

## 2022 Rivercrest Programme of Inquiry (v1)

### Who we are

ELC (Even Years)	Prep	Year 1	Year 2	Year 3	Year 4	Year 5
An inquiry into personal, physical, mental, social, and spiritual health	An inquiry into the nature of self, human relationships, including families	An inquiry into the nature of self; personal, physical, mental, social, and spiritual health	An inquiry into the nature of self; relationships including communities and cultures	An inquiry into the nature of self; personal, physical, mental, social, and spiritual health; what it means to be human	An inquiry into the nature of self; beliefs and values	An inquiry into the nature of self; rights and responsibilities; what it means to be human
<b>PSPE</b>	<b>French and PSHE</b>		<b>Music and PSHE</b>	<b>PSHE</b>	<b>PSHE</b>	<b>PSHE + French</b>
<b>Term 2</b>	<b>T1: Wk1- T1: Wk6</b>	<b>T1: Wk4- T1: Wk 10</b>	<b>T1: Wk1- T1: Wk6</b>	<b>T3: Wk1- T3: Wk9</b>	<b>T1: Wk1+2. T3: Wk 7,8, 9 T4 Wk 7-10</b>	<b>T1: Wks 1+2. T4: Wks 5-10</b>
<b>Healthy living</b>	<b>Relationships</b>	<b>Nutrition</b>	<b>Culture</b>	<b>The Human Body</b>	<b>Leadership</b>	<b>Transition</b>
<b>Central Idea:</b> Personal choices keep us healthy, happy, and safe	<b>Central Idea:</b> Relationships contribute to shaping our identity	<b>Central Idea:</b> Choices individuals make contribute to health and well-being	<b>Central Idea:</b> Understanding culture helps us to appreciate each other	<b>Central Idea:</b> The interactions between human body systems contribute to health and survival	<b>Central Idea:</b> Leadership impacts a community and how it works	<b>Central Idea:</b> Responsibilities and expectations change as we grow older
<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Healthy habits and routines (work, exercise, hygiene, sleep, play, eating) (Fu)</li> <li>Consequences of choices (Ca)</li> <li>Ways we can nurture a relationship with God (Fu)</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Families are diverse (Fo)</li> <li>The importance of relationships (Co)</li> <li>Roles and responsibilities in relationships (Re)</li> <li>How a relationship with God can shape who we are (Co)</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Healthy and unhealthy foods (Fo)</li> <li>The different factors that influence food choices (Co)</li> <li>The impact that dietary habits can have on our bodies (Ca)</li> <li>The Christian responsibility to care for our bodies (Re)</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Different cultures in our school community (Fo)</li> <li>How people express their cultural heritage and beliefs (Pe)</li> <li>How people from diverse backgrounds have contributed to our local community (Re)</li> <li>God's command for us to love our neighbours as ourselves (R+P)</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>How body systems work (Fu)</li> <li>How body systems are interdependent (Co)</li> <li>Impact of lifestyle choices on the body (Re)</li> <li>How God made us unique (Fu +Co)</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Characteristics of an effective leader (Fo)</li> <li>Positive contributions of individuals who have impacted our world (Ch)</li> <li>Identifying and developing personal leadership qualities (Ch)</li> <li>Biblical models of leadership (Co)</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Changes and challenges from childhood to adolescence (Ch)</li> <li>Rights and responsibilities change with age (Re)</li> <li>How to effectively respond to change (Fu)</li> <li>Christian spiritual growth and maturity (Re)</li> </ul>
<b>Key Concepts</b> Function Causation <b>Related Concepts</b> Health, choices, consequences, nutrition <b>Learner Profile</b> Balanced, Thinker and reflective <b>ATL Skills</b> <b>Thinking skills:</b> Transfer Skills <b>Self-Management</b> Skills: Organisation	<b>Key Concepts</b> Form Connection Responsibility <b>Related Concepts</b> Relationships, family, identity, roles, and responsibilities <b>Learner Profile</b> Principled Risk taker <b>ATL Skills</b> <b>Social Skills:</b> Developing interpersonal and collaboration skills	<b>Key Concepts</b> Form Responsibility Connection Causation <b>Related Concepts</b> Choice, Health, wellbeing, nutrition, diet, habits <b>Learner Profile</b> Balanced Principled <b>ATL Skills</b> <b>Self-Management Skills:</b> States of mind	<b>Key Concepts</b> Form Perspective Responsibility <b>Related Concepts</b> Culture, community, diversity <b>Learner Profile</b> Caring, Thinker Open-minded <b>ATL Skills</b> <b>Communication skills:</b> Exchanging information <b>Social Skills:</b> Developing interpersonal and collaboration skills <b>Social Skills:</b> Social EQ development	<b>Key Concepts</b> Function Connection Responsibility <b>Related Concepts</b> Systems, health, human body <b>Learner Profile</b> Reflective Inquirer, Knowledgeable <b>ATL Skills</b> <b>Research Skills:</b> Information-literacy skills	<b>Key Concepts</b> Form, Connection Change <b>Related Concepts</b> Leadership, community, cause, and effect <b>Learner Profile</b> Communicator Risk-Taker, Reflective <b>ATL Skills</b> <b>Communication skills:</b> Literacy skills <b>Social Skills:</b> Developing interpersonal and collaboration skills	<b>Key Concepts</b> Change Responsibility Function <b>Related Concepts</b> Rights and responsibilities, childhood, adolescence, challenges <b>Learner Profile</b> Reflective Principled <b>ATL Skills</b> <b>Social Skills:</b> EQ Development <b>Thinking skills:</b> Reflection/ Metacognition

## 2022 Rivercrest Programme of Inquiry (v1)

### How we express ourselves

ELC A (Odd Years)	ELC B (Even Years)	Prep	Year 1	Year 2	Year 3	Year 4	Year 5
An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs, and values		An inquiry into the ways in which we discover and express, feelings, culture, beliefs, and values	An inquiry into the ways in which we discover and express, feelings, culture,	An inquiry into the ways in which we discover and express, feelings	An inquiry into the ways we reflect on, extend, and enjoy our appreciation of the aesthetic.	An inquiry into the ways we reflect on, extend, and enjoy our creativity; nature, beliefs and values	An inquiry into the ways in which we discover and express beliefs and values
N/A	Stories	Art	Music + Art	DC		Music, ART + French	DC + Music
N/A	2022 Term 3	T1: Wk 7– T2 Wk 2	T 1 Wk 3 to T4: Wk 10	T3 Wk 1-6	Term 4	T1 Wk 9+10 T2: Wk 1+2	Term 1, 2, 3
Play	Stories	Celebrations/ Traditions	Cultural stories	Character studies	Media	Poetry	Period Literature
<b>Central Idea:</b> We explore and learn in different ways	<b>Central Idea:</b> People express themselves through stories	<b>Central Idea:</b> Celebrations and traditions are expressions of human identity	<b>Central Idea:</b> Stories can be used to communicate a message.	<b>Central Idea:</b> Characters in literature help us to explore our emotions and reactions	<b>Central Idea:</b> People use media to create and manipulate messages for specific purposes and a targeted audience	<b>Central Idea:</b> Poetry is a creative expression of perspective	<b>Central Idea:</b> Literature can be a window into place and time
<b>Lines of inquiry:</b> Types of play (Fo) Using creativity and imagination to explore and learn (P) Exploring the Bible through play (Co)	<b>Lines of inquiry:</b> Elements of a story (Fo) Methods of story telling (Fu) God’s word is communicated through the Bible (Fu)	<b>Lines of inquiry:</b> Cultural features of traditions and celebrations (Fo) Traditions and celebrations are links to our past (Co) Understanding, respecting, and valuing difference (P) Celebrations in the Bible (Co)	<b>Lines of inquiry:</b> The purpose of stories (Pe) Ways cultural stories are connected and shared (Fu)(Co) The ways stories are structured (Fo) Exploring the purpose of parables in the Bible (Pe)	<b>Lines of inquiry:</b> How characters in stories respond to events (Pe) Authors develop the setting, characters, and events to create mood (Fu) Strategies that help us to manage our emotions (Re) How people in the Bible are represented (Fu)	<b>Lines of inquiry:</b> How images, text and music are used to influence (fu) Critical evaluation of messages presented in the media (R) How media affects opinions and thinking (C) Media can help a Christian grow spiritually (Fu)	<b>Lines of inquiry:</b> Different forms of poetry (Fo) Poetic Devices (fo) Poetry is used to communicate a perspective (PE) The book of Psalms (Co)	<b>Lines of inquiry:</b> Different literary eras (ch) The influence of culture on literature (Ca) The influence of an era’s values on literature (Ca) Understanding how the Bible has been written and organised (Co)
<b>Key Concepts</b> Form, Perspective, Connection	<b>Key Concepts</b> Form, Function	<b>Key Concepts</b> Form, Connection, Perspective	<b>Key Concepts</b> Function, Connection, Perspective, Form	<b>Key Concepts</b> Perspective, Responsibility, Function	<b>Key Concepts</b> Function, Causation, Responsibility	<b>Key Concepts</b> Form, Connection, Perspectives	<b>Key Concepts</b> Change, Connection, Causation
<b>Related Concepts</b> Play, creativity, Imagination	<b>Related Concepts</b> Craft of storytelling, expression	<b>Related Concepts</b> Celebrations, traditions, culture	<b>Related Concepts</b> Stories, culture, communication	<b>Related Concepts</b> Character, mood, Emotion, cause and effect,	<b>Related Concepts</b> Media, audiences, purpose	<b>Related Concepts</b> Poetry, self-expression, creativity	<b>Related Concepts</b> Literature, culture, historical eras, values
<b>Learner Profile</b> Risk-Taker Balanced	<b>Learner Profile</b> Risk-taker, communicator, knowledgeable	<b>Learner Profile</b> Open-minded Communicator	<b>Learner Profile</b> Open-minded Communicator	<b>Learner Profile</b> Reflective Communicator	<b>Learner Profile</b> Open-minded Balanced Communicator	<b>Learner Profile</b> Risk-Taker Reflective	<b>Learner Profile</b> Knowledgeable Open-Minded Communicator
<b>ATL Skills</b> <b>Communication skills:</b> Exchanging information <b>Social Skills:</b> Developing interpersonal and collaboration skills	<b>ATL Skills</b> <b>Communication skills:</b> Exchanging information <b>Communication skills:</b> Literacy skills	<b>ATL Skills</b> <b>Communication skills:</b> Exchanging information skills	<b>ATL Skills</b> <b>Thinking Skills:</b> Creative thinking skills <b>Communication skills:</b> Literacy skills	<b>ATL Skills</b> <b>Communication skills:</b> Literacy skills <b>Social Skills:</b> Developing interpersonal and collaboration skills <b>Social Skills:</b> EQ skill develop	<b>ATL Skills</b> <b>Communication skills:</b> Literacy skills ICT skills <b>Research:</b> Media literacy skills	<b>ATL Skills</b> <b>Communication skills:</b> Exchanging information skills <b>Social Skills:</b> Interpersonal + Collab Skills	<b>ATL Skills</b> <b>Communication skills:</b> Literacy skills <b>Self-Management Skills:</b> States of mind

## 2022 Rivercrest Programme of Inquiry (v1)

### Where we are in place and time

ELC Even Years	PREP	Year 1	Year 2	Year 3	Year 4	Year 5
An inquiry into personal histories; the relationships between the interconnected of individuals and civilisations; from local and global perspectives	An inquiry into homes from local and global perspectives	An inquiry into personal histories; the relationships between the interconnected of individuals and civilisations	An inquiry into the relationships between the interconnected of individuals and civilisations from local and global perspectives	An inquiry into journey's discoveries and explorations and migration of humankind; from local and global perspectives	An inquiry into personal histories, journeys, migrations of humankind; from local and global perspectives	An inquiry into orientation of place and time; from local and global perspectives
French (4Yr old)	DC	DC		Music	Mandarin	
Term 1	Term 3	Term 4	T2: Wk4-T2: Wk 9	T1: Wk1- T1: Wk 7	T4 Wk 1-6	T1 Wk 8- T2 Wk 3
Cultures	Homes	Past Generations	Community Systems	Exploration	Current Migration	Solar System
<b>Central Idea:</b> Cultural understanding and respect increase our appreciation of diversity within our community	<b>Central Idea:</b> Where we live affects how we live.	<b>Central Idea:</b> Learning about previous generations helps us understand the relationships between the past and the present.	<b>Central Idea:</b> Systems meet the needs of a community	<b>Central Idea:</b> Exploration leads to discoveries and new understandings of the world	<b>Central Idea:</b> Migrants encounter challenges, risks, and opportunities	<b>Central Idea:</b> Earth is a part of a vast and mysterious solar system
<b>Lines of inquiry</b> How people of different cultures are alike and different (Fo) Understanding and appreciating other cultures (Pe) God calls us to love our neighbours as ourselves (Co)	<b>Lines of inquiry:</b> Lifestyles differ around the world (Pe) Geographical location affects homes and lifestyles (Fo+ Ca) Culture influences homes and lifestyles (Fo+ Ca) Hospitality in the Bible (Fo)	<b>Lines of inquiry:</b> Ways to find out about the past (Fu) How aspects of the past still influence us today (Co) Why some behaviours and practices have changed or remained the same over time (Ch) The context of the Bible (Co)	<b>Lines of inquiry:</b> Types of systems within a community (Fo) How systems meet people's needs (Fu) The interconnectedness of systems within a community (Co) The systems churches have to support a local community (Co)	<b>Lines of inquiry:</b> Reasons for exploration and colonisation (Ca) The First Fleet (Fo) The impact of early settlement on Australia (Pe) The role of missions and missionaries throughout the world (Ca)	<b>Lines of inquiry:</b> Reasons for migration (Pe) Challenges, risks and opportunities associated with migration (Re ) How migrants impact local communities (Ch) The Journeys of Paul (Re)	<b>Lines of inquiry:</b> The composition of the solar system (Fo) The Earth's place in space and time (Fu) Current and future space exploration (Re) Exploring God's handiwork through the Psalms (Fo and Fu)
<b>Key concepts:</b> Perspective Form Connection	<b>Key Concepts</b> Perspective Form Causation	<b>Key Concepts</b> Change Connection Function	<b>Key Concepts</b> Form Function Connection	<b>Key Concepts</b> Perspective Causation Form	<b>Key Concepts</b> Perspective Change Responsibility	<b>Key Concepts</b> Form Function Responsibility
<b>Related concepts:</b> Diversity, belonging, respect	<b>Related Concepts</b> Home, lifestyles, culture, geographical features, hospitality	<b>Related Concepts</b> Generations, past, present	<b>Related Concepts</b> Systems, community, interconnectedness	<b>Related Concepts</b> Exploration, discoveries, colonisation; early settlement	<b>Related Concepts</b> Migration, opportunities, local and global perspectives	<b>Related Concepts</b> Systems, space, exploration
<b>Learner Profile</b> Open-minded Caring, Inquirer	<b>Learner Profile</b> Inquirer knowledgeable	<b>Learner Profile</b> Knowledgeable Reflective	<b>Learner Profile</b> Inquirer Knowledgeable	<b>Learner Profile</b> Thinker Inquirer	<b>Learner Profile</b> Thinker Caring	<b>Learner Profile</b> Inquirer knowledgeable
<b>ATL Skills</b> <b>Communication Skills:</b> Exchanging information skills <b>Social skills:</b> Developing interpersonal relationships and collaboration skills	<b>ATL Skills</b> <b>Research Skills:</b> Information literacy skills <b>Self-Management Skills:</b> Organisation (hospitality) (NO Reporting)	<b>ATL Skills</b> <b>Research Skills:</b> Information literacy skills	<b>ATL Skills</b> <b>Thinking Skills:</b> Critical Thinking Skills <b>Thinking Skills:</b> Transfer Skills	<b>ATL Skills</b> <b>Social Skills:</b> Developing interpersonal and collaboration skills	<b>ATL Skills</b> <b>Social Skills:</b> Developing interpersonal skills <b>Thinking Skills:</b> Critical thinking skills	<b>ATL Skills</b> <b>Research Skills:</b> Information literacy skills

## 2022 Rivercrest Programme of Inquiry (v1)

How we organise ourselves							
ELC A (Odd Years)	ELC B	Prep	Year 1	Year 2	Year 3	Year 4	Year 5
An inquiry into the interconnectedness of human-made systems and communities;			An inquiry into the structure and function of organizations	An inquiry into the interconnectedness of human-made systems and communities; economic activities and their impact on humankind and the environment	An inquiry into economic activities and their impact on humankind and the environment;	An inquiry into the interconnectedness of human-made systems and communities; economic activities and their impact on humankind and the environment	An inquiry into the interconnectedness of human-made systems and communities; societal decision making
French					ART	DC	Mandarin
Term 3			T2 Wk 3- T2 Wk 9	T1 Wk 7- T2 Wk 3	Term 3+ Term 4	T2 Wk 3-9	T2 Wk 4- T2 Wk 8
<b>Communities</b>	N/A	N/A	<b>Food Production systems</b>	<b>Technology</b>	<b>From garden to plate</b>	<b>Market Place/ Design Thinking</b>	<b>Government</b>
<b>Central Idea:</b> Communities provide services to meet people's needs	N/A	N/A	<b>Central Idea:</b> Communities have systems for production and distribution of food that affects the choices people make	<b>Central Idea:</b> Technology continually impacts the world and people in it.	<b>Central Idea:</b> Natural systems can be enhanced through human endeavours	<b>Central Idea:</b> Entrepreneurs use opportunities to creatively meet supply and demand	<b>Central Idea:</b> Governments and citizens have a shared responsibility to take action
<b>Lines of inquiry:</b> The types of work performed in our community (Fo) Services needed to support a community (Fu and Re) People in the Bible who supported a community (Re)	N/A	N/A	<b>Lines of inquiry:</b> Food consumption is impacted by geographical location (Ca) Food consumption is impacted by culture (Pe) The systems for sourcing, producing and distributing food (Fu) The significance of food in the Bible (Pe)	<b>Lines of inquiry:</b> How technology has changed over time (Ch) Technological choices impact the way we live (Re) How technology connects people (Co) How the Gospel can be spread using technology (Re)	<b>Lines of inquiry:</b> Organic food relies on natural systems (Fo)  The processes by which humans enhance natural systems (Fu)  How we grow as a Christian (R)	<b>Lines of inquiry:</b> Identifying supply and demand (Co) The development and marketing of a product or service (Fu) Entrepreneurial skills and attitudes (Re) Biblical perspectives on work (Co and Re)	<b>Lines of inquiry:</b> Evaluating political systems (Pe) The impact of government decision making on human rights (R e) How individuals and groups can take action (Ch) Christian ethic of citizenship (Re)
<b>Key Concepts</b> Function Form Responsibility	N/A	N/A	<b>Key Concepts</b> Function Causation Perspective	<b>Key Concepts</b> Change Responsibility Connection	<b>Key Concepts</b> Function Form Responsibility	<b>Key Concepts</b> Connection Function Responsibility	<b>Key Concepts</b> Responsibility Change Perspective
<b>Related Concepts</b> Communities, roles, partnerships	N/A	N/A	<b>Related Concepts</b> Systems, production, consumption, choice	<b>Related Concepts</b> Technology, cyber safety, choice	<b>Related Concepts</b> Natural systems, sustainability, hospitality	<b>Related Concepts</b> Supply and demand, marketing, entrepreneurs, service	<b>Related Concepts</b> Government, decision making, Action, Human rights
<b>Learner Profile</b> Reflective Principled	N/A	N/A	<b>Learner Profile</b> Inquirer Thinker	<b>Learner Profile</b> Balanced Risk Taker	<b>Learner Profile</b> Principled Risk Taker	<b>Learner Profile</b> Principled, Inquirer Knowledgeable	<b>Learner Profile</b> Caring Risk Taker
<b>ATL Skills</b> <b>Research Skills:</b> Media literacy skills	N/A	N/A	<b>ATL Skills</b> <b>Research Skills:</b> Information literacy skills	<b>ATL Skills</b> <b>Communication Skills:</b> Exchanging information skills <b>Communication Skills:</b> Ethical use of media/ information	<b>ATL Skills</b> <b>Self-Management Skills</b> Organisational Skills	<b>ATL Skills</b> <b>Self-Management Skills</b> Organisational Skills <b>Self-Management skills:</b> States of mind	<b>ATL Skills</b> <b>Thinking Skills:</b> Critical Thinking Skills <b>Social Skills:</b> Developing interpersonal and collaborative skills

## 2022 Rivercrest Programme of Inquiry (v1)

### How the world works

ELC A (Odd Years)	ELC B	Prep	Year 1	Year 2	Year 3	Year 4	Year 5
An inquiry into the natural world and its laws		An inquiry into the natural world and its laws	An inquiry into how humans use their understanding of scientific principles	An inquiry into how humans use their understanding of scientific principles	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies	An inquiry into the impact of scientific and technological advances on society and on the environment	An inquiry into how humans use their understanding of scientific principles
<b>DC</b>		<b>Music</b>		<b>ART</b>	<b>French</b>		
<b>All year</b>		<b>T2 Wk 4- T2 Wk 10</b>	<b>T3 Wk 3- T3 Wk 9</b>	<b>T4 Wk 5 – T4: Wk 10</b>	<b>T1 Wk 8- T2 Wk 4</b>	<b>T1 Wk 3 – Wk 8</b>	<b>T3 Wk 1 – T3 Wk 5</b>
<b>Seasons</b>	<b>N/A</b>	<b>The five senses</b>	<b>Simple Machines/Forces</b>	<b>Materials</b>	<b>Earth Science</b>	<b>Scientific principles and design thinking</b>	<b>Energy</b>
<b>Central Idea:</b> People live in a world with changing seasons.	N/A	<b>Central Idea:</b> People explore, experience, and understand the world using their senses	<b>Central Idea:</b> Simple machines have changed the modern world	<b>Central Idea:</b> Materials can be changed in a variety of ways to meet different needs	<b>Central Idea:</b> The Earth changes over time as a result of natural processes and human activity	<b>Central Idea:</b> Scientific principles and design thinking can uncover new understandings and solve challenges	<b>Central Idea:</b> Energy transforms the world
<b>Lines of inquiry:</b> Different types of weather (Fo) Seasons vary and change (Ch) Biblical stories that include weather (Ca)	N/A	<b>Lines of inquiry:</b> How the five senses work (Fu) The senses are connected and work together (Fu) How the senses help scientists to understand the world (Ca) Jesus’ light of the world	<b>Lines of inquiry:</b> Simple machines in everyday life (fo) Simple machines are classified according to how they work (Fu) Simple machines often work within complex systems (Con) Human ingenuity as a reflection of God (Fu)	<b>Lines of inquiry:</b> Properties of matter (Fo) How different forms of matter interact with each other (Fu) Permanent and reversible changes of state (Ch) The characteristics of God (Fo)	<b>Lines of inquiry:</b> Geographical structures of the Earth (Fo) Reasons for changes to the Earth’s surfaces, including extreme weather conditions (Ch and Ca) Human responses to geographical changes (Re) How can Christian faith change a person (Ch)	<b>Lines of inquiry:</b> The design thinking process (Fu) How people use design thinking to solve challenges (Co) Innovation (Co) Innovative Christians who have positively impacted the world (Re)	<b>Lines of inquiry:</b> Different forms of energy (Fo) Different ways energy is generated and stored (Fu) Electric circuits allow energy to be transferred and transformed into other energy forms (Fu) The transformational power of the Holy Spirit (Co)
<b>Key Concepts</b> Form Change Causation	N/A	<b>Key Concepts</b> Function Causation Perspective	<b>Key Concepts</b> Form Function Connection	<b>Key Concepts</b> Form Function Change	<b>Key Concepts</b> Form Causation Responsibility Change	<b>Key Concepts</b> Connection Function Responsibility	<b>Key Concepts</b> Form Function Connection
<b>Related Concepts</b> Weather, Seasons	N/A	<b>Related Concepts</b> Exploration, Discovery, The 5 senses	<b>Related Concepts</b> Forces, simple machines, systems	<b>Related Concepts</b> Materials, Forms of matter, Permanent and reversible changes	<b>Related Concepts</b> Creation, geographical structures and surfaces, action	<b>Related Concepts</b> Local and global, design thinking, scientific principles	<b>Related Concepts</b> Energy forms, transformation, circuits
<b>Learner Profile</b> Inquirer, thinker, knowledgeable	N/A	<b>Learner Profile</b> Reflective Thinker	<b>Learner Profile</b> Thinker Knowledgeable	<b>Learner Profile</b> Principled Thinker	<b>Learner Profile</b> Knowledgeable Caring	<b>Learner Profile</b> Risk-taker, Thinker	<b>Learner Profile</b> Thinker Balanced
<b>ATL Skills</b> <b>Thinking skills:</b> Critical thinking skills <b>Thinking skills:</b> Information transfer skills	N/A	<b>ATL Skills</b> <b>Thinking Skills:</b> Critical Thinking Skills	<b>ATL Skills</b> <b>Thinking Skills:</b> Reflection/ Metacognition <b>Social Skills:</b> Interpersonal and collaborative skills	<b>ATL Skill</b> <b>Self-Management Skills</b> Organisational Skills <b>Research Skills</b> Information Literacy	<b>ATL Skills</b> <b>Thinking Skills:</b> Critical Thinking Skills	<b>ATL Skills</b> <b>Thinking skills:</b> Creative thinking skills <b>Thinking skills:</b> Transfer skills	<b>ATL Skills</b> <b>Thinking Skills:</b> Transfer skills <b>Communication skills:</b> ICT skills

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### Sharing the Planet

ELC A	ELC B (Even Years)	Prep	Year 1	Year 2	Year 3	Year 4	Year 5
	An inquiry into Rights and responsibilities in the struggle to share finite resources with other people and with other living things	An inquiry into Rights and responsibilities in the struggle to share finite resources with other people and with other living things	An inquiry into communities and the relationships within and between them; peace and conflict resolution	An inquiry into Rights and responsibilities in the struggle to share finite resources with other people and with other living things	An inquiry into Rights and responsibilities in the struggle to share finite resources with other people and with other living things	An inquiry into access to equal opportunities	An inquiry into Rights and responsibilities in the struggle to share finite resources with other people and with other living things
	DC		French + PSHE	French	DC		ART
	N/A	Term 4	T1: Wks 1-3; T2: Wks 1+2; T3: Wks 1+2	Term 3	T2 Wk 5- T 2 Wk 9	T3: Wk 1-6	T1 Wk 3- T1- Wk 7
N/A	Waste	Life Cycles	Conflict	Natural Resources/ Water	Ecosystems/ Climate change	Wealth/ Equality	Adaptations
N/A	<b>Central Idea:</b> The waste we produce impacts the environment	<b>Central Idea:</b> All living things go through cycles and change	<b>Central Idea:</b> Peoples' values influence their approach to solving conflict	<b>Central Idea:</b> The choices people make affect the Earth's resources	<b>Central Idea:</b> Living things impact and are dependent upon ecosystems	<b>Central Idea:</b> Distribution of wealth affects communities and individuals' access to resources and opportunities	<b>Central Idea:</b> Living things are affected by and adapt to the natural world
N/A	<b>Lines of inquiry:</b> Types of waste (Fo) Impact of waste on the environment (Ch) The steps we can reduce, reuse, recycle to protect the environment (Re) God calls us to be stewards of his Creation (Re)	<b>Lines of inquiry:</b> Features of living and non-living (Fo) How life cycles are similar and different (Co) How living things and their needs change throughout their life cycle (Fu) How we grow spiritually (Ch)	<b>Lines of inquiry:</b> Causes of conflict (Ca) Consequences of conflict on relationships and in communities (Pe) Strategies used to resolve conflict (Re) How Jesus dealt with conflict (Pe)	<b>Lines of inquiry:</b> Earth's renewable and non-renewable resources (Fo) The effects of human activity on water (Ca) Sustainability of resources (Re) Our Christian responsibility in a global community (Re)	<b>Lines of inquiry:</b> Characteristics of an ecosystem (Fo) How and why ecosystems change (Ch) The impact of climate change on ecosystems (Ca) Balance in God's creation (Re)	<b>Lines of inquiry:</b> Relationship between wealth and power (P) The impact of the distribution of wealth on communities and individuals (Ca) Equitable access to resources and opportunities (Re) Biblical teaching about wealth	<b>Lines of inquiry:</b> Characteristics of biomes (Fo) Challenges facing living things (Ca) The structural features of living things that support survival (Co) Ecclesiastes – A season for everything
N/A	<b>Key Concepts</b> Form Responsibility Change	<b>Key Concepts</b> Form Change Connection Function	<b>Key Concepts</b> Causation Perspective Responsibility	<b>Key Concepts</b> Form Causation Responsibility	<b>Key Concepts</b> Change Causation Form Responsibility	<b>Key Concepts</b> Responsibility Causation Perspective	<b>Key Concepts</b> Form Connection Causation
N/A	<b>Learner Profile</b> Principled Thinker	<b>Learner Profile</b> Balanced Caring	<b>Learner Profile</b> Caring Risk-Taker	<b>Learner Profile</b> Inquirer Principled; Risk-Taker, Caring	<b>Learner Profile</b> Reflective Caring	<b>Learner Profile</b> Caring, Balanced Open-Minded	<b>Learner Profile</b> Balanced Reflective
N/A	<b>Related Concepts</b> Waste, environment, recycling, impact	<b>Related Concepts</b> Living things/ non-living things, cycles, needs	<b>Related Concepts</b> Values, conflict, cause and effect, consequences, Choice	<b>Related Concepts</b> Renewable; non-renewable, resources, sustainability, roles, and responsibilities	<b>Related Concepts</b> Interdependence, Living things, ecosystems, global warming	<b>Related Concepts</b> Poverty, wealth, equality, ethics	<b>Related Concepts</b> Adaptions, survival, characteristics, challenges
N/A	<b>ATL Skills</b> <b>Thinking Skills:</b> Creative thinking skills <b>Thinking Skills:</b> Information Transfer skills	<b>ATL Skills</b> <b>Self- Management Skills</b> Organisation skills	<b>ATL Skills</b> <b>Social Skills:</b> Developing interpersonal and collaboration skills <b>Social Skills:</b> EQ skill develop <b>Communication skills</b> Exchanging information skills	<b>ATL Skills</b> <b>Research Skills:</b> Media Literacy skills <b>Thinking Skills:</b> Creative thinking skills	<b>ATL Skills</b> <b>Research Skills:</b> Information literacy skills	<b>ATL Skills</b> <b>Thinking Skills</b> Reflection	<b>ATL Skills</b> <b>Self- Management Skills</b> Organisational skills

**2022 Rivercrest Programme of Inquiry (v1)**