

Key concepts to be explored through relevant interests of the cohort of children, building upon their previous explorations.
 To be developed using the Inquiry Research Project planner.

Big Ideas	Year Prep	Year 1	Year 2	Year 3/4	Year 5/6
Interdependence: Developing a sense of connectedness with other people, and systems, reflecting on and taking action to shape local and global communities. (SA CSAF)	<u>Building a learning community</u> <i>(Question 2006 What gives you a sense of belonging?)</i>	<u>Wider community:</u> My place in the community <i>(Project 2006: News room)</i>	<u>Recognising and valuing difference:</u> passions, personality, living things, cultures.	<u>Social responsibility/ Citizenship:</u> <i>(2005: Community Projects, Reading room, PMP, Fish)</i> <u>Systems:</u> Scientific/technological (communication, technological), social, local – political, economical (money - currency),	<u>Political sustainability:</u> Democracy, citizenship, youth, social responsibility, power (Canberra camp) <u>Multiculturalism:</u> pop culture, age culture, family culture, nationality. <i>(Question 2006: How does your culture shape, influence your identity, life, family, community, school community?)</i> <u>Systems:</u> <i>(STS, Science Drama Awards, TOM, Robotics)</i>

Sustainability: is a systemic concept, relating to the continuity or dis-continuity of ecological, economic, socio-cultural and political aspects of the world.

Relationships:
(Question 2005 How are the relationships of animals different to the relationships of humans?)

Cycles: life, school, personal, physical world
(Time Machine)

Change:
Scientific perspective: environmental, biological, physical, chemical, psychological. Social perspectives

History: Influences of the past, on the present and on the future.
(2006: Dandenong History)

Futures Thinking
Techno futures, global futures, social futures, environmental futures.
(2005: Futures Forum)

Ecosystems:
Ecological footprint, geography, climate change, efficiency, life cycle analysis

Environmental Science:
Community Project
(Wilson's Prom Camp, 2004:Dandenong Creek, Web quest: Environmentally friendly House, Paintings)

Identity:
Critically understanding and developing personal identity, group identity and relationships and acting to shape these.
(SA CSAF)

Fantasy:
Exploration of children's personal perceptions of the world and its impact on them.

Emerging Individuals:
Interpersonal
Intrapersonal

Exploring the Reality of my world:
Questioning the probable, improbable, and the possible.

Emotions/feelings: in depth analysis

Exploring and extending boundaries.
(Night of the Notables)

Meta-cognition: in depth analysis.
(Habits of mind, Multiple Intelligences)

Analysis and shaping of self and impact on others.
(Literature, Well Being workshops)

Independence:
personal responsibility

