-type: none"> -Different forms of energy and how they convert from one form of energy to another. -The impact of energy in our lives. -Availability of Chilean energy sources for the production of electrical energy. -Renewable energy and its impact on the environment. 	<ul style="list-style-type: none"> -Technology and inventions of the home, workplace and leisure activities. -Circumstances that lead to the development of important inventions and their impact. -How technology supports / impacts sustainability. -How technology helps people overcome their disabilities. 	<ul style="list-style-type: none"> -Different forms of energy and how they convert from one form of energy to another. -The impact of energy in our lives. -Availability of Chilean energy sources for the production of electrical energy. -Renewable energy and its impact on the environment.
Learner Profile (LP)	Inquirer, caring, open minded.	Reflective, thinker, knowledgeable.	Balanced, thinker, reflective.	Communicators, inquirer, reflective.	Open-minded, caring, reflective.	Caring, reflective, inquirer.
Approaches to learning (ATL)	Research and social skills.	Thinking and communication skills.	Social and self-management skills.	Communication and research skills.	Research and thinking skills.	Research and thinking skills.
Dates	March 6 th – April 12 th	April 15 th –May 24 th	Sept 9 th _ Oct 25 th Oct	July 29 th – Sept 6 th	28 th – Dec 3 rd	June 3 rd –July 12 th
Unit Order	Unit 1	Unit 2	Unit 5	Unit 4	Unit 6	Unit 3