

## CNPS Inquiry Learning Scope and Sequence

### ENDURING UNDERSTANDINGS

<b>CNPS Values</b> - Respect - Responsibility - Trust - Clear & High Expectations - Knowledge, Discovery & Insight	<b>Who we are</b> 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.	<b>Where we are in place and time</b> 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.	<b>How we express ourselves</b> 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.	<b>How we organise ourselves</b> 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.	<b>How the world works</b> 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.	<b>Sharing the planet</b> 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.
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	Even Year	Term 1	Term 2	Term 3	Term 4
Whole School	Big Idea:	Me & Us	Diversity & Culture	Systems of the World	Sustainability
	Enduring Understandings:	CNPS Values & Who we are	Where we are in place and time & How we express ourselves	How we organise ourselves	Sharing the planet & How the world works
Foundation	Unit Topic:	I'm at school now- School Values	Who are we?	Our Community	Caring for our local environment
	Essential Question:	Who are Foundation M/A?	How are we all different but also the same?	What makes a happy and safe community?	How do our actions affect the local environment?
	Focus Questions:	Who are you? Who am I? Who are we?	Where is your family from? Who are the people in your family? What do you celebrate and how?	Who is in our class school community? Who helps us in our wider community? How do they keep us safe/happy?	What is our school environment like and what lives here? What are some things we do that affect the local environment? How can we change these behaviours and look after our local environment?
Year 1/2	Unit Topic:	It's What You Value	Wominjeka (Welcome to country)	Schools Out (and about)	What a load of rubbish!
	Essential Question:	Am I the only responsible for my personal growth and development?	Why is it important to keep the culture of the Wurundjeri people alive?	How does my school experience compare to other learning communities?	How can we protect the environment for the future?
	Focus Questions:	What influences my values? Should I expect everyone to have the same values as me? Where do shared values of a community come from?	What was life like for Wurudjeri peoples before the arrival of Europeans? What were family structures and relationships like in Wurundjeri culture? What cultural aspects are important to Wurundjeri people?	What are the key features of my school? Do I have choice in my school experience? What do schools look like in different settings?	How do we recognise the properties of our rubbish? What can we do to reduce the amount of rubbish we produce? How would our communit be different if everyone did the 5 R's?
Year 3/4	Unit Topic:	Because We're Happy!	We are one but we are many	You're the Voice	We are the world
	Essential Question:	What makes a leader worth following?	How have people moved over time?	How do community groups impact our daily lives?	How do our daily lives impact on the planet?
	Focus Questions:	What are the values in your life, classroom and school? How do volunteers contribute to our community? What values do good leaders demonstrate?	Why do people move? (push and pull factors) What do people bring? (culture, belongings, language, religion) How does immigration look now compared to 50 years ago? 100 years ago?	How can we contribute back to our community? How can we take action? What is the difference between government and politics?	What is overconsumption and how does it link to consumerism? What are the effects of waste on our society? How can we share the responsibility to make the world more sustainable?
Year 5/6	Unit Topic:	Leaders Worth Following	Who Has The Right?	Who's the Boss?	You Can Save The World!
	Essential Question:	What makes a great leader?	How have the rights of people changed?	Government - Do we need them?	What's next?
	Focus Questions:	What does a modern day leader look like? Who creates a leader? How do you become a leader?	How were Aboriginal peoples right impeded? How have women fought for equality? How has society discriminated against children?	What are the roles and responsibilities of the different levels of government in Australia? How are laws developed and enforced in Australia? What does it mean to be an Australian citizen?	What are the continents, oceans and countries of the world? What resources are essential to keep humans alive? What solutions are there to keep in demand of the overgrowing population?

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Odd Year		Term 1	Term 2	Term 3	Term 4
<b>Whole School</b>	Big Idea:	Rights and Responsibilities	Continuity and Change	Design, Innovation & Creativity	Earth and Beyond
	Enduring Understandings:	CNPS Values & Who we are	Where we are in time and place	How we express ourselves & How we organise ourselves	How the world works
<b>Foundation</b>	Unit Topic:	I'm at school now- School Values	Who are we?	Express Yourself!	Staying Alive
	Essential Question:	Who are Foundation M/A?	How are we all different but also the same?	What is creativity?	What is a living thing?
	Focus Questions:	Who are you? Who am I? Who are we?	Where is your family from? Who are the people in your family? What do you celebrate and how?	Who is creative in our community? * What are they expressing or telling us? How are you creative and what skills would you like to develop?	What do living things need to survive and how do they obtain their needs? Are all living things equal? What can we do to help living things in the environment?
<b>Year 1/2</b>	Unit Topic:	<i>R-E-S-P-E-C-T</i>	<i>Ch-ch-ch-changes</i>	<i>Another brick in the wall</i>	<i>Wade in the Water</i>
	Essential Question:	Am I the only person responsible for my choices?	Why has our community changed over time?	How does a community influence the design of a structure?	Is clean water a right or a privilege?
	Focus Questions:	Are all consequences bad? How do my choices impact on the people around me? How do different people make choices?	What did our daily life look/sound/feel like then, compared to now? What aspects of the past continue to be an important part of our local community? What features shape our current local lifestyle?	Why are different structures built? How and why has the design of structures changed? What will structures look like in the future?	How does clean water support the lives of people and other living things? How do different views about water sanitisation influence approaches to sustainability? How can people use water sources more sustainably?
<b>Year 3/4</b>	Unit Topic:	<i>You Gotta Fight for your Right</i>	<i>My Island Home</i>	<i>It went ZIP when it moved</i>	<i>Shake Rattle and Roll</i>
	Essential Question:	Why do we need rights for children?	Could Australia's early story have been different?	How do machines and forces impact our lives?	What are the natural disasters and how do they affect communities?
	Focus Questions:	What are the UN rights? How do our rights differ from those in other countries? Who is responsible for enforcing the rights?	How did Aboriginals/ Torres Strait Islanders come to the land of 'Australia'? What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of Europeans (70000 years ago)? What were the significant events and who were the Australian/Aboriginal people that shaped Australian colonies?	What are the 6 simple machines and what do they do? What impact have machines had on societies, past and present? Is there a machine that would make our community more effective?	Where and how do they occur? How do we respond to these? How do we ensure regeneration occurs and what organisations assist after natural disasters?
<b>Year 5/6</b>	Unit Topic:	Is fair fair?	Who cooked up Australia?	Earn & Learn (Mind your own Business)	Get Me Off This Rock... <i>Watch this Space</i>
	Essential Question:	What is fair?	Would you have liked to migrate to Australia?	What do businesses need to be successful?	What do we need to colonise another planet?
	Focus Questions:	What does it mean to be equitable and have equality? What are human rights? Why do countries differ with consequences in justice?	Why and how did Australia become a nation? How did an Australian colony develop over time and why? How did Australian society change throughout the twentieth century?	What is the effect of scarcity in personal, local, national and global economies? What do I need to do to manage my personal finances successfully? How does society (workers, consumers, producers) satisfy the needs and wants in today's economy?	What do humans need to survive? How has space travel developed over time? Why would we want to leave earth?