

# 2020/2021 Programme of Inquiry: Year 4

<b>Year 4</b> <a href="#">Year 4 Curriculum Plan</a>	<b>Who we are</b>	<b>Where we are in place and time</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>How we organise ourselves</b>	<b>Sharing the planet</b>
<b>Transdisciplinary Theme descriptor</b>	3.Human relationships including families, friends, communities and cultures	1.Orientation in place and time 3.Homes and journeys	3.Our appreciation of the aesthetic	4.The impact of scientific are technological advances on society and on the environmental	4. Economic activities and their impact on humankind and the environment	4.Peace and conflict resolution
<b>Key Concepts</b>	Form Perspective Change	Connection Causation	Form Reflection	Function Responsibility	Function	Responsibility Connection
<b>Related concepts</b>	Culture Communities Traditions	Settlements Location	Expression Inspiration Creation meaning	Interventions Progress	Movement Networks Progress	Conflict Resolution Governance
<b>Central Idea</b>	Perspectives develop through understanding.	Settlers rely on suitable locations.	Inspiration leads to creation.	Inventions influence the progress made by humans.	Routes are formed to meet growing needs.	With great power comes great responsibility.
<b>Lines of Inquiry</b>	1.An exploration of different cultures 2. An inquiry into our perspectives of other cultures. 3. An inquiry into the connections between local and	1.An investigation of settlers through time. 2. An inquiry how settlers choose locations. 3. The implications of settlers choices	1.A study of creators, their inspiration and work. 2. A comparisons of creators expression. 3. The impact of	1.An investigation into the impact of inventions. 2. An inquiry into the extent of progress made for the modern world 3.A study of	1. An exploration of networks we know. 2. An investigation into the importance of networks in the local community 3. The role of	1. An study of figures in governance. 2. The impact of rule on peace and conflict. 3. The role of individual's