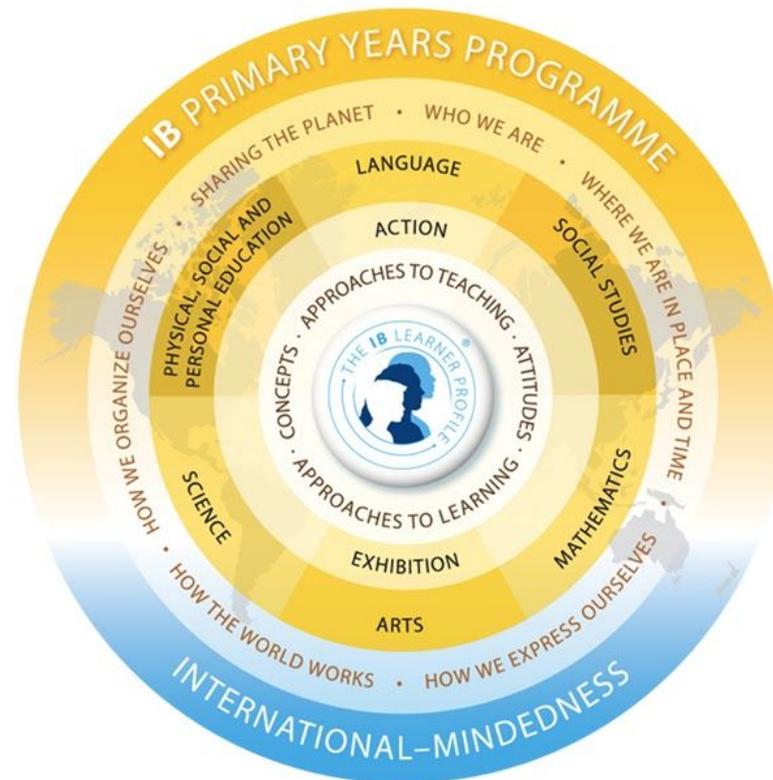


Woodford International School Programme of Inquiry 2020



WISE Kindy/Pre-school	An inquiry into: Who we are	An inquiry into: How the world works	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves
Date	Unit 1 Term 1 (Week 2-9)	Unit 3 Term 3 (Week 2-9)	Unit 4 Term 4 (Week 2-9)	Unit 2 Term2 (Week 2-9)
Transdisciplinary theme descriptor	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.	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 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.	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.
Central idea	Good choices keep the body healthy	Light is vital for life	Homes are essential for living things	Stories can engage an audience and communicate meaning
Key concepts	Function, Causation and Responsibility	Form, Function and Connection	Form, Change and Perspective	Form, Causation and Perspective
Related concepts	Health, Hygiene, Choices, Well-being	Light, Energy, Interdependence	Similarities and Differences Transformation, Impact	Communication, Value, and Interpretation
Lines of inquiry	An inquiry into: <ul style="list-style-type: none"> Benefit of healthy food The reasons we need good hygiene Diverse activities that keep people healthy 	An inquiry into: <ul style="list-style-type: none"> Sources of light The diverse uses of light The interdependence between life and light 	An inquiry into: <ul style="list-style-type: none"> Similarities and differences between homes How homes changed over time Importance of homes for living things 	An inquiry into: <ul style="list-style-type: none"> Different characters and their attributes Stories have different purposes Expressing yourself through storytelling
Attributes	Caring, Principled, Reflective and Balanced	Inquiries, Reflective, Risk-takers and Knowledgeable	Caring, Inquirers, Open-minded	Communicators, Thinkers, Open-minded

Prep	An inquiry into: Who we are	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: How we express ourselves	An inquiry into: Sharing the planet
Date	Unit 1 Term 1 (Week 2-8)	Unit 2 Term 1/2 (Week 9-6)	Unit 3 Term 2/3 (Week 7-6)	Unit 5 Term 4 (Week 4-10)	Unit 4 Term 3/4 (Week 7-3)
Trans-disciplinary theme descriptor	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.	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; societal decision-making; economic activities and their impact on humankind and the environment.	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 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	Life skills are necessary to help children to be safe	Everything around us is made of material that have different properties and uses	Communities use different forms of transportation to meet their needs	Celebrations are expressions of beliefs and values	Plants are used in different ways to suit a purpose
Key concepts	Causation, Connection, Responsibility	Form, Change, and Perspective	Form, Function and Responsibility	Form, Causation and Connection	Function, Perspective and Responsibility
Related concepts	Danger, Health, Safety, Communication, Initiative	Properties, Transformation, Benefit, Environment	Transport, Systems Symbols, Responsibility	Celebration, Traditions Adaptation	Plants, Growth, Conservation
Lines of inquiry	An inquiry into: <ul style="list-style-type: none"> • Dangers that children encounter everyday • The relationship between health and safety • Initiative to be safe 	An inquiry into: <ul style="list-style-type: none"> • Properties of materials • Conditions that cause changes in materials. • The benefit of different materials on society and on the environment 	An inquiry into: <ul style="list-style-type: none"> • Features of transportation • How transportation systems work Responsibilities in the use of different modes of transportation 	An inquiry into: <ul style="list-style-type: none"> • Different celebrations around the world. • Why people celebrate around the world. • How people organize themselves to carry out a celebration 	An inquiry into: <ul style="list-style-type: none"> • Characteristics of plants. • How we benefit from plants. • Our responsibility in caring for plants.
Attributes	Open-Minded, Caring and Principled	Inquirers, Knowledgeable and Risk-takers	Reflective, Thinkers and Communicators	Open-minded, Communicators and Reflective	Inquirers, Balanced and Caring

Year One	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
Date	Unit 1 Term 1 (Week 2 - 7)	Unit 2 Term 1/2 (Week 8 - 4)	Unit 4 Term 3 (Week 1 - 6)	Unit 5 Term 3/4 (Week 7 - 3)	Unit 3 Term 2 (Week 5 - 9)	Unit 6 Term 4 (Week 4 - 10)
Transdisciplinary theme descriptor	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.	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 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; societal 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	Through play we build relationships with others	People travel around the world for different purposes	Expression of culture can be represented through the arts	Earth's natural cycles have a connection with the activities of all living things	Different processes are necessary in the production of goods before we consume them	Water is vital for the survival of all living things
Key concepts	Perspective, Connection and Causation	Causation, Perspective and Connection	Form, Change and Perspective	Form, Causation and Connection	Function, Change and Responsibility	Causation, Perspective and Responsibility
Related concepts	Roleplay, Behaviour, Relationship	Journey, Purpose, Challenges, Opportunities	Arts, Culture, Tradition	Cycles, Seasons, Weather and Water cycle Consequences, Adaptation, Behaviour	Properties and use of material, Process, Reuse, Recycle and Reduce	Sources, Dependence, Pollution, Conservation
Lines of inquiry	An inquiry into: <ul style="list-style-type: none"> • The role of play in our lives • How people are connected through games • Social stages of play 	An inquiry into: <ul style="list-style-type: none"> • Different purpose of traveling • Challenges of traveling • Effect of traveling in people's life 	An inquiry into: <ul style="list-style-type: none"> • Different form of arts • Traditional art forms in a culture • Stories that the arts tell 	An inquiry into: <ul style="list-style-type: none"> • Characteristics of diverse cycles • How natural cycles affect living things • The actions people take because of changes in the natural cycles. 	An inquiry into: <ul style="list-style-type: none"> • The origin of goods that we consume • How good are manipulated to suit a purpose • How human made goods can affect the environment 	An inquiry into: <ul style="list-style-type: none"> • Ways in which living things depend on water • How water is connected with the health of living things • Our responsibility protecting the water sources
Attributes	Communicators, Principled and Risk-takers	Thinkers, Knowledgeable and Reflective	Communicators, Open-minded, Reflective	Balance, Caring, Inquirers	Communicators, Inquirers and Thinkers	Thinkers, Caring and Knowledgeable

Year Two	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
Date	Unit 2 Term 1/2 (Week 8 - 4)	Unit 4 Term 3 (Week 3 - 7)	Unit 6 Term 4 Week 5 - 9	Unit 3 Term 2/3 (Week 5 - 1)	Unit 1 Term 1 (Week 2 - 7)	Unit 5 Term 3/4 (Week 8 - 4)
Trans-disciplinary theme descriptor	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.	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 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; societal 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	Understanding how different systems in our body work together help us to be healthy	Geographical features define how and where people live	Legacies are an expression of convictions and passion that contribute to the values in a society	Earth is a unique planet in the solar system	Diverse communities are organized to help people	Human's actions have an impact on animals
Key concepts	Function, Causation Responsibility,	Form, Change, Causation,	Causation, Connection Perspective	Function Form, Connection	Function, Responsibility and Connection	Responsibility, Form, Change
Related concepts	Systems, Health, Initiative, Well-being	Geography, Global warming, Human Interaction, Dependence	Passion, Conviction, Perseverance, Strength and Endurance	Structure, Space, System, Truth	Communities, Network, Roles, Benefits	Adaptation, Animals Classification, Responsibility
Lines of inquiry	An inquiry into: <ul style="list-style-type: none"> • Various systems of the human body • Factors that affect health • Choices fostering good physical and emotional health 	An inquiry into: <ul style="list-style-type: none"> • Geographical features of the Earth • Impact of human interaction on the physical environments • Factors that influence where communities develop 	An inquiry into: <ul style="list-style-type: none"> • A journey through conviction and passion • Attributes necessary to overcome obstacles in life • How personal strengths can be used to help others. 	An inquiry into: <ul style="list-style-type: none"> • Features of the universe • Benefits of the Earth's position in the solar system • Effects of space exploration on our society 	An inquiry into: <ul style="list-style-type: none"> • How different communities work • Responsibilities within communities • The benefits of communities in people's lives 	An inquiry into: <ul style="list-style-type: none"> • How animals can adapt to different climates. • The interaction between human and animals • Human responsibility towards animals
Attributes	Balanced, Knowledgeable and Communicators	Reflective, Thinkers and Communicators	Communicators, Open-minded and Risk-takers	Knowledgeable, Inquirers and Reflective	Thinkers, Open –minded and Inquirers	Caring, Reflective and Principled

Year Three	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
Date	Unit 1 Term 1 (Week 2-5)	Unit 2 Term 1 (Week 6-10)	Unit 3 Term 2 (Week 2-6)	Unit 5 Term 3 (Week 4-9)	Unit 6 Term 4 (Week 2-8)	Unit 4 Term 2/3 (Week 7- 3)
Trans-disciplinary theme descriptor	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.	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 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; societal 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	Interaction with others is enhanced by people shared values and beliefs	Significant events have provided an insight into the history and value of a nation	Persuasion influences thinking and behaviour	Simple and technological machines have been developed to make our everyday lives easier	Economic decisions provide local and global opportunities	Interdependence within an ecosystem is essential for survival
Key concepts	Form, Causation and Responsibilities	Causation, Connection and Perspective	Causation, Perspective and Connection	Function, Form and Change	Connection, Perspective and Causation	Form, Causation, Responsibility
Related concepts	Behaviour, Belief, Values, Responsibility	History, Impact, Discovery	Communication, Choices, Opinion, Rights	Simple machine, Technological advantage, Forces, Efficiency	Economy, Decision making, Challenges and Opportunities	Organisms, Ecosystem, Biodiversity, Network, Conservation
Lines of inquiry	An inquiry into: <ul style="list-style-type: none"> ● People's beliefs and values ● Choices individuals make affect relationships with others. ● Roles and responsibility when interacting with others 	An inquiry into: <ul style="list-style-type: none"> ● Global and local significant events ● The impact of a significant event on the present and for the future ● What have people discovered from different historical events 	An inquiry into: <ul style="list-style-type: none"> ● Persuasive techniques adding to good and services ● Ways in which behaviour influence supply and demand ● Critical evaluation on how persuasive techniques affect people 	An inquiry into: <ul style="list-style-type: none"> ● Characteristics of simple machines ● Forces that make machines work ● Impact of simple and technological machines on society 	An inquiry into: <ul style="list-style-type: none"> ● The role of economic systems ● Factors that affect the balance of an economic ● Challenges and opportunities in setting a business 	An inquiry into: <ul style="list-style-type: none"> ● Characteristics of an ecosystem ● Dependence/ Codependency of plant and animals ● Human effects on the relationship within an ecosystem
Attributes	Communicator, Caring and Open-minded	Knowledgeable, Inquirers and Thinkers	Knowledgeable, Thinkers and Reflective	Inquirers, Risk-takers and Thinkers	Inquirers, Principled and Communicators	Open-minded, Balanced and Caring

Year Four	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
Date	Unit 1 Term 1 (Week 2 - 7)	Unit 5 Term 3 /4 (Wk 7 - 3)	Unit 2 Term 1/ 2 (Week 8 - 3)	Unit 4 Term 3 (Week 1 - 6)	Unit 3 Term 2 (Week 4 -9)	Unit 6 Term 4 (Week 4 -10)
Trans-disciplinary theme descriptor	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.	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 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; societal 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	People learn best when they understand how they learn.	Human migration encounter challenges and opportunities	There are many factors to consider when choosing how to communicate	Natural disaster transform Earth's structure and society	Organizations are established to protect children worldwide	Climate change is a global challenge that affects everyone, everywhere.
Key concepts	Function, Connection, Responsibility	Causation, Perspective, Connection	Form, Causation, Connection	Function, Change, Responsibility	Form, Causation, Responsibility	Reflection, Change, Responsibility
Related concepts	Nervous system, Learning styles, Process, Choices, Health	Migration, Opportunity, Needs, Challenges	Communication, Creativity Expression	Natural disasters, Impact Organization	Right, Challenges, Justice	Climate change, Finite and infinite resources, Sustainability, Initiative
Lines of inquiry	An inquiry into: <ul style="list-style-type: none"> • How people learn • The process of learning • Diverse strategies to support learning 	An inquiry into: <ul style="list-style-type: none"> • History of migration • Challenges and opportunity derivate from migration • Impact of human migration on society 	An inquiry into: <ul style="list-style-type: none"> • Characteristics of different forms of communication • How creative writing influences the means of communication • How creative expression can be used to solve a problem 	An inquiry into: <ul style="list-style-type: none"> • Different natural disaster • The impact of different forces on the earth's structure • How Society's response to natural disasters 	An inquiry into: <ul style="list-style-type: none"> • Children's rights and responsibilities • Challenges that children encounter around the world • Ways in which individuals and aid organizations work to protect children from risk. 	An inquiry into: <ul style="list-style-type: none"> • The causes of climate • The connection between climate change and natural resources • Choices to build a sustainable world for everyone
Attributes	Balanced, Inquirer and Reflective	Open-Minded, Thinkers and Caring	Communicator, Reflective and Risk-takers	Knowledgeable, Thinkers and Communicators	Caring, Open-minded and Principled	Principled, Balanced and Reflective

Year Five	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
Date	Unit 1 Term 1 (Week 1-6)	Unit 2 Term 1/2 (Week 7 - 3)	Unit 3 Term 2 (Week 4 - 9)	Exhibition Term 4 (Week 1-8)	Unit 5 Term 3 (Week 5 - 9)	Unit 4 Term 3 (Week 1 - 5)
Trans-disciplinary theme descriptor	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.	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 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; societal 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	Changes people experience at different stages of their lives affect their evolving sense of self	Exploration leads to discovery and develops new understanding	Freedom of expression is necessary in effecting change		Government systems influence the lives of citizens	Conflict is influenced by the actions and reactions of all involved.
Key concepts	Function, Changes, Responsibility	Causation, Connection Perspective	Causation, Function, Responsibility		Connection, Causation and Function	Causation, Connection, Perspective
Related concepts	Maturity, Images, Well-being, Reproduction	Exploration, Discovery, Viewpoints, Impact	Human rights Communication, Justice		Government, Laws and rules, Impact, Decision-making	Conflict, Society, Global issues, Peace, Reconciliation, Fairness
Lines of inquiry	<ul style="list-style-type: none"> The physical, emotional and intellectual changes that occur through life. Factors that contribute to well-being during adolescence The impact of our choices to maintain well-being 	<ul style="list-style-type: none"> Reasons for exploration Changes resulting from discovery How differing perspectives can cause conflict 	<ul style="list-style-type: none"> Human rights The ways in which people communicate to effect change Our responsibility to advocate justice for all 		<ul style="list-style-type: none"> How government systems function Right and responsibilities of a citizenship The impact of government decision-making on communities and individuals 	<ul style="list-style-type: none"> What cause conflict in a society Global issue affected by diverse conflict Strategies used to resolve conflict
Attributes	Reflective, Balance, Thinkers, Inquirers	Inquirers, Balanced, Reflective	Caring, Open minded, Principled		Inquirers, Principled and Reflective	Open minded, Communicators and Caring