

Kowloon Junior School, Curriculum Overview 2012-2013

The Programme of Inquiry is a dynamic document and will change throughout the year as teachers plan and reflect on units of inquiry.

| | Who we are An inquiry into: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. | How we express ourselves An inquiry into: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> the interconnectedness of human-made-systems and communities; the structure and function of organisations; social decision-making; economic activities and their impact on humankind and the environment. | Sharing the planet An inquiry into: <ul style="list-style-type: none"> 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. |
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| Year 1 | Who we are Central Idea: People explore in different ways to make sense of the world. <u>Lines of Inquiry:</u> <ul style="list-style-type: none"> What it means to explore The senses Ourselves as explorers Concepts: Function, Reflection <u>Related concepts:</u> Communication | Where we are in place and time Central Idea: Homes reflect cultural influences and local conditions. <u>Lines of Inquiry:</u> <ul style="list-style-type: none"> What makes a home How homes reflect family values How homes reflect local culture and community Factors that determine where people live Concepts: Form, Connection, Perspective <u>Related concepts:</u> culture, community, locality, needs | How we express ourselves Central Idea: Art is a means of communication and expression. <u>Lines of Inquiry:</u> <ul style="list-style-type: none"> How artists express themselves Experiencing and learning from creating visual art Reflecting on and responding to different art forms Concepts: Perspective, Reflection <u>Related concepts:</u> creativity, communication, interpretations, aesthetics | How the world works Central Idea: Living things grow and change. <u>Lines of Inquiry:</u> <ul style="list-style-type: none"> Characteristics of living things How living things are classified in the natural world The way things grow and change Concepts: Form, Change <u>Related concepts:</u> growth, classification | How we organise ourselves Central Idea: People play different roles in the communities to which they belong. <u>Lines of Inquiry:</u> <ul style="list-style-type: none"> Various communities we belong to Roles of people who are part of our communities How communities are organised Concepts: Form, Function, Responsibility <u>Related concepts:</u> community, rules, interaction | Sharing the planet Central Idea: Resources can be used responsibly. <u>Lines of Inquiry:</u> <ul style="list-style-type: none"> sorting resources the limited nature of Earth's resources our responsibility to reduce, re-use, recycle and replace materials Concepts: Form, Responsibility <u>Related concepts:</u> conservation, properties |
| Year 2 | Who we are Central idea: The choices we make affect our health and well-being. <u>Lines of Inquiry:</u> <ul style="list-style-type: none"> Body systems and how they work How nutrition, exercise and sleep affect the human body How personal choices affect health and well-being Concepts: Function, Causation, Responsibility <u>Related concepts:</u> choice, systems, balance | Where we are in place and time Central Idea: Our personal histories allow us to reflect on how we have changed. <u>Lines of Inquiry:</u> <ul style="list-style-type: none"> Personal change: present to birth Finding out about our histories How change has shaped us Concepts: Change, Reflection <u>Related concepts:</u> history, family | How we express ourselves Central Idea: Celebrations and traditions are expressions of shared ideas. <u>Lines of Inquiry:</u> <ul style="list-style-type: none"> What celebrating is Why people celebrate Features of traditions and celebrations Concepts: Form, Connection, Perspective <u>Related concepts:</u> cycles, belonging, community | How the world works Central idea: Forces act on things everywhere. <u>Lines of Inquiry:</u> <ul style="list-style-type: none"> What forces are The effects of forces How forces make life easier Concepts: Causation, Change <u>Related concepts:</u> forces, efficiency | How we organise ourselves Central idea: Transportation systems are directly related to the needs of a community. <u>Lines of Inquiry:</u> <ul style="list-style-type: none"> Specific purposes of different transportation systems Needs that define the kinds of systems that are developed Relationship between transportation systems and the environment Concepts: Function, Connection <u>Related concepts:</u> systems | Sharing the planet Central idea: Plants are essential to people's lives. <u>Lines of Inquiry:</u> <ul style="list-style-type: none"> The structure of a plant What plants provide Consequences of using plants Concepts: Form, Connection, Responsibility <u>Related concepts:</u> consumption |

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| Year 3 | <p>Who we are</p> <p>Central idea: Relationships can be enhanced through an understanding of perspectives.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> Personal identity Social interaction Responsibilities within relationships <p>Concepts: Perspective, Responsibility</p> <p><u>Related concepts:</u> cooperation, communication, identity, relationships</p> | <p>Where we are in place and time</p> <p>Central idea: Changes over time have an effect on us and our environment.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> Changes to people and environments How the past is recorded and remembered in different ways The effect of change on the environment and people <p>Concepts: Change, Causation</p> <p><u>Related concepts:</u> progress, history</p> | <p>How we express ourselves</p> <p>Central idea: People use creative expression to entertain and communicate feelings.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> How people express their feelings The role of masks in communicating The relationship between the performer and the audience <p>Concepts: Function, Perspective, Reflection</p> <p><u>Related concepts:</u> performance, expression, communication</p> | <p>How the world works</p> <p>Central idea: Natural cycles effect the way life exists.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> What living things need How natural cycles work The connection between cycles and lives <p>Concepts: Form, Function, Connection</p> <p><u>Related concepts:</u> cycles, life, relationships</p> | <p>How we organise ourselves</p> <p>Central idea: Communities provide interconnected services designed to meet people's needs.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> Reasons people live in a local community Services needed to support a community Planning services for a community <p>Concepts: Function, Causation, Connection</p> <p><u>Related concepts:</u> interconnection, systems, networks</p> | <p>Sharing the planet</p> <p>Central idea: Access to useable water is essential for life.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> Sources of water and how water is used Availability of useable water Responsibilities regarding water <p>Concepts: Connection, Responsibility</p> <p><u>Related concepts:</u> conservation</p> |
| Year 4 | <p>Who we are</p> <p>Central idea: Beliefs and values influence our lives and the choices we make.</p> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> What beliefs and values are How people make choices What we believe and value <p>Concept: Perspective, Reflection, Responsibility</p> <p><u>Related concepts:</u> beliefs, evidence, responsible behaviour</p> | <p>Where we are in place and time</p> <p>Central idea: Our lives are connected to and influenced by the experiences of past civilizations.</p> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> The characteristics of a civilization The influence of previous civilizations on our lives The implications for the future <p>Concepts: Form, Change, Connection</p> <p><u>Related concepts:</u> history, civilizations, chronology</p> | <p>How we express ourselves</p> <p>Central idea: We can express our feelings and ideas creatively through the Arts.</p> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> Artists and their styles Different ways to express feelings and ideas What inspires artists to create <p>Concepts: Form, Perspective, Reflection</p> <p><u>Related concepts:</u> self expression, inspiration</p> | <p>How the world works</p> <p>Central idea: Energy can be stored and used to do work.</p> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> Different forms of energy How energy can be stored and used <p>Concepts: Form, Function, Connection</p> <p><u>Related concepts:</u> energy</p> | <p>How we organise ourselves</p> <p>Central idea: People take on roles and responsibility towards a common purpose.</p> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> The common purpose and shared vision of a team Interconnectedness of people in a team Roles and responsibilities within a team <p>Concepts: Function, Connection, Responsibility</p> <p><u>Related concepts:</u> communication, roles, cooperation</p> | <p>Sharing the planet</p> <p>Central idea: Living things have adapted to survive in their ecosystems.</p> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> The features of an ecosystem Ways living things adapt How the adaptation has helped them survive <p>Concepts: Causation, Connection, Change</p> <p><u>Related concepts:</u> interdependence, adaptation</p> |

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| Year 5 | <p>Who we are</p> <p>Central idea: We all have a responsibility to protect our rights.</p> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> • Rights and responsibilities • Impact your actions have on other's rights • Responsibility to uphold the rights of children <p>Concepts: Responsibility, Function, Reflection</p> <p><u>Related concepts:</u> citizenship, choice</p> | <p>Where we are in Place and Time</p> <p>Central idea: People migrate impacting on individuals and communities.</p> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> • The reasons for migration • The effects of migration on individuals and communities • Different migration stories <p>Concepts: Causation, Change, Perspective</p> <p><u>Related concepts:</u> migration</p> | <p>How we express ourselves</p> <p>Central idea: People discover, express and reflect on their perspectives through creative arts.</p> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> • Different techniques of media • Messages conveyed through art • Creative and reflective process <p>Concepts: Perspective, Reflection</p> <p><u>Related concepts:</u> media, self-expression, audience, subjectivity</p> | <p>How the world works</p> <p>Central idea: Scientists explain the world around them through observation and experimentation.</p> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> • How Science impacts on our daily lives • Practical applications and implications of change in materials <p>Concepts: Function, Causation, Change</p> <p><u>Related concepts:</u> changes of state</p> | <p>How we organize ourselves</p> <p>Central idea: Producers and consumers make decisions through well-organized systems.</p> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> • Role of business systems within our local community • Process and development of products • Economics of the marketplace <p>Concepts: Function, Connection, Reflection</p> <p><u>Related concepts:</u> production, consumption, impact</p> | <p>Sharing the planet</p> <p>Central idea: Our personal choices can affect the environment.</p> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> • Identify the Earth's resources • How to use natural resources responsibly • How our actions affect the environment <p>Concepts: Responsibility, Causation, Form</p> <p><u>Related concepts:</u> conservation, sustainability</p> |
| Year 6 | <p>Who we are</p> <p><u>Exhibition</u></p> <p>Central idea: People are connected to communities through their beliefs and values.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Communities we belong to • How we can make a difference • Our beliefs and values <p>Concepts: Form, Function, Connection, Causation, Change, Perspective, Responsibility, Reflection</p> <p><u>Related concepts:</u> community, beliefs, values</p> | <p>Where we are in place and time</p> <p>Central idea: Innovation changes our world and the way we think.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • Innovations and how they change the world • Important discoveries throughout time • Positive and negative impact of technology <p>Concepts: Perspective, Change</p> <p><u>Related concepts:</u> adaptation, technology, innovation</p> | <p>How we express ourselves</p> <p>Central idea; People create perceptions and misconceptions.</p> <p><u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> • The nature of personal identity • Physical changes that affect our evolving identities • The way we think about people changes as we get to know them <p>Concepts: Perspective, Reflection</p> <p><u>Related concepts:</u> self expression, stereotyping</p> | <p>How the world works</p> <p>Central idea: Feeding people requires systems.</p> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> • Choices we make about the food we eat • The cycles that are essential for food production • The systems that humans use to feed themselves <p>Concepts: Responsibility, Connection, Perspective</p> <p><u>Related concepts:</u> systems, cycles</p> | <p>How we organise ourselves</p> <p>Central idea: There are different systems to make the 'right' decision.</p> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> • How decisions are made • How personal beliefs and values influence decisions we make • How to justify decisions are 'right' <p>Concepts: Responsibility, Perspective, Function</p> <p><u>Related concepts:</u> inequality, power, decision-making</p> | <p>Sharing the Planet</p> <p>Central idea: Choices can lead to conflict and resolution.</p> <p><u>Lines of inquiry:</u></p> <ul style="list-style-type: none"> • Choices and behaviour that lead to conflict • The external factors that can lead to conflict • Resolution of conflict <p>Concepts: Perspective, Causation, Responsibility</p> <p><u>Related concepts:</u> choice behaviour, resources, ownership, energy, consequences, impact</p> |