



**Davis Creek Primary School
2024 PYP Program of Inquiry**

| Age | <p align="center">Who we are</p> <p align="center">An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> - physical social, ,emotional and spiritual health and well-being - relationships and belonging - Learning and growing | <p align="center">How we express ourselves</p> <p align="center">An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> - inspiration, imagination, creativity - personal, social and cultural modes and practices of communication - intentions, perceptions, interpretations, and responses | <p align="center">How the world works</p> <p align="center">An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> - patterns, cycles, systems - diverse practices, methods and tools - discovery, design, innovation: possibilities and impact | <p align="center">Sharing the Planet</p> <p align="center">An inquiry into the interdependence of human, and natural worlds through:</p> <ul style="list-style-type: none"> - rights, responsibilities and dignity of all - pathways to just, peaceful and reimagined futures - nature, complexity, coexistence and wisdom | <p align="center">Where we are in time and place</p> <p align="center">An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> - periods, events and artefacts - communities, heritage, culture and environment - natural and human drivers of movement, adaptation and, transformation | <p align="center">How we organize ourselves</p> <p align="center">An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> - interactions within and between social and ecological systems - approaches to livelihoods, and trade practices: intended and unintended consequences - representation, collaboration and decision making |
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| 5-6 | <p>Central Idea: Learning about ourselves helps build our relationships</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Our personal identity (Form) - Learning about others (Connection) - Developing relationships (Responsibility) - How actions and choices maintain relationships (Responsibility) | <p>Central Idea: People learn about themselves and the world through stories</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - The different ways stories can be created and shared (Form) - What we can learn from stories (Causation) - Creating and sharing our own stories (Function) - The indigenous people and how they tell stories (Perspective) | <p>Central Idea: Materials have properties and are used for different purposes.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Types of materials (Form) - Use of materials in everyday life (Function) - Exploring materials and their properties (Causation) | <p>Central Idea: All living things grow and change</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - How living things change and grow (Change) - The needs and wants of living things (Form) - The lifecycle of different plants and animals (Causation) | Not completed at this year level | <p>Central Idea: People in our community have a role to keep us safe</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Our role in the community (Form) - How emergency services keep us safe (Function) - The role of different community members (Responsibility) |
| 6-7 | <p>Central Idea: Emotions and actions can influence learning and wellbeing</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Emotions and feelings (Form) - Being a self regulated learner (Function) - Who we are as a community of learners (Connection) - Our rights and responsibilities within our learning community (Responsibility) | <p>Central Idea: The arts communicate culture and identity</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - The various forms of arts (Form) - Culture and identity (Perspective) - How the arts reflect and communicate culture and identity (Connection) - Indigenous culture expressed through the arts (Form) | <p>Central Idea: The weather has an impact on living things</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Weather patterns that occur in the sky and the landscape (Form) - Observing, recording and explaining the weather (Change) - The impact weather has on living things (Causation) | <p>Central Idea: Living things depend on each other and the environment to survive</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Needs of living things and how these are supplied in the habitat. (Form/ Function) - Characteristics of living things to survive in their environment (Connection) - Our responsibility towards protecting habitats. (Responsibility) | <p>Central Idea: Learning about previous generations helps us understand the relationship between the past and the present</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Our personal family history (Perspective) - The history of our local community including our indigenous history (Form) - How lives or life has changed or remained the same over time (Change) | <p>Central Idea: Products go through a process of production before they reach the consumer</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - The origins of products (Change) - The need for products (Function) - The process of production (change/ function) - The distribution of products (connection) |

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| 7-8 | <p>Central Idea: A growth mindset and resilience may impact personal wellbeing</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Growth mindset (Form/Change) - Developing resilience (Responsibility) - Aspects of wellbeing and how they are connected (Form/Connection) - Actions we can take to maintain wellbeing including help seeking (Responsibility) | <p>Central Idea: People express themselves in creative ways</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - The different ways people express themselves (form) - The interpretation of different forms of expression (Perspective) - Expressing ourselves in creative ways (Function) | <p>Central Idea: The way objects move depend on a variety of factors</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - How movement can depend on size and shape (Causation) - Forces and how they work (Function) - How people apply their understanding of scientific principles to their everyday lives (Causation) | <p>Central Idea: Earth's precious resources are used in a variety of ways.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Earth's resources (Form) - Our responsibility towards sharing resources for sustainability (Responsibility) - Communities (Indigenous people) using resources in a sustainable way (Responsibility) | <p>Central Idea: Significant events provide an insight into the history and values of a community</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Types of significant events/celebrations (Form) - How celebrations tell us about time and place (Change) - How values are reflected in the celebration of significant events (Perspective) | <p>Central Idea: Communities are organised for our needs and wants.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Communities and their needs and wants (Form) - How communities are organised to cater for the needs and wants (causation) - Roles and responsibilities in the creation and organisation of a community event (Responsibility) |
| 8-9 | <p>Central Idea: Relationships develop through interaction and communication</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - How we can use strengths and interests to connect (Connection) - How beliefs and values impact interactions (Perspective) - The impact of language on building and maintaining relationships (Perspective/Responsibility) - Our responsibilities in relationships (Responsibility) | <p>Central Idea: Mixed media empowers people to express creativity and share a message</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Different types of art forms and media (Form) - Artists and their messages through the creative process, including a view on indigenous artists (Perspective) - How to create, express and respond to a personal message (Change) | <p>Central Idea: Observable changes in materials can be related to matter, force and energy</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Natural and processed materials - Change of state between solid and liquid - How a material's physical properties can influence their use | <p>Central Idea: Ecosystems are interdependent</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Elements of an ecosystem and biodiversity (Function) - The relationships between organisms and their environment (Connection) - Human responsibility towards maintaining the balance (Responsibility) | <p>Central Idea: Geographical features may influence how communities interact with their environment</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - The different types of geographical features (Form) - The similarities and differences between environments within and outside of Australia (Connection) - The interactions between people and their environment (Function) | <p>Central Idea: Organisations are created to support human and environmental needs</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Different types of organisations (Form) - The role of organisations in our world (Function) - Ways we can support organisations (Responsibility) |
| 9-10 | <p>Central Idea: Wellbeing may depend on making informed choices</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Self awareness and self regulation (Form/Function) - Applying a growth mindset and resilience when faced with challenge (Causation) - Developing and maintaining our wellbeing (Form/Function) - Actions we can take to maintain wellbeing including help seeking (Causation/Responsibility) | <p>Central Idea: Performance engages an audience and invites a response</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Different kinds of performances (Form) - How performers engage their audiences (Function) - The impact of the performance on the performer and the audience (Perspective) | <p>Central Idea: Tremendous energy drives all observable changes to the earth</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Observable changes in earth (Causation) - The elements of nature (Form) - Reasons for natural disasters (Causation) - The impact of Climate Change (Change) | <p>Central Idea: Waste provides the world with challenges and opportunities</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Waste that exists on planet Earth (Form). - Challenges and opportunities relating to waste (Causation) - Responsible consumption and production (Responsibility) | <p>Central Idea: Explorations require risk and may have unexpected outcomes.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - The great explorations over time (Change) - The consequences of exploration (Cause) - Problems and engineered solutions of explorations (Perspective) | <p>Central Idea: Communication systems keep people informed about local and global issues and ideas.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Local and global systems for communication (Form) - Different systems for different purposes (Connection) - How communication empowers people to take and support action (Responsibility) |

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| 10-11 | <p>Central Idea: Our environment and the people around us shape who we are</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - How beliefs and values impact interactions (Function) - Social problem solving strategies (Change) - Understanding and respecting diversity of culture (Perspective) - Developing and maintaining relationships (Responsibility) | <p>Central Idea: Artists reflect and challenge the society around them</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - How the arts can reflect societal values and issues (Form) - The context in which artworks are created (Perspective) - How learning about arts helps appreciation (Connection) - Personal preferences in appreciation of the arts (Perspective) | <p>Central Idea: Energy can be converted, transformed and used to support human progress</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Different forms of energy (Form) - How energy works in everyday life (Function) - How energy is used to support human progress (Change) | <p>Central Idea: Human and natural impact on the world, affects the world and those who belong in it</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Effect of human actions on the Earth (Causation) - Current environmental issues that impact on our planet (Connection) - Our responsibility towards making ethical decisions that impact the world (Responsibility) | <p>Central Idea: Changing identities of nations can be understood by exploring their past</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Colonial histories (Form) - Multiple perspectives on historical events (Perspective) - The role of significant individuals or groups in shaping and changing a place (Change) | <p>Central Idea: Economic activity relies on systems of production, exchange and consumption of goods and services</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - World trade involved in common products (Form) - How consumer decisions can influence businesses (Connection) - Human impact on economic activity/trade (Causation) - How businesses meet demand to support trade (Function) |
| 11-12 | <p>Central Idea: Leaders develop over time and may be shaped by the needs of the community</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Leaders make connections and build relationships (Connection) - Leaders take ideas and turn them into actions (Function) - Self awareness and regulation as a leader (Responsibility) - Grit, growth mindset and resilience as an adaptive leader (Perspective) | <p>Central Idea: Media can be a powerful tool that influences perception and determines choices.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - How media influences audiences (Function) - How media can influence an action (Change) - How people respond to messages in the media (Perspective) | <p>Central Idea: Inventors create and innovate using their understanding of scientific principles to meet community needs.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Invention and innovation (Form) - The role of science in decision making and problem solving (Function/Change) - Design solutions to meet community needs (Responsibility) | <p>Central Idea: Conflict resolution is influenced by the actions and reactions of all involved</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Causes of conflict (Causation) - Strategies used to resolve conflict (Change) - Consequences of resolutions (Connection) - Living and working together peacefully (Responsibility) | <p>Central Idea: Migration may be a response to opportunities or challenges</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - The reasons people migrate (perspective) - Migrations throughout history (change) - The effects of migration on communities (Connection) | <p>EXHIBITION</p> <p>Central Idea: Government systems influence the lives of their citizens.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - Types of government systems (Form) - The interconnectedness of human made systems and their citizens (Connection) - How government systems influence and change the lives of the citizens (Change) |