



# Year 7 Programme of Inquiry 2019

	Who we are	Sharing the planet	Where we are in place and time	How the world works	How we express ourselves	How we organise ourselves
Trans-disciplinary theme	<b>An inquiry into the nature of the self, beliefs and values; personal, physical, mental, social and spiritual health;</b> human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	<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, access to equal opportunities; peace and conflict resolution	<b>An inquiry into</b> orientation in place and time; personal histories; homes and journeys; <b>the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations,</b> from the local and global perspectives	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <b>how humans us their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment</b>	<b>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values;</b> the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; <b>economic activities and their impact on humankind and the environment</b>
Duration	6 weeks T1 W3 - T1 W8	6 weeks T1 W9 - T2 W4	6 weeks T2 W5 - W10	7 weeks T3 W1 - T3 W7	6 weeks T3 W8 - T4 W3	6 weeks T4 W4 - T4 W9
Central idea	Communities are shaped through culture and diversity.	Human intervention has a range of impacts on living things.	Human migration is a response to a variety of factors.	Innovation is influenced by the needs of society	Creating and responding to the Arts develops understanding of ourselves and the world around us.	Money influences consumers in a range of ways
Key concepts	responsibility, connection	change, perspective, responsibility	perspective, causation, connection	function, change	connection, form	responsibility, function
Related concepts	relationships, values	conservation, habitat, biosecurity	prejudice, hope	innovation, biomimicry	interpretation, culture, heritage	currency, fair trade
Lines of inquiry	<i>An inquiry into:</i> <ul style="list-style-type: none"> <li>personal identity and culture.</li> <li>what it means to be internationally minded.</li> </ul>	<i>An inquiry into:</i> <ul style="list-style-type: none"> <li>the importance of New Zealand's biodiversity.</li> <li>how threats to our biodiversity are being managed</li> </ul>	<i>An inquiry into:</i> <ul style="list-style-type: none"> <li>the differing perspectives towards migration and immigration.</li> <li>how migration develops diversity and impacts on society.</li> </ul>	<i>An inquiry into:</i> <ul style="list-style-type: none"> <li>how the need for innovation creates opportunity and challenges</li> <li>how nature inspires innovation.</li> <li>the effects of forces and motion.</li> </ul>	<i>An inquiry into:</i> <ul style="list-style-type: none"> <li>how people interpret art in different ways.</li> <li>the forms and structures found in different arts genres.</li> <li>how people use the arts to sustain culture over time.</li> </ul>	<i>An inquiry into:</i> <ul style="list-style-type: none"> <li>the relationship of money and how consumers use it.</li> <li>how economic activity impacts on people and the environment.</li> </ul>



# Year 8 Programme of Inquiry 2019

	How the world works	Where we are in place and time	How we organise ourselves	Sharing the planet	How we express ourselves	Who we are (Exhibition)
Trans theme	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 civilisations, from the local and global perspectives	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	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	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 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.
Duration	6 weeks T1 W3 - W8	6 weeks T1 W9 - T2 W4	6 weeks T2 W5 - T2 W10	6 weeks T3 W1 - W6	4 weeks T3 W7 - T3 W10	8 weeks T4 W1 - W8
Central idea	We use and understand laws and principles to improve our lives	War can unite or divide civilisations.	Systems provide or deny equal opportunities	Choices can help or harm the natural world	Ideas, emotions and opinions are communicated through the arts.	<b>Year 8 EXHIBITION</b> Each group of students to develop a central idea based around an issue.
Key concepts	change, function	perspective, causation, connection	reflection, responsibility	form, responsibility	perspective, connection	All of the concepts
Related concepts	transformation, chemical and physical changes	conflict, peace, relationships	systems, role, rights	sustainability, biology	performance, interpretation, relationships, (art, form & issue)	Student to identify related concepts
Lines of inquiry	An inquiry into: <ul style="list-style-type: none"> <li>making observations and inference to form decisions.</li> <li>understanding and applying scientific laws and principles</li> </ul>	An inquiry into: <ul style="list-style-type: none"> <li>how values and beliefs shape and influence our world.</li> <li>how we commemorate the sacrifices made by others</li> </ul>	An inquiry into: <ul style="list-style-type: none"> <li>how systems around the world operate.</li> <li>rights and responsibilities of citizens.</li> </ul>	An inquiry into: <ul style="list-style-type: none"> <li>living a more sustainable life.</li> <li>how plant biology impacts the natural world.</li> </ul>	An inquiry into: <ul style="list-style-type: none"> <li>how 'The Arts' can be used to promote well-being.</li> <li>how 'The Arts' can evoke different responses and emotions in people.</li> </ul>	Students to write own lines of inquiry.

\*Integrated in P5 throughout year.

