



St Mark's

Programme of Inquiry 2024



Preschool POI 2024

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.

Central idea

Creativity can be expressed in different ways.

Key Concepts

Form, Perspective, Change

Related Concepts

Creativity, imagination, self-expression, movement, culture

Lines of inquiry

- Various materials to express creativity
- Expression through drama and role play
- Exploring and creating cultural performances as a form of expression

Learner Profiles

Communication, Risk-Taker, Open-Minded

Approaches to learning

Social, Communication

Te Whāriki Strand:

Communication
Contribution

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 the environment.

Central idea

Journeys we take can connect us with our community.

Key Concepts

Connection, Function

Related Concepts

System, pattern, geography

Lines of inquiry

- How we organise the journeys we take
- Connections in our community
- How patterns and maps guide us on our journey

Learner Profiles

Inquirer, Thinker, Risk-Taker

Approaches to learning

Thinking, Research

Te Whāriki Strand:

Exploration

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.

Central idea

Our actions has impact in the environment.



Key Concepts

Causation, Change, Responsibility

Related Concepts

Empathy, consequences, conservation

Lines of inquiry

- Caring for our environment
- Minimising waste
- Adapting habits

Learner Profiles

Principled
Balanced
Caring

Approaches to learning

Thinking, Research, Self-management

Te Whāriki Strand:

Contribution

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.

Central idea

We are alike and different in many ways.



Key Concepts

Connection, Form

Related Concepts

Comparison, identity, growth

Lines of inquiry

- Similarities and differences
- Human characteristics
- Connecting with others

Learner Profiles

Learner Profiles in Action



Approaches to learning

Self-management, social


Te Whāriki Strand:

Wellbeing
Belonging




Year 0/1

<p>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.</p> <p>Central idea Families and friends define who we are.</p>  <p>Key Concepts Responsibility, Connection, Function</p> <p>Related Concepts Cooperation, Goals, friendship, family</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Whanau (Connection) Dynamics of relationships (Function) Supporting others (Responsibility) <p>Learning Areas Social Studies (Social organisation and culture), ANZH (Māori History), Language, PSPE /Mental Health, PB4L, Navigating the Journey, PBS</p> <p>Learner Profiles Principled, Caring, Open-minded, Reflective</p> <p>Approaches to Learning Communication, Social, Self-management</p>	<p>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.</p> <p>Central idea Scientists follow a method to learn new things.</p> <p>Key Concepts Perspective, Form</p> <p>Related Concepts Observation, identification, classification, categorising and evidence</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The Scientific Method/Process (Form) Observing through the senses (Perspective) The world without senses (Perspective) <p>Learning Areas Focus on Science capabilities (Earth and Space), PSPE, Technology (TBC), Language, Maths (Statistics & Measurement), Visual Art (observational drawing)</p> <p>Learner Profiles Knowledgeable, Balanced, Reflective</p> <p>Approaches to Learning Research, Thinking, Social</p>	<p>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 perspectives.</p> <p>Central idea Homes around the world vary according to their location</p>  <p>Key Concepts Form, Change, Function</p> <p>Related Concepts Observation, identification, classification, categorising and evidence Uses of materials, Locality, Diversity, Impact, Homes, Resources</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Types of homes and Materials used (Form) The effect of environments on homes (Function) Changes in homes over time (Change) <p>Learning Areas Social studies (Human and natural environments), ANZH (Colonisation + Settlement), Language, Drama, Science (materials)</p> <p>Learner Profiles Knowledgeable, Thinker, Open-minded, Reflective</p> <p>Approaches to Learning Research, Thinking, Communication</p>	<p>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.</p> <p>Central idea Creativity can be expressed in different ways.</p> <p>Key Concepts Perspective, change, form</p> <p>Related Concepts Belief, Culture, Value</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Manipulating materials Communication through art Reflecting on creativity <p>Learning Areas Science (Materials and Matter) Language, Maths (Algebra), PSPE (Active living) Visual Art, Music, Drama</p> <p>Visual Art, Music, Drama, PSPE</p> <p>Learner Profiles Risk taker, Communicator, Reflective</p> <p>Approaches to Learning Thinking, Self-management, Communication</p>
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Year 2

<p>Who we are 1a 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.</p> <p>Central idea Being mindful of ourselves and others helps us develop positive relationships.</p> <p>Key Concepts Responsibility, Form, Connection</p> <p>Related Concepts Relationships, beliefs</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Personal skills and values Impact of our actions on others Ways in which we can enhance relationships <p>Learner Profile Reflection, Open-minded</p> <p>Approaches to Learning Self-management, Social</p> <p>Learning Areas</p>	<p>How we express ourselves 1b/2a 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>Central idea There are many ways to tell and appreciate stories.</p> <p>Key Concepts Perspective, Form, Change</p> <p>Related Concepts Creativity, experimenting, choices, materials, culture</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Favourite stories Elements of a story Various ways of telling a story <p>Learner Profile Reflective, Risk-taker, Communicator</p> <p>Approaches to Learning Thinking, Communication, Self-management</p> <p>Learning Areas</p>	<p>Where we are in place and time 2b 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.</p> <p>Central idea The past can be appreciated through artefacts.</p> <p>Key Concepts Connection, Perspective</p> <p>Related Concepts Perception, history, observation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> What artefacts tell us about ourselves How artefacts contribute to our understanding of the past The value of preserving artefacts <p>Learner Profiles Inquirer, Open-minded, Knowledgeable</p> <p>Approaches to Learning Thinking, Research</p> <p>Learning Areas</p>	<p>How we organise ourselves 3a An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea Transportation systems meet community needs.</p> <p>Key Concepts Connection, Form, Change</p> <p>Related Concepts Technology, advocate, systems, communication, efficiency, sustainability</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Forms of transportation How transport has changed over time Connecting communities <p>Learner Profile Thinker, Communicator, Inquirer</p> <p>Approaches to Learning Research, Communication, Social</p> <p>Learning Areas</p>	<p>Sharing the planet 3b 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> <p>Central idea Reducing waste helps our environment.</p>  <p>Key Concepts Responsibility, Causation, Function</p> <p>Related Concepts Pollution, resources, conservation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Reducing waste How waste has impacted the environment How the earth's resources (renewable and non-renewable) are shared <p>Learner Profiles Principled, Caring, Balanced</p> <p>Approaches to Learning Self-management, Thinking (critical)</p>	<p>How the world works 4 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.</p> <p>Central idea Machines can make work easier.</p> <p>Key Concepts Function, Causation</p> <p>Related Concepts Machines, energy, movement, balance</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Different types of simple machines How simple machines work The place of simple machines in your daily life <p>Learner Profile Knowledgeable, Thinker</p> <p>Approaches to Learning Communication, Research</p> <p>Learning Areas</p>
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Year 3

<p>Who we are 1a 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.</p> <p>Central idea Lifestyle balance promotes health and well-being.</p>  <p>Key Concepts Function, change, form</p> <p>Related Concepts Growth, well-being, emotions, resilience and choices</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Responding to failure • Hauora (personal well-being) • Decision making and management <p>Learner Profile Knowledgeable, Balanced, Caring</p> <p>Approaches to learning Self-management, social</p> <p>Learning Areas Science, Language: English, te Reo Maori, N.Z. Sign language, Social Studies, PSPE, Spanish Mathematics, Religious Education</p>	<p>How we express ourselves 1b 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>Central idea Creativity comes in many forms.</p> <p>Key Concepts Form, perspective, connection,</p> <p>Related Concepts Interpretations, creativity, communication, performance, sound, vibration, culture</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different forms of creativity • Exploring emotions • Creative ways to express identity <p>Learner Profile Risk taker, Communicator</p> <p>Approaches to learning Thinking, communication, self-management</p> <p>Learning Areas Language - English, Te Reo Maori, N.Z. Sign language, Spanish, Visual Art, Drama/Dance, Music, Mathematics, Religious Education, Social Studies, Technology, Science</p>	<p>Sharing the planet 2 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> <p>Central idea We have the responsibility of helping to create a more peaceful world.</p>  <p>Key Concepts Responsibility, perspective, causation</p> <p>Related Concepts Decisions, choices, prioritising, balance, conflict resolution</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Conflict resolution • How different people with different perspectives share the planet • Working towards peace <p>Learner Profile Principled, risk taker, communicator</p> <p>Approaches to learning Research, thinking, social</p> <p>Learning Areas Mathematics, Language - English, Te Reo Maori, N.Z. Sign language, Visual Art, Music, PSPE</p>	<p>How the world works 3a 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.</p> <p>Central idea Water is essential to life on earth.</p>  <p>Key Concepts Function, causation, connection</p> <p>Related Concepts Weather, climate, water cycle, global patterns, sustainability</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The water cycle • Effects of weather patterns on life • Weather and seasons <p>Learner Profile Inquirer, Thinker</p> <p>Approaches to learning Research, thinking</p>	<p>How we organise ourselves 3b An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea Humans develop ways to cope with disasters.</p> <p>Key Concepts Responsibility, causation</p> <p>Related Concepts Communication, consequences, role, citizenship</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Personal responsibility • Preparing for possible disasters • Impact of disasters on humans and environment <p>Learner Profile Knowledgeable, Thinker</p> <p>Approaches to learning Self-management, communication</p> <p>Learning Areas Language - English, Te Reo Maori, N.Z. Sign language, Mathematics, PSPE, Dance/Drama, Music, Religious Education, Social studies, Technology</p>	<p>Where we are in place and time 4 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.</p> <p>Central idea Children's lives have changed over time.</p> <p>Key Concepts Change, connection</p> <p>Related Concepts Timelines, historical sources</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Sequence of events over time • Personal and family histories • Children across the globe <p>Learner Profile Open-minded, Reflective</p> <p>Approaches to learning Social, communication</p> <p>Learning Areas Language - English /te Reo Maori, N.Z. Sign language, Mathematics, Science, Social Studies, Technology, PSPE, Visual Art, Drama/Dance, Music, Religious Education</p>
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Year 4





<p>Who we are T1A 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.</p> <p>Central idea Beliefs and values impact others.</p> <p>Key Concepts Responsibility, perspective</p> <p>Related Concepts Beliefs, rights, roles</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Individual beliefs and values Community organisational values Responsibilities people have within a community <p>Learner Profile Principled and Inquirer</p> <p>Approaches to Learning Social and Communication</p> <p>Learning Areas</p>	<p>How we express ourselves T1B An inquiry into the ways in which we discover and express, 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>Central idea Storytelling as an expression of creativity.</p> <p>Key Concepts Function, causation, form</p> <p>Related Concepts Myths, legends, mechanics, creativity, culture</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Design thinking process Indigenous storytelling Personal expression <p>Learner Profile Risk-taker, Reflective and Communicator</p> <p>Approaches to Learning Thinking and Communication</p> <p>Learning Areas Visual Art - T1 Storytelling</p>	<p>Where we are in place and time T2a 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.</p> <p>Central idea Human migration is a response to challenges and opportunities.</p> <p>Key Concepts Connection, causation</p> <p>Related Concepts Geography</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The reasons why people migrate Local migration Migration stories <p>Learner Profile Open-minded and Inquirer</p> <p>Approaches to Learning Social and Self-management</p> <p>Learning Areas Visual Art- T2 Migration journeys</p>	<p>Sharing the planet T2b 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> <p>Central idea The balance of organisms within systems</p> <p>Key Concepts Function, Responsibility, Causation</p> <p>Related Concepts Rights, adaptation, Behaviour</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Life cycles and living things Biome communities Consequences of imbalance <p>Learner Profile Caring, balanced</p> <p>Approaches to Learning Social, research</p> <p>Learning Areas Visual Art T3- animal extinction</p>	<p>How we organise ourselves T3 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>Central idea The journey of food involves many processes and people.</p>  <p>Key Concepts Connection, causation</p> <p>Related Concepts Relationships, consequences</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Origins of food Transportation journey Roles people play in the journey of food <p>Learner Profile Caring and Balanced</p> <p>Approaches to Learning Research and Self-management</p> <p>Learning Areas</p>	<p>How the world works T4 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.</p> <p>Central idea Materials may be manipulated in different ways.</p> <p>Key Concepts Function, change, form</p> <p>Related Concepts States of matter, transformation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Properties of materials Physical and chemical changes Observing the material world <p>Learner Profile Reflective and Knowledgeable</p> <p>Approaches to Learning Communication and Thinking</p> <p>Learning Areas Visual Art - T4 Printmaking</p>
ANZH		ANZH			

Year 5


<p>How we express ourselves T1A 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>Central idea People express culture, beliefs and values.</p> <p>Key Concepts Perspective, form, connection</p> <p>Related Concepts Beliefs, relationships, similarities and differences, food</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The cultural significance of food (perspective; form) Customs and traditions (perspective) Respect and appreciation of diversity (connection) <p>Hangi; blessing food; powhiri - sharing of food</p> <p>Approaches to Learning Communication, thinking, social</p> <p>Learner Profile Student selected</p> <p>Learning Areas Visual Art T1 - Wharehenui</p>	<p>Who we are T1B / T4A 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.</p> <p>Central idea Humans experience change as they grow and develop.</p>  <p>Key Concepts Change, connection, form, function</p> <p>Related Concepts Resilience, sexuality, similarities and differences</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Human growth and development How we learn Emotional regulation <p>Approaches to Learning Self-management, social</p> <p>Learner Profile Student selected</p> <p>Learning Areas Visual Art T4 - Mindfulness art</p>	<p>How the world works T2A 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.</p> <p>Central idea Natural processes change the earth's surface over time.</p> <p>Key Concepts Change, causation, form</p> <p>Related Concepts Erosion, geology, tectonic plate movement, impact</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Factors that change the Earth's surface Structure of the Earth's surface Impact on society <p>Approaches to Learning Research, thinking, communication</p> <p>Learner Profile Student selected</p> <p>Learning Areas</p>	<p>Where we are in place and time T2B 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.</p> <p>Central idea Pacific exploration led to discoveries.</p> <p>Key Concepts Function, causation, responsibility</p> <p>Related Concepts Exploration, discovery</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Polynesian migration The impact of exploration Navigation techniques <p>Approaches to Learning Research, thinking, self-management</p> <p>Learner Profile Student selected</p> <p>Learning Areas Visual Art T2 - Pacifica art</p>	<p>How we organise ourselves T3A An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea Our needs and wants impact economic activities.</p>  <p>Key Concepts Perspective, responsibility, function</p> <p>Related Concepts Consumption, distribution, resources, interdependence</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Ethics of economic activities Production and exchange of goods and services Comparing wants and needs <p>Approaches to Learning Thinking, social</p> <p>Learner Profile Student selected</p> <p>Learning Areas</p>	<p>Sharing the planet T3B 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> <p>Central idea Access to limited resources can lead to conflict or cooperation.</p>  <p>Key Concepts Perspective, responsibility</p> <p>Related Concepts Conservation, consumption, distribution</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The distribution of natural resources Challenges to have equitable access to natural resources Our responsibility as global citizens <p>Approaches to Learning Self-management, research, communication</p> <p>Learner Profile Student selected</p> <p>Learning Areas Visual art T3 - Kaitiaki art</p>
<p>ANZH</p>			<p>ANZH Culture + Identity</p> <p>Origins, voyaging and adaptation</p> <ul style="list-style-type: none"> When did different people come, who did they come with, and why did they come? <p>Māori origins, voyaging and adaptation</p>		

			Place and Environment Adapting to new environments <ul style="list-style-type: none"> • What technologies and tools did Māori bring to Aotearoa New Zealand? 	
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Year 6

<p>How we express ourselves T1 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>Central idea Cultural beliefs and values can influence art forms</p> <p>Key Concepts Connection, form, responsibility</p> <p>Related Concepts Perception, creativity, interpretation, culture</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The arts as an expression of culture • The link between culture and art • Interpreting artworks <p>Approaches to learning Social, self-management and Thinking</p> <p>Learner Profile Open-minded, reflective</p> <p>Learning Areas Visual Art</p>	<p>Where we are in place and time T1B 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.</p> <p>Central idea Historical events affect current lives.</p> <p>Key Concepts Perspective, causation, responsibility</p> <p>Related Concepts Mediation, compromise, negotiation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How historical events influence nations • Different views of historical events • Our responsibility to preserve history <p>Approaches to learning Thinking and self-management</p> <p>Learner Profile Principled, caring, thinker</p> <p>Learning Areas Visual Art T2</p>	<p>Sharing the planet T2 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> <p>Central idea Humans and animals impact ecosystems.</p> <div data-bbox="1023 966 1335 1102">   </div> <p>Key Concepts Connection, Responsibility</p> <p>Related Concepts Adaptation, biodiversity, balance</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Evolution and adaptation • Our planet's unique biodiversity • How humans affect the balance of biodiversity <p>Approaches to learning Research and communication</p> <p>Learner Profile Communicator, balanced</p> <p>Learning Areas Visual Art T3</p>	<p>How we organise ourselves T3 An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea Media can influence thinking and decision-making.</p> <p>Key Concepts Perspective, causation</p> <p>Related Concepts Ethics, control</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different uses of media • Persuasive strategies used by media • Pros and cons of media/Digital citizenship <p>Approaches to learning Social, communication</p> <p>Learner Profile Open-minded, reflective</p> <p>Learning Areas Visual Art T4</p>	<p>How the world works T3B 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.</p> <p>Central idea Technological advances are changing lives.</p> <div data-bbox="2107 966 2240 1113">  </div> <p>Key Concepts Function, change, perspective</p> <p>Related Concepts Mechanisation, adjustment</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Technological advances are made through failure • How automation changes our society • Positive and negative use of technology <p>Approaches to learning Communication, Research</p> <p>Learner Profile Inquiries, risk-takers</p> <p>Learning Areas</p>	<p>Who we are T4 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.</p> <p>Central idea Systems in the body work together.</p> <div data-bbox="2582 934 2715 1071">  </div> <p>Key Concepts Causation, function, change</p> <p>Related Concepts Transformation, fitness</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Different systems in the body and their purposes • Changes at puberty • How to stay in good physical health <p>Approaches to learning Communication and research</p> <p>Learner Profile Balanced, knowledgeable, principled</p> <p>Learning Areas</p>
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Year 7

<p>How we organise ourselves T1a An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea Choices of role models reflect characteristics that society and individuals value</p> <p>Key Concepts Perspective, connection, responsibility</p> <p>Related Concepts Organisations, service, social responsibility, ethics, William Pike Challenge, action</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Service • Civic responsibility • Reach of an individual's social impact <p>Learner Profile Reflective, principled, balanced</p> <p>Approaches to Learning Self-management, social, communication</p> <p>Learning Areas Visual Art</p>	<p>Where we are in place and time T1b/2a 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.</p> <p>Central idea Human settlement creates challenges, risks and opportunities</p> <p>Key Concepts Change, causation</p> <p>Related Concepts Population, settlement, conflict, adaption and consequences</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Challenges of human settlement • Adaptation within human settlement • Impact to and within different cultures <p>Learner Profile Open-minded, thinker</p> <p>Approaches to Learning Self-management, thinking, research</p> <p>Learning Areas Guidelines for teaching Maori History http://maorihistory.tki.org.nz/assets/Te-Takanga-o-te-Wa-English-PDF</p>	<p>How we express ourselves T2b 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>Central idea Sharing personal stories keeps cultures connected</p> <p>Key Concepts Form, change, connection</p> <p>Related Concepts Innovation, Creation, Expression, culture</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How stories are used to influence people • How change is created through protest • Protest can be used to influence decision-making <p>Learner Profile Communicators, risk-taker</p> <p>Approaches to Learning Thinking, self-management, communication</p> <p>Learning Areas Visual Art</p>	<p>Sharing the planet T3a 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> <p>Central idea Indigenous access to equal opportunities</p> <p>Choose a couple of SDG to focus on? E.g 10 (reduced inequalities)</p> <p>Key Concepts Perspective, causation, change</p> <p>Related Concepts Equity, equality, ownership,</p> <p>Lines of inquiry`</p> <ul style="list-style-type: none"> • Historical structures within Maori society • Impact of European settlement • Equitable access to resources and opportunities <p>Learner Profile Knowledgeable, inquirer, reflective</p> <p>Approaches to Learning Thinking, research, self-management</p> <p>Learning Areas</p>	<p>How the world works T3b 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.</p> <p>Central idea Society's advancements in sustainable technology</p> <p>SDG 7 </p> <p>Key Concepts Function, causation, responsibility</p> <p>Related Concepts Adaption, supply & demand, ethics</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The importance of advancement • Morality of scientific and technological discoveries • The impact of sustainable technology <p>Learner Profile Inquirer, thinker</p> <p>Approaches to Learning Research, thinking</p> <p>Learning Areas Visual Art</p>	<p>Who we are T4 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.</p> <p>Central idea Learning about each other and ourselves helps develop understanding</p> <p>Key Concepts Perspective, change, responsibility</p> <p>Related Concepts Identify, community, needs</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Personal journeys • Relationships and interactions • Social responsibility <p>Learner Profile Balanced, reflective, caring</p> <p>Approaches to Learning Social, communication</p> <p>Learning Areas Visual Art</p>
	ANZH - Do/Know/Understand?	ANZH -	ANZH		

Year 8

<p>Where we are in place and time - 1A 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.</p> <p>Central idea Civilisations connect through ideas and inventions.</p> <p>Key Concepts Connection, perspective, causation</p> <p>Related Concepts Discovery, mechanics, physics, efficiency, technological advances, friction</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> History of everyday inventions and innovations across civilisations - Connection People's needs change according to their perspective - Perspective Inspiration for and consequences of inventions and impact on society - Causation <p>Learner Profiles Open-minded, Thinkers, Risk-takers, Inquirers</p> <p>Approaches to Learning Thinking, Communication, Self-management</p> <p>Learning Areas</p>	<p>How the world works - 1B 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.</p> <p>Central idea The reproduction of living things contributes to the continuation of the species.</p> <p>Key Concepts Change, Causation, Connection</p> <p>Related Concepts Biology, genetics, reproductive Systems, patterns</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Reproduction and development Identifying differences within and between species Species survival <p>Learner Profile Inquirers, Knowledgeable, Balanced</p> <p>Approaches to Learning Social Skills, Communication, Research</p> <p>Learning Areas Visual Art T1</p>	<p>How we organise ourselves - 2A An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p> <p>Central idea Governmental systems and decisions can promote or deny justice.</p> <div data-bbox="1092 646 1397 793" data-label="Image"> </div> <p>Key Concepts Responsibility, Function, Causation</p> <p>Related Concepts Governments, Justice, Conflict</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Global governmental systems Governmental decisions and how they impact the citizens of a nation The rights and responsibilities of all people worldwide <p>Learner Profile Knowledgeable, Balanced, Principled, Thinker</p> <p>Approaches to Learning Research, Thinking, Communication</p> <p>Learning Areas</p>	<p>Sharing the planet - 2B 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> <p>Central idea Decisions and actions affect society and the environment.</p> <p>Key Concepts Responsibility, causation</p> <p>Related Concepts Communication, Rights, Values, Justice</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Decisions have consequences Positive and negative action as a result Something about processes and how they impact <p>Learner Profile</p> <p>Approaches to Learning Social, Self-Management, Research</p> <p>Learning Areas Visual Art</p>	<p>How we express ourselves- EXHIBITION - 3 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>Central idea Creativity and culture can be expressed in different ways.</p> <p>Key Concepts Perspective, change, form</p> <p>Related Concepts Beliefs, culture, creativity</p> <p>Lines of inquiry</p> <p>Learner Profile Communicator, Open Minded, Risk-Taker</p> <p>Approaches to Learning Thinking, self-management, communication, research, social</p> <p>Learning Areas Visual Art</p>	<p>Who we are - 4 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.</p> <p>Central idea Learning about each other and ourselves helps develop understanding.</p> <p>Key Concepts Function, causation, form, connection</p> <p>Related Concepts Relationships, gender, stereotypes, emotions, identity, needs, community</p> <p>Lines of Inquiry Personal journeys Relationships and interactions Social responsibility</p> <p>Learner Profile Communicator, Open-minded, Reflective, Caring</p> <p>Approaches to Learning Social, Communication</p> <p>Learning Areas PSPE Visual Art</p>
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