

## **ELCHK LUTHERAN ACADEMY**

### **Programme of Inquiry 2020 / 2021**

*Our Programme Of Inquiry is a flexible working document that is collaboratively developed to reflect the unique aspects of our school community, from its geography to the needs and experience of its members. Changes are made throughout the year depending on global changes and the needs and interests of the students. The programme of inquiry ensures that students experience broad, balanced, conceptual and connected learning throughout their time in school.*

## 2020/2021 Year One



Transdisciplinary Theme	<b>Who We Are</b> An inquiry into the nature of the self; beliefs and values; <b>personal, physical, mental, social and spiritual health; human relationships</b> including families, friends, <b>communities</b> , and cultures; rights and <b>responsibilities</b> ; and <b>what it means to be human</b> .	<b>Where We Are In Place and Time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<b>How We Express Ourselves</b> An inquiry into the ways in which we <b>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.</b>	<b>How The World Works</b> An inquiry into the <b>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; and the impact of scientific and technological advances on society and on the environment.</b>	<b>How We Organise Ourselves</b> An inquiry into the <b>interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</b>	<b>Sharing The Planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; <b>communities and the relationships within and between them</b> ; access to equal opportunities; peace and conflict resolution.
<b>Central Idea</b>	Senses can be used to find out about the world		People can communicate emotions and imaginations through art.	Materials behave and interact in certain ways which determine how people use them	People have different roles in a community and work together to achieve common goals	Living things go through a life cycle and have needs in order to grow and survive
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>What senses are</li> <li>How information can be collected by senses</li> <li>Sense impairments</li> </ul>		<ul style="list-style-type: none"> <li>The ways people use imagination to express themselves.</li> <li>Elements of arts (colours, lines and shapes)</li> <li>How art and emotions are connected</li> </ul>	<ul style="list-style-type: none"> <li>Materials and their properties</li> <li>How materials can change</li> <li>Why people choose materials to serve a specific purpose</li> </ul>	<ul style="list-style-type: none"> <li>Roles and responsibilities</li> <li>The function of different roles in a community</li> <li>How different roles in a community are connected</li> </ul>	<ul style="list-style-type: none"> <li>The needs of living things</li> <li>Life cycles of living things</li> <li>Actions that benefit and harm living things</li> </ul>
<b>Key Concepts</b>	Form Function Perspective		Form, Function, Connection Perspective	Form, Function, Change, Causation	Form Function Connection	Form Change Responsibility Causation
<b>Related Concepts</b>	Senses, Discovery, Exploration, Perception		Emotions, colours, lines, shapes, imagination, expression, communication,	Properties and uses of materials, prediction, invention, material, processl	Family, Relationship, Community, Goals, Roles, Responsibility Diversity, identity	Growth Cycles, Classification, Habitat, Living things, Preservation, Action
<b>Subject Integration</b>	Science, Social Studies, Mathematics, Language,, PSPE (PE), Visual Arts		Language, Visual arts	Science, Language, Music, Mathematics	Social studies, PSPE (PE), Language, Mathematics, LED	Science, PSPE, Chinese, Mathematics, Language
<b>Learner Profile Attributes</b>	Inquirer, Thinker		Open minded, Risk taker	Knowledgeable, Communicator	Principled, Open minded	Caring, Knowledgeable, Principled
<b>ATL Skills</b>	<ul style="list-style-type: none"> <li>Thinking: Considering new perspectives, Reflection</li> <li>Research: Formulating &amp; Planning, Gathering &amp; Recording</li> <li>Communication: Listening, Interpreting, Speaking, Reading, Writing</li> <li>Social: Respecting others, Supporting others</li> <li>Self management: Managing self</li> </ul>		<ul style="list-style-type: none"> <li>Thinking: Generating Novel Ideas, Considering new perspectives, Reflection</li> <li>Communication: Interpreting, Listening, Speaking, Reading, Writing</li> <li>Social: Emotional intelligence, respecting others</li> <li>Self management: Managing self, Time management, Goal setting</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: Analysis, Evaluation, Reflection</li> <li>Research: Gathering &amp; Recording, Evaluating &amp; Communicating</li> <li>Communication: Listening, Interpreting, Speaking, Reading, writing</li> <li>Self management: Time management, Self motivation</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: Analysis, reflection</li> <li>Research: formulating &amp; planning, Gathering &amp; Recording</li> <li>Communication: Listening, speaking, Reading, Writing</li> <li>Social: Respecting others</li> <li>Self management: Managing self</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: Analysis, Evaluation</li> <li>Research: Gathering &amp; Recording, Synthesizing &amp; Interpreting, Evaluating &amp; Communicating</li> <li>Communication: Listening, Interpreting, Speaking, Reading, Writing</li> <li>Social: Respecting others, Supporting others</li> <li>Self management: Managing self, Time management, Goal setting</li> </ul>

## 2020/ 2021 Year Two



<b>Transdisciplinary Theme</b>	<b>Who We Are</b> An inquiry into the nature of the self; beliefs and values; <b>personal, physical, mental, social and spiritual health; human relationships</b> including families, friends, <b>communities</b> , and cultures; rights and <b>responsibilities</b> ; and <b>what it means to be human.</b>	<b>Where We Are In Place and Time</b> An inquiry into orientation in place and time; <b>personal histories</b> ; homes and journeys; the discoveries, explorations and migrations of humankind; and the <b>relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</b>	<b>How We Express Ourselves</b> An inquiry into the ways in which <b>we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic.	<b>How The World Works</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles</b> ; and the impact of scientific and technological advances on society and on the environment.	<b>How We Organise Ourselves</b> An inquiry into the <b>interconnectedness of human-made systems and communities</b> ; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	<b>Sharing The Planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; <b>communities and the relationships within and between them</b> ; access to equal opportunities; peace and conflict resolution.
<b>Central Idea</b>	A balance between physical, emotional, social, mental and spiritual health develops greater well-being.	Celebrations and significant events within a community help us to better understand their history and values.	The art is a means of communication and expression	People and the environment are affected by natural phenomena in many ways	Communities create systems to meet the needs of people.	Humans share the planet with other living things and their actions can lead to consequences
<b>Lines of Inquiry</b>	<ul style="list-style-type: none"> <li>Personal, physical, mental, social and spiritual health</li> <li>How the choices we make affect our health</li> <li>How informed decisions improve well being and health.</li> </ul>	<ul style="list-style-type: none"> <li>What makes an event significant</li> <li>How significant events have an impact on a community</li> <li>The ways in which significant events may be recognised locally and / or globally.</li> </ul>	<ul style="list-style-type: none"> <li>Reasons people use different types of art form for story telling</li> <li>How people use different art forms to communicate stories over time</li> <li>Different perspectives and responses in the way stories are communicated and expressed</li> </ul>	<ul style="list-style-type: none"> <li>Types of natural phenomena</li> <li>How natural phenomena happens</li> <li>The impact of natural phenomena on people and the environment</li> </ul>	<ul style="list-style-type: none"> <li>What a system is</li> <li>Different types of systems and their functions</li> <li>How systems have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>The role of living things and how living things interact</li> <li>Factors leading to the endangerment of species and habitats</li> <li>Our responsibility to share the planet with other living things</li> </ul>
<b>Key Concepts</b>	Form, Responsibility, Causation	Form, Perspectives, Responsibility	Causation, Change, Perspective	Form, Function, Causation	Change, Function, Connection	Responsibility Causation Connection
<b>Related Concepts</b>	Balance, Choices, Well-being, Health, relationships, friendship, decisions, time	Culture Festival Celebration Significant Events Communities diversity, history identity	Communication Creativity Storytelling Genre Audience Purpose	Environment Climate Weather Natural Phenomena Natural Disaster Safety Consequences	System Transportation organisation cooperation needs community cooperation facilities number information	Adaptation Habitats Ecosystem Endangerment Food Chain Deforestation Pollution Rights Conservation Resources
<b>Subject Integration</b>	PSPE, PE, Mathematics, Language	Social Studies, Language, Social Studies, Music, Visual Arts, PSPE,	Visual Arts, Language, Music	Science, Social Studies Mathematics, Language, Visual Arts, PSPE	Social Studies, Mathematics, Language, Visual Arts, PSPE, Chinese	Science, Social Studies, Language. PSPE (PE) Maths
<b>Learner profile attributes</b>	Thinker, Balanced	Inquirer, Open minded	Thinker, Open minded	Thinker, Knowledgeable	Knowledgeable, Communicator	Principled, Caring
<b>ATL skills</b>	<ul style="list-style-type: none"> <li>Thinking: Evaluation, Reflection</li> <li>Research: Gathering &amp; Recording</li> <li>Communication: Reading &amp; Writing</li> <li>Social: Respecting others, supporting others</li> <li>Self management: Managing self</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: Analysis, evaluation, Reflection</li> <li>Research: Formulating &amp; Planning</li> <li>Communication: Interpreting</li> <li>Social: Respecting others</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: Generating novel ideas, considering new perspectives, reflection</li> <li>Communication: Reading &amp; Writing</li> <li>Social: Respecting others</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: Reflection</li> <li>Research: Formulating &amp; Planning, Gathering &amp; Recording, Ethical use of sources</li> <li>Self management: Managing self, Time management, Goal setting</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: Generating novel ideas, Reflection</li> <li>Communication: Listening, interpreting, speaking</li> <li>Social: Respecting &amp; Supporting others</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: Analysis, Reflection</li> <li>Research: Informed choices</li> <li>Social: respecting others</li> </ul>

## 2020 / 2021 Year Three



Transdisciplinary Theme	<b>Who We Are</b> 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; and what it means to be human.	<b>Where We Are In Place and Time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<b>How We Express Ourselves</b> 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.	<b>How The World Works</b> 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; and the impact of scientific and technological advances on society and on the environment.	<b>How We Organise Ourselves</b> 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 the environment.	<b>Sharing The Planet</b> 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	Beliefs and values shape who we are and impact how we live	Exploration leads to discoveries and new understandings	Media influences our ideas and decision-making.	The Earth's position in the universe enables it to support life	Living things create communicate systems to connect with each other purposely	People can make choices to support the sustainability of the Earth's resources.
Lines of Inquiry	<ol style="list-style-type: none"> <li>Beliefs and values</li> <li>How beliefs and values influence the way we behave</li> <li>The impact of beliefs and values on social, religious and cultural traditions on society</li> </ol>	<ol style="list-style-type: none"> <li>Reasons for exploration</li> <li>The impact of exploration on people in the past, present and future</li> <li>How exploration has changed over time</li> </ol>	<ol style="list-style-type: none"> <li>Different types of media</li> <li>How images, text and music are used to communicate to different people</li> <li>How people respond differently to media</li> </ol>	<ol style="list-style-type: none"> <li>Earth's position in the Universe</li> <li>How scientists know about the Universe</li> <li>How systems and phenomena in the universe are connected</li> </ol>	<ol style="list-style-type: none"> <li>Systems people and animals use to communicate</li> <li>How communication systems change over time</li> <li>How different communication systems help people to overcome challenges</li> </ol>	<ol style="list-style-type: none"> <li>Earth's renewable and nonrenewable resources</li> <li>The impact of people's choices and actions on the environment</li> <li>Sensible use of nonrenewable resources to meet human needs</li> </ol>
Key Concepts	Form Causation Connection	Change Causation Connection	Form, Function, Perspective	Form Function Connection Causation	Form Change Perspective	Causation Responsibility Form
Related Concepts	Diversity Beliefs, Values, Identity, Traditions, Behaviour, Religious practices	Geography, Navigation, Exploration, Orientation, Discovery, Consequences, Direction	Communication Influence Decision-making Persuasion, Opinion, Sources, Responsibility, Informed decisions, media, audience	Space Technology Astronomy Solar systems, cycle, gravity, atmosphere, climate, seasons,	Communication, Systems, Technology, Networks, Audience, Symbols, Signs, Verbal, Non-verbal, Visual	Resources, Renewable (infinite), Non Renewable (finite), Waste, Sustainability, Conservation, Pollution, Consumption, Climate change
Subject Integration	Social Studies, PSPE, Language, Music, PE	Mathematics, Social studies, Language, Chinese	Visual Arts, Language, Mathematics Music ICT	Science, Mathematics, Language, Visual Arts	Language, Social Studies, Science, Music	Science, Social Studies,, Mathematics, Language
Learner profile attributes	Thinker, Open minded, Reflective	Inquirer, Thinker, Risk taker	Knowledgeable, Thinker, Open minded	Inquirer, Knowledgeable	Inquirer, Knowledgeable, Communicator	Principled, Balanced, Reflective
ATL skills	<ul style="list-style-type: none"> <li>Thinking: Considering new perspective, Reflection</li> <li>Research: Information literacy</li> <li>Communication: Reading &amp; Writing</li> <li>Social: Interpersonal relationship, social and emotional intelligence</li> <li>Self management: Organisation</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: Analysis, Considering new perspective, reflection</li> <li>Research: Information literacy</li> <li>Communication: Listening and speaking</li> <li>Social: interpersonal relationship</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: Evaluating, Forming decision, reflection</li> <li>Research: Media literacy, ethical use</li> <li>Communication: Exchanging information, literacy, ICT</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: Analysis, Reflection</li> <li>Research: Gathering &amp; Recording</li> <li>Communication: Literacy</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: Analysis, Evaluation, Reflection</li> <li>Research: Gathering &amp; Recording</li> <li>Communication: exchanging information, Literacy</li> <li>Social: Interpersonal relationship</li> <li>Self management: Organisation, State of Mind</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: evaluation, forming decision, reflection</li> <li>Research: Evaluating and Communicating</li> <li>Communication: Literacy</li> </ul>



<b>Transdisciplinary Theme</b>	<b>Who We Are</b> 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; and what it means to be human.	<b>Where We Are In Place and Time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<b>How We Express Ourselves</b> 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.	<b>How The World Works</b> 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; and the impact of scientific and technological advances on society and on the environment.	<b>How We Organise Ourselves</b> 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 the environment.	<b>Sharing The Planet</b> 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.
<b>Central Idea</b>	Our body is made up of interconnected systems that need maintenance to be kept healthy	Influential people can contribute to society in significant and meaningful ways through their ideas and actions.	People express their culture, ideas, emotions and values through creative art forms.	Making informed consumer decisions requires an understanding of the properties of materials and their impact on the environment	There are many systems involved in the production and supply of food that can affect the environment.	The rights and well being of children varies between countries and many children worldwide face challenges that affect their behaviour
<b>Lines of Inquiry</b>	<ol style="list-style-type: none"> <li>1. The form and function of systems in the human body</li> <li>2. Connections between mental health, spiritual health and well being</li> <li>3. Lifestyle choices that affect our health</li> </ol>	<ol style="list-style-type: none"> <li>1. Influential people and their contributions towards society</li> <li>2. The ways people can influence others in their communities</li> <li>3. Modern technological impacts on making change, expressing ideas and actions</li> </ol>	<ol style="list-style-type: none"> <li>1. Diverse forms of arts people use to express themselves</li> <li>2. What inspires people to create arts</li> <li>3. Different ways of interpreting and responding to arts</li> </ol>	<ol style="list-style-type: none"> <li>1. Properties of materials and how they behave</li> <li>2. How and why people use and transform natural materials to innovate and meet specific needs</li> <li>3. The impact of retrieval, production, and the use of materials on the environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Origins of food products</li> <li>2. Food production system and processes</li> <li>3. The choice people make as consumers of food</li> </ol>	<ol style="list-style-type: none"> <li>1. Challenges and risks that children face that affect their behaviour</li> <li>2. People's responsibility to ensure children's rights are met</li> <li>3. Ways in which individuals and organisations work to promote and protect children's rights</li> </ol>
<b>Key Concepts</b>	Form Function Connection Perspective	Causation Change CConnection	Form Causation Perspective	Form Causation Change Responsibility	Connection Function Causation Responsibility	Form Causation Connection Responsibility
<b>Related Concepts</b>	System, health, lifestyle, choices, consequences, well being	Progress, action, innovation, ideas, society, community, historical figures, influence, global, local	Colour, Line, Shape, Texture, Space, Pattern, Feelings, Ideas, Expression, Audience, Appreciation	Materials Environment Sustainability Transformation Industrialisation	Process Health Environment System Consumption	Equality Rights Risks Opportunity, opportunities, education, welfare, poverty
<b>Subject Integration</b>	PSPE (PE), Science, Mathematics, Language	Music, Visual Arts, Social Studies, Language, PSPE (PE), Mathematics	Visual Arts, Language, PSPE, Mathematics, Chinese	Science, Language, Visual Arts, Music	Social Studies, LED, Mathematics, Language	Social Studies, PSPE, Language, Chinese
<b>Learner profile attributes</b>	Inquirer, Knowledgeable, Balanced	Knowledgeable, Thinker, Communicator	Thinker, Communicator, Open-minded	Principled, Balanced, Knowledgeable	Inquirer Thinker Knowledgeable	Open minded, caring, risk-taker
<b>ATL skills</b>	<ul style="list-style-type: none"> <li>• Thinking: critical, considering new perspectives, transfer, reflection</li> <li>• Research:information literacy</li> <li>• Communication: Literacy</li> <li>• Self-management: managing self, mindfulness, emotional management</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking: critical, reflection</li> <li>• Research:information literacy</li> <li>• Communication: exchanging information, literacy</li> <li>• Social: interpersonal</li> <li>• Self-management: organisation, perseverance</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking: critical, creative, transfer, reflection</li> <li>• Communication: interpreting, reading &amp; writing</li> <li>• Social: interpersonal, social and emotional intelligence</li> <li>• Self-management: organisation, self motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking: critical, transfer</li> <li>• Research:information literacy</li> <li>• Communication:literacy</li> <li>• Social: interpersonal</li> <li>• Self-management: organisation</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking: Critical, Reflection</li> <li>• Research:Information literacy</li> <li>• Communication: Exchanging information, Literacy</li> <li>• Self-management: Time management</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking: forming decision, considering new perspectives</li> <li>• Research: information literacy</li> <li>• Communication:exchanging information</li> <li>• Social:interpersonal, socio emotional intelligence</li> <li>• Self-management: perseverance, resilient</li> </ul>



Transdisciplinary Theme	<p><b>Who We Are</b> 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; and what it means to be human.</p>	<p><b>Where We Are In Place and Time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b>How We Express Ourselves</b> 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.</p>	<p><b>How The World Works</b> 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; and the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How We Organise Ourselves</b> 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 the environment.</p>	<p><b>Sharing The Planet</b> 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.</p>
<b>Central Idea</b>	Mindfulness and a strong sense of self-belief may maximise potential, personal growth and well being.	Evidence of past civilisations can be used to make connections to present-day societies	People communicate across cultures, places and times through arts	The use of different forms of energy and their impact on society and the environment	Businesses are created to meet a variety of purposes and require a range of entrepreneurial skills and opportunities in order to be successful.	Biodiversity relies on maintaining the interdependent balance of organisms within systems
<b>Lines of Inquiry</b>	<ol style="list-style-type: none"> <li>1. What mindfulness, well being and personal growth are.</li> <li>2. Mindfulness, and other factors that affect well being and personal growth.</li> <li>3. Strategies for building resilience, control emotions and maintain healthy relationships</li> </ol>	<ol style="list-style-type: none"> <li>1. Characteristics of civilisations and societies</li> <li>2. Connections between past and present civilisations</li> <li>3. Why modern societies continue to use adaptations of these systems and technologies</li> </ol>	<ol style="list-style-type: none"> <li>1. How creativity can be expressed through the performing arts</li> <li>2. How performing arts can be a reflection of modern culture and traditions</li> <li>3. How drama can express and communicate a narrative</li> </ol>	<ol style="list-style-type: none"> <li>1. Different forms of energy</li> <li>2. How has energy usage changed / transformed</li> <li>3. Sustainable energy practices that support human society</li> </ol>	<ol style="list-style-type: none"> <li>1. Structure and function of business organisations</li> <li>2. How macroeconomic factors steer businesses</li> <li>3. How innovation, creativity, market conditions, opportunities contribute to a successful business</li> </ol>	<ol style="list-style-type: none"> <li>1. Interconnection within ecosystems, biomes and environments</li> <li>2. Ways in which organisms are interdependent in nature</li> <li>3. How human interaction with the environment can affect the balance of systems</li> </ol>
<b>Key Concepts</b>	Form, Causation, Function	Form, Change, Connection, Causation	Form, Function, Connection, Perspective	Form, Causation, Responsibility	Form, Function, Causation	Causation, Connection, Responsibility
<b>Related Concepts</b>	Resilience, Communication, Emotions, Growth, Mindfulness, Self-Management,	Civilisations, society, systems, adaptation / innovation, number, mythology, arts, technology, architecture, dynasty, empire	Creativity, Interpretation, Expression, Movement, Audience, Values, Identity, Arts, Traditions, Culture	Electricity, heat, kinetic, light, potential, sound, energy, conservation, sustainable, environment, impact	Production Organisation Employment Trade Commodities Entrepreneur Goods and Services Value	Balance, interaction, Biodiversity, Interdependence Organism Habitat, Ecosystem Conservation, cause and effect
<b>Subject Integration</b>	Social Studies, Language, LED	Social Studies, Language, PSPE, Visual Arts	The Arts (Dance, Music, Drama, Visual Arts), Language, PSPE,	Science, Language, Social Studies	Language, Visual Arts, Mathematics, Social Studies, Chinese	Language, Science, Mathematics, PSPE
<b>Learner profile attributes</b>	Caring, Balanced, Reflective	Inquirer, Knowledgeable, Open-minded	Communicator, Open-minded, Risk-taker	Inquirer, knowledgeable, Caring	Thinker, Risk-taker	Inquirer, Communicator, Principled
<b>ATL skills</b>	<ul style="list-style-type: none"> <li>• Thinking: considering new perspectives, reflection</li> <li>• Social: socio emotional intelligence</li> <li>• Self-management: organisation, mindfulness, resilience, emotional management</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking: analysis, reflection</li> <li>• Research: information literacy, ethical use</li> <li>• Communication: literacy, exchanging information</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking: Creative, Transfer</li> <li>• Communication: exchanging information, Literacy</li> <li>• Self-management: self motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking: critical, reflection</li> <li>• Research: information literacy, ethical use</li> <li>• Communication: literacy, ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking: generating novel ideas, reflection</li> <li>• Research: information literacy, Media literacy</li> <li>• Communication: Writing</li> <li>• Self-management: Time management</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking: analysis, reflection</li> <li>• Research: formulating, planning, evaluating, communicating</li> <li>• Communication: exchanging information</li> <li>• Self-management: organisation</li> </ul>



<b>Transdisciplinary Theme</b>	<b>Who We Are</b> 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; and what it means to be human.	<b>Where We Are In Place and Time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<b>How We Express Ourselves</b> 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.	<b>How The World Works</b> 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; and the impact of scientific and technological advances on society and on the environment.	<b>How We Organise Ourselves</b> 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 the environment.	<b>Sharing The Planet</b> 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.
<b>Central Idea</b>	People's experiences at different stages of their lives, affect their changing sense of self and identity	Human migration is a response to challenges, risks and opportunities	Innovative design can address function and aesthetics	Scientific innovations and technologies affect lives and how the world works	Governing bodies manage human-made systems	
<b>Lines of Inquiry</b>	<ol style="list-style-type: none"> <li>The physical and emotional changes which occur at puberty</li> <li>Our responsibilities and ways to cope with these changes</li> <li>Conflict resolution and management</li> </ol>	<ol style="list-style-type: none"> <li>Why people migrate</li> <li>Migration patterns and trends throughout history (past, present, and future)</li> <li>Effects of migration on communities, cultures and individuals</li> </ol>	<ol style="list-style-type: none"> <li>Different types of innovative design</li> <li>Influences and elements of design</li> <li>Aesthetic appreciation</li> </ol>	<ol style="list-style-type: none"> <li>Circumstances that lead to the development of inventions</li> <li>Scientific discoveries influence our daily life</li> <li>How technology supports and impacts sustainability</li> </ol>	<ol style="list-style-type: none"> <li>Different governing bodies and their function</li> <li>The different perspective about power and authority within human-made systems</li> <li>The impacts of decisions made by governing bodies</li> </ol>	Exhibition for 220/2021 School Year  Central Idea and Lines of Inquiry are co-constructed with the students
<b>Key Concepts</b>	Form, Change, Responsibility, Perspective	Causation Change Perspective	Form Function Perspective	Change, Connection, Responsibility	Form, Function, Perspective, Causation	
<b>Related Concepts</b>	Well-being, adolescence, identity, sense of self, image, puberty, experience, resilience, growth, peer pressure	Settlement, Community, Movement, Migration, Geography, Government, Conflict, Freedom, War, Family, Citizenship, Rights, Prejudice, Discrimination, Refugee, Migrant, Adaptation, Progress, Population, Opportunities, Challenges	Innovation, culture, opinion, balance, history, materials, pattern, process, engineering, design	Innovation, technological advances, scientific process, discoveries, creative process, variables, interdependence, influence, adaptation, design, sustainability, ethics, information	equality, citizenship, governance, law, politics, government, social services, social status, history, decision, culture, power, leadership styles	
<b>Subject Integration</b>	PSPE, Science, Language,	Social Studies, Language, Mathematics, PSPE	Visual Arts, The Arts, Language, Mathematics	Science, PSPE, Language, Mathematics	Social Studies, Language	Teachers, students, mentors identify the ATL's to focus upon.
<b>Learner profile attributes</b>	Thinker, Open-minded, Caring	Thinker, Open-minded, Reflective	Thinker, Risk-taker	Inquirer, Thinker, Reflective	Principled, open-minded, communicator, knowledgeable	Teachers, students, mentors identify the ATL's to focus upon.
<b>ATL skills</b>	<ul style="list-style-type: none"> <li>Thinking: Analysis, Considering new perspectives, Reflection</li> <li>Research: Formulating &amp; Planning, Evaluating &amp; Communicating</li> <li>Communication: Exchanging information</li> <li>Social: Socio emotional intelligence, Interpersonal</li> <li>Self management: Perseverance, Resilience, Emotional management</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: Analysis, Application, Reflection</li> <li>Research: Information literacy, Media literacy</li> <li>Communication: Literacy,</li> <li>Self management: Time management</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: critical, creative, transfer, reflection</li> <li>Research: media literacy (creating)</li> <li>Communication: speaking</li> <li>Self management: time management, perseverance, resilience</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: analysis, evaluation, generating novel ideas, reflection</li> <li>Research: information literacy</li> <li>Communication: literacy, ict</li> <li>Self management: organisation, perseverance, self motivation, resilience</li> </ul>	<ul style="list-style-type: none"> <li>Thinking: Critical, considering new perspectives, reflection</li> <li>Research: information literacy</li> <li>Communication: exchanging information, literacy</li> </ul>	Teachers, students, mentors identify the ATL's to focus upon.

