

Renaissance College Programme of Inquiry 2010-2012

Units of Inquiry	Who we are	How the world works	Where we are in place and time	How we organize ourselves	Sharing the planet	How we express ourselves
Year 1						
Central Idea	Friendships enrich our lives and require nurturing in order to develop. First Unit	Understanding the way materials behave and interact determines how people use them. Second unit	People's journey's create change and lead to new possibilities. Third unit	In a community people share responsibilities towards a common purpose. Sixth unit	We share our environment with living things. Fouth unit	Imagination is a powerful tool for extending our ability to think, create and express ourselves. Fifth unit
Lines of inquiry	Lines of inquiry How friends are made and kept Why friends are needed Characteristics that develop healthy friendships	<ul style="list-style-type: none"> • Behaviour and uses of materials • Changing properties of materials • Manipulation of materials for specific purposes 	<ul style="list-style-type: none"> • Our personal history • Changes people around us have experienced in their lives • Reasons people undertake journeys 	<ul style="list-style-type: none"> • Various communities we belong to • Roles and responsibilities within a community • Making contributions towards a community 	<ul style="list-style-type: none"> • The conditions that living things need to survive • How things change throughout their life cycle • How external influences can impact on living things • Our responsibility towards living things 	<ul style="list-style-type: none"> • How we demonstrate and enjoy our imagination • How our imagination helps us to consider other perspectives • How imagination helps us to solve problems

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Year 2						
Central Idea	Systems are directly related to the needs of a community. First unit	Our activities are connected to natural world cycles. Second unit	Making balanced choices about daily routines enables us to have a healthy lifestyle. Third unit	The development of global perspectives is supported through understanding our place in the world in relation to others. Fourth unit	Over time, living things need to adapt in order to survive Fifth unit	The Arts are a means of communication and expression Sixth unit
Lines of inquiry	<ul style="list-style-type: none"> • What is meant by a system • Factors that affect the kinds of systems that can be developed • Relationships between systems and communities 	<ul style="list-style-type: none"> • Cycles within the natural world • Connections between cycles • Impact of the Earth's cycles on living things 	<ul style="list-style-type: none"> • Daily habits and routines • Healthy diet and lifestyle • Consequences of choices 	<ul style="list-style-type: none"> • How we represent place • Representations of place through time • The relationship of our location to other parts of the world 	<ul style="list-style-type: none"> • Concept of adaptation • Circumstances that lead to adaptation • How living things adapt or respond to changing environmental conditions and cycles 	<ul style="list-style-type: none"> • Different forms of The Arts • Responding to different forms of The Arts • Using The Arts to express and communicate through a range of media

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Year 3						
Central Idea	Communities function more effectively when there is a balance between work and leisure. First unit	Family histories provide an insight into cultural and/or personal identity. Second Unit	Water is essential to life, and is a limited resource for many people. Third Unit	Rituals, traditions and artifacts provide a window into the beliefs and values of cultures. Fourth Unit	Our bodies are made up of interrelated systems, which need to be maintained for healthy functioning Fifth Unit	Energy may be converted from one form to another and stored in various ways. Sixth Unit
Lines of inquiry	Purpose of a workplace Difference between work and leisure Interconnectedness of people in a workplace.	Family ancestry • heirlooms or events that have meaning in a family • Similarities and differences between generations within a family	Sources of water and how water is used • What happens to water after we have used it • Distribution and availability of usable water • Responsibilities regarding water	What constitutes a culture • Significance of rituals and traditions • How artifacts symbolize beliefs and values	<ul style="list-style-type: none"> • The systems of the body • How the circulatory and digestive system function • Ways in which these body systems are interrelated 	Forms of energy (kinetic, mechanical, electrical) The storage and transformation of energy • Conservation of energy • Renewable and sustainable energy

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Year 4						
Central Idea Social organisation and culture	Understanding different ways of learning enables people to respond to their own learning needs as well as those of others. First Unit	Market places are created to satisfy the wants and needs of the local and global community. Second Unit	Choices of role models reflect the characteristics that societies and individuals value. Third unit	Human survival is connected to understanding the continual changing nature of the earth. Fourth Unit	Human migration is a response to challenges, risks and opportunities. Sixth Unit	People and their waste have an impact on the environment. Fifth unit
Lines of inquiry	<p>How we participate in a learning community</p> <ul style="list-style-type: none"> ▪ How people construct knowledge ▪ Different Learning styles 	<ul style="list-style-type: none"> • Different kinds of markets that our community relies on • The nature of supply and demand • The elements that help a market be successful in a competitive world 	<ul style="list-style-type: none"> • Role models and why we value them. Why we should develop our own gifts, talents and interests • How personal strengths can be applied to help others 	<ul style="list-style-type: none"> • How the different components of the Earth are interrelated. • How and why the earth has changed and is continuing to change • Human responses to the Earth's changes 	<ul style="list-style-type: none"> • Reasons for Migration • The effects of migration on the community • The challenges faced by migrants 	<ul style="list-style-type: none"> • Waste material around us that is biodegradable (Including physical and chemical changes) • Different ways waste material can be managed • The impact of our actions and choices on our environment.

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Year 5						
Central Idea	What we believe is a part of who we are. First Unit	Media influences how we think, and the choices we make. Second Unit	Exploration leads to discovery and develops new understandings. Third Unit	Our need to understand phenomena on earth leads to further scientific discovery. Fourth Unit	People can establish practices in order to sustain the Earth's resources. Fifth Unit	Technology impacts on the world of work and leisure. Sixth Unit
Lines of inquiry	<ul style="list-style-type: none"> • What we believe • How beliefs influence the way we behave • Factors that influence our decisions • The impact of beliefs and traditions on society 	<ul style="list-style-type: none"> • Purpose and types of media for communication • Reasons for the development of communication systems <p style="text-align: center;">The way media impacts on the way we think</p>	<p style="text-align: center;">Reasons for exploration (historical and personal)</p> <p style="text-align: center;">Feelings and attitudes associated with exploration</p> <p style="text-align: center;">What we learn through exploration</p>	<ul style="list-style-type: none"> • The structure of the solar system • Conditions on Earth that make it sustainable • The human need to discover 	<ul style="list-style-type: none"> • The limited nature of the Earth's resources • The consequences of how we use resources • Personal choices that can help sustain the Earth's resources 	<p style="text-align: center;">Technology and inventions of the home, workplace and leisure activities</p> <ul style="list-style-type: none"> • Circumstances that lead to the development of important inventions and their impact <ul style="list-style-type: none"> • How technology supports/impacts on sustainability

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Year 6						
Central Idea	Children world wide face a variety of challenges and risks.	Past human ideas and actions can influence the course of history	Economic decisions impact upon people, communities, and nations.	Biodiversity relies on maintaining the interdependent balance of organisms within and between systems.	Exhibition Topic Information and Communication Technology (ICT) is changing and challenging the way we express ourselves.	External and internal factors cause changes in our lives.
	First Unit	Second unit	Third Unit	Fourth Unit	Fifth Unit	Sixth Unit
Lines of inquiry	<ul style="list-style-type: none"> • The history of children’s rights. • The ways that nations and international organizations aim to protect children’s rights • Children affected by conflict or crisis 	<ul style="list-style-type: none"> • Significant events and people that have brought about change in history. • Consequences of change and interconnection. • Ways the world may continue to change in the future 	<ul style="list-style-type: none"> • Features of economic systems (Financial literacy) • The impact of globalization on Economics • How to be a responsible consumer 	<ul style="list-style-type: none"> • The connections between organisms within ecosystems – <i>the carbon cycle</i> • How human interaction with the environment can affect the balance of systems • Human responsibility for the biodiversity of the planet 	<ul style="list-style-type: none"> • <i>To be developed by the students</i> 	<ul style="list-style-type: none"> • Changes and challenges from childhood to adolescence • Relationships with other people • Transition to secondary school