

# Southern Christian College Programme of Inquiry

2024 Page 1 of 1

<b>Southern Christian College Programme of Inquiry</b>	<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; of our personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilisations, 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 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>How We Organise Ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; the societal decision-making; economic activities and their impact on humankind and 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.
<b>KELC</b>						
<b>Central Idea</b>	Physical attributes of the body can be explored to understand myself		Movement enables us to explore, discover and create	The world around us is rich in resources which can be used in many ways		Animals and people interact in different ways and different places
<b>Lines of Inquiry</b>	The form of the body  How the body works  How we can care for our bodies		Exploring movement  Discovering and developing skills  Expressing creativity through movement	Properties of materials  Exploring natural materials in the environment in a responsible and sustainable way  How materials can be used for different purposes		How we care for animals  The unique features of animals in our environment  Understanding and respecting different animals and the environment
<b>Specified Concepts</b>	Form Function Responsibility		Form Causation Connection	Form Responsibility Change		Function Perspective Responsibility
<b>Additional Concepts</b>	Similarities, Differences Movement, Role Care, Balance, Health		Patterns, Energy Movement, Sequences, Invention, Expression	Properties, Structure Value, Sustainability Experimentation, Adaptation		Behaviour, Care Biodiversity, Interconnection Values, Preservation
<b>Learner Profile</b>	Inquirers Knowledgeable Reflective		Risk-takers Inquirers Communicators	Knowledgeable Principled Thinkers		Caring Knowledgeable Open-minded
<b>Approaches to Learning</b>	Thinking skills Research skills		Communication skills Self-management skills	Thinking skills Research skills		Thinking skills Research skills

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<p><b>Central Idea</b></p>	<p>Physical attributes of the body can be explored to understand myself</p>		<p>Movement enables us to explore, discover and create</p>	<p>The world around us is rich in resources which can be used in many ways</p>		<p>Animals and people interact in different ways and different places</p>
<p><b>Timing</b></p>	<p>First unit Term 1 - Ten weeks</p>		<p>Second unit Term 2 - Ten weeks</p>	<p>Whole Year/Third unit Term 3 - Ten weeks</p>		<p>Fourth unit Term 4 - Nine weeks</p>
<p><b>Christian Perspective</b> <i>God's Big Story</i> <b>Creation</b> - What is God intention for this idea or concept? <b>Fall</b> - What went wrong and how has God's purpose been distorted? <b>Redemption</b> - How does God want us to respond and care? <b>Restoration</b> - Where is future hope found and what would restoration look like?</p>	<p><b>Creation</b> - God created us in His image and our bodies are important for life. <b>Fall</b> - Our bodies grow, change and can get sick or hurt. <b>Redemption</b> - Our bodies can heal and we can train our bodies to do things. <b>Restoration</b> - We can care for our bodies and respect and care for others.</p>		<p><b>Creation</b> - God created us with bodies that can move and are creative. <b>Fall</b> - If we are not careful we can hurt ourselves or others when we move. <b>Redemption</b> - We can use our creativity to share God's love with others. <b>Restoration</b> - People's creativity has brought joy to others.</p>	<p><b>Creation</b> - God created a world with many natural resources. <b>Fall</b> - People have not always used these resources wisely. <b>Redemption</b> - We can share resources to help other. <b>Restoration</b> - We can use resources in a careful way.</p>		<p><b>Creation</b> - God asked humans to name and care for animals. <b>Fall</b> - People have related to animals in unkind and selfish ways. <b>Redemption</b> - People care for the animals God has provided them with. <b>Restoration</b> - People can work together to share the environment with animals.</p>
<p><b>SCC Values</b></p>	<p>Love Courage</p>		<p>Courage Faithfulness</p>	<p>Faithfulness Generosity</p>		<p>Compassion Generosity</p>
<p><b>In/Excursions</b></p>						

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<b>Kinder</b>						
<b>Central Idea</b>	All human beings are alike and different	Where we live can determine what we live in	People express feelings in different ways for different reasons			Living things depend on a sustainable habitat to meet their needs
<b>Lines of Inquiry</b>	Ways we are alike  Ways we are different  How we come together	Exploring houses and shelters  Different types of homes around the world  Why homes are built the way they are	Communicating our feelings  Understanding the way others express their emotions  Responding to our own and others feelings			Needs of living things  Ways to reuse and recycle materials  Personal choices that can help sustain the environment
<b>Specified Concepts</b>  <b>Additional Concepts</b>	Form Perspective Connection  Similarities Diversity Friendship, Interdependence	Form Function Causation  Properties, Structure Design, Materials Needs, Consequences	Function Perspective Responsibility  Behaviour, Communication Interpretation, Empathy Friendship, Care			Causation Change Responsibility  Needs, Lifestyle Cycles, Transformation Sustainability, Consequences
<b>Learner Profile</b>	Caring Open-minded Balanced	Inquirers Knowledgeable Thinkers	Communicators Risk-takers Principled			Knowledgeable Reflective Balanced
<b>Approaches to Learning</b>	Thinking skills Social skills	Thinking skills Research skills	Communication skills Social skills			Thinking skills Research skills

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<b>Christian Perspective</b> <i>God's Big Story</i> <b>Creation</b> - What is God intention for this idea or concept? <b>Fall</b> - What went wrong and how has God's purpose been distorted? <b>Redemption</b> - How does God want us to respond and care? <b>Restoration</b> - Where is future hope found and what would restoration look like?	<b>Creation</b> - God created us all uniquely. <b>Fall</b> - Sometimes we think unkindly about those who are different to us. <b>Redemption</b> - God loves each of us and has good plans for our lives. <b>Restoration</b> - We can understand each others differences and appreciate them.	<b>Creation</b> - God created the Garden of Eden for us to live. <b>Fall</b> - People rebelled against God and then had to build their own home. <b>Redemption</b> - God has provided us with skills and materials to build shelters. <b>Restoration</b> - We can share our homes and resources with others.	<b>Creation</b> - God created us with feelings we can express to others. <b>Fall</b> - Sometimes we hurt others when we express our feelings carelessly. <b>Redemption</b> - We can learn about our feelings. <b>Restoration</b> - We can show self-control and care when expressing our feelings.			<b>Creation</b> - God provided everything living things need. <b>Fall</b> - People have not shared and used resources wisely. <b>Redemption</b> - God has given people wisdom to learn about the environment. <b>Restoration</b> - God has given people skills to learn to reuse and recycle materials.
<b>SCC Values</b>	Love Generosity	Love Compassion	Courage Compassion			Generosity Faithfulness
<b>In/Excursions</b>						

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<b>Prep</b>						
<b>Central Idea</b>	Knowing ourselves and interacting with others impacts wellbeing	Family history helps us understand how we are connected to place	Creativity can help people explore and communicate their ideas and feelings	Materials have properties that influence how they move		Living things are similar and different
<b>Lines of Inquiry</b>	Who I am  Relationships with others  Ways people interact	Family histories  Special places  Celebrations express how we connect with others	Ways to be creative  Exploring different art forms  How we can express our ideas creatively	Properties of materials  How objects move  Factors that influence movement of objects		Features of plants and animals  Plants and animals can be grouped according to their features  How living things change as they grow
<b>Specified Concepts</b>  <b>Additional Concepts</b>	Form Connection Causation  Beliefs, Choice Relationships, Interdependence Interaction, Consequences	Connection Form Perspective  Family, History Features, Inspiration Beliefs, Creativity	Function Perspective Causation  Behaviour, Communication Discovery, Variety Imagination, Impact	Form Function Causation  Properties, Differences Behaviour Consequences, Impact		Form Connection Change  Similarities, Differences Classification Growth
<b>Learner Profile</b>	Reflective Principled Balanced	Inquirers Communicators Open-minded	Inquirers Risk-takers Communicators	Knowledgeable Thinkers Inquirers		Inquirers Reflective Caring
<b>Approaches to Learning</b>	Social skills Self-management skills	Research skills Communication skills	Communication skills Self-management skills	Thinking skills Research skills		Thinking skills Research skills
<b>Focus</b>	HPE Drama Visual Arts	HASS	The Arts	Science		Science

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<p><b>Prep</b></p>						
<p><b>Central Idea</b></p>	<p>Knowing ourselves and interacting with others impacts wellbeing</p>	<p>Family history helps us understand how we are connected to place</p>	<p>Creativity can help people explore and communicate their ideas and feelings</p>	<p>Materials have properties that influence how they move</p>		<p>Living things are similar and different</p>
<p><b>Timing</b></p>	<p>First unit Term 1 - Weeks 1-5</p>	<p>Second unit Term 1 - Weeks 6-10</p>	<p>Third unit Term 2 - Weeks 1-10</p>	<p>Fourth unit Term 3 - Weeks 1-10</p>		<p>Fifth unit Term 4 - Weeks 1-9</p>
<p><b>Christian Perspective</b> <i>God's Big Story</i> <b>Creation</b> - What is God intention for this idea or concept? <b>Fall</b> - What went wrong and how has God's purpose been distorted? <b>Redemption</b> - How does God want us to respond and care? <b>Restoration</b> - Where is future hope found and what would restoration look like?</p>	<p><b>Creation</b> - God made us to be in relationship in Him and others. <b>Fall</b> - People don't always act lovingly towards others. <b>Redemption</b> - Jesus loves us and helps us love others. <b>Restoration</b> - We can show love to others.</p>	<p><b>Creation</b> - God created us to love together as families. <b>Fall</b> - Sometimes we are selfish in families. <b>Redemption</b> - Jesus always forgives us and gives us grace to forgive others. <b>Restoration</b> - We can celebrate with our families and friends.</p>	<p><b>Creation</b> - God created us to be creative people. <b>Fall</b> - Sometime people say unkind things about other people's creativity. <b>Redemption</b> - There are a number of ways we can express ourselves. <b>Restoration</b> - We can celebrate people's artwork.</p>	<p><b>Creation</b> - God gave us skills to explore the world He created. <b>Fall</b> - People have designed things that have moved in ways that can hurt people. <b>Redemption</b> - We can modify materials to move in safe ways. <b>Restoration</b> - We can carefully use materials and care for people and the environment.</p>		<p><b>Creation</b> - God created living things to grow. <b>Fall</b> - People have not cared for the environment which living things need. <b>Redemption</b> - People have learnt about what living things need to grow and change. <b>Restoration</b> - People can understand living things and help care for them.</p>
<p><b>SCC Values</b></p>	<p>Love Generosity</p>	<p>Love Faithfulness</p>	<p>Courage Compassion</p>	<p>Courage Faithfulness</p>		<p>Love Generosity</p>
<p><b>Australian Curriculum Content Descriptors</b></p>	<p>HPE investigate who they are and the people in their world AC9HPFP01 HPE practise personal and social skills to interact respectfully with others AC9HPFP02 HPE express and describe emotions they experience AC9HPFP03 Drama use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9ADRF01 Visual Arts explore how and why the arts are important for people and communities AC9AVAFE01 Visual Arts create arts works that communicate ideas AC9AVAF01 Visual Arts share their arts works with audiences AC9AVAFP01</p>	<p>HASS - History the people in their family, where they were born and raised, and how they are related to each other AC9HSFK01 HASS - Geography the features of familiar places they belong to, why some places are special and how places can be looked after AC9HSFK03 HASS - History the celebrations and commemorations of significant events shared with their families and others AC9HSFK02</p>	<p>The Arts: Drama (see Unit Planner for Content Descriptors) Media Arts (see Unit Planner for Content Descriptors) Visual Arts (see Unit Planner for Content Descriptors) Dance (see Unit Planner for Content Descriptors) Music (see Unit Planner for Content Descriptors)</p>	<p>Science recognise that objects can be composed of different materials and describe the observable properties of those materials AC9SFU03 Science describe how objects move and how factors including their size, shape or material influence their movement AC9SFU02</p>		<p>Science observe external features of plants and animals and describe ways they can be grouped based on these features AC9SFU01 Visual Arts (see Unit Planner for Content Descriptors)</p>
<p><b>Literacy</b></p>						
<p><b>In/Excursions</b></p>		<p>Margate Museum</p>	<p>Art Farm Birchs Bay</p>	<p>Kingston Park</p>		<p>Bonorong Wildlife Sanctuary or Zoodoo Zoo</p>

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<b>Year 1</b>						
<b>Central Idea</b>	Families change over time	Places change over time	People use Visual Arts to express themselves	Forces change the way things move	Human systems provide products to meet needs for communities	Living things live in different places where their needs are met
<b>Lines of Inquiry</b>	Similarities and differences in families  What we learn from our families past and present  Daily life has changed over time	What local places were and are like  How people are connected to places  Caring for places	Types of Visual Art forms  Exploring creativity through producing art works  Visual Art works evoke different feelings and emotions	Different forces  Effect of forces on objects  Explore how technology has changed the way things move	How plants and animals are grown to meet needs  Choosing healthy and sustainable products  Explore designs that transform natural products	Needs of plants and animals  Habitats of plant and animals  Caring for shared habitats
<b>Specified Concepts</b>  <b>Additional Concepts</b>	Form Causation Change  Similarities, Differences Impact, Values Transformation	Form Connection Responsibility  Properties, Location Interdependence Management, Value	Form Connection Perspective  Structure Self-expression Subjectivity, Opinion	Function Causation Change  Behaviour, Energy Consequences, Impact Transformation, Technology	Function Connection Change  Systems Interdependence Transformation, Invention	Causation Function Responsibility  Growth, Consequences Biodiversity, Conservation Interdependence, Balance
<b>Learner Profile</b>	Inquirers Thinkers Caring	Knowledgeable Reflective Caring	Knowledgeable Risk-takers Communicators	Inquirers Reflective Open-minded	Inquirers Principled Open-minded	Knowledgeable Balanced Caring
<b>Approaches to Learning</b>	Research skills Social skills	Research skills Social skills	Communication skills Self-management skills	Thinking skills Research skills	Thinking skills Research skills	Thinking skills Research skills
<b>Focus</b>	HASS HPE Drama Visual Arts	HASS	The Arts	Science	Design and Technologies	Science

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<p><b>Year 1</b></p>						
<p><b>Central Idea</b></p>	<p>Families change over time</p>	<p>Places change over time</p>	<p>People use Visual Arts to express themselves</p>	<p>Forces change the way things move</p>	<p>Human systems provide products to meet needs for communities</p>	<p>Living things live in different places where their needs are met</p>
<p><b>Timing</b></p>	<p>First unit Term 1 - Weeks 1-6</p>	<p>Fifth Unit Term 3 - Weeks 5-10</p>	<p>Second Unit Term 1 - Weeks 7-10</p>	<p>Third unit Term 2 - Weeks 1-5</p>	<p>Sixth Unit Term 4 - Weeks - 1-9</p>	<p>Fourth Unit Term 2 - Wk 6 to Term 3 Wk 4</p>
<p><b>Christian Perspective</b> <i>God's Big Story</i> <b>Creation</b> - What is God intention for this idea or concept? <b>Fall</b> - What went wrong and how has God's purpose been distorted? <b>Redemption</b> - How does God want us to respond and care? <b>Restoration</b> - Where is future hope found and what would restoration look like?</p>	<p><b>Creation</b> - God created families for people to grow in and love each other. <b>Fall</b> - Differences in families and between families can cause misunderstanding. <b>Redemption</b> - We can learn from the past and understand our differences. <b>Restoration</b> - God's love for His son Jesus help us love each other in our families.</p>	<p><b>Creation</b> - God made the whole earth for people to care for and enjoy. <b>Fall</b> - People have been selfish with places and caused damage. <b>Redemption</b> - People have learnt how to best care for places. <b>Restoration</b> - Special places remind us of the wonderful world God created for us to enjoy.</p>	<p><b>Creation</b> - God made us with the capacity to develop artistic skills and express ourselves using those skills. <b>Fall</b> - People sometimes use those skills in unhelpful ways. <b>Redemption</b> - We can use our artistic skills to make beautiful artworks. <b>Restoration</b> - Beautiful artworks can bring joy and hope to people.</p>	<p><b>Creation</b> - God created the world with laws like 'force' which helps us interact with the world. <b>Fall</b> - People have used 'force' to hurt others and places. <b>Redemption</b> - We can learn how to use 'force' wisely to help others. <b>Restoration</b> - Technological advancement can improve the future for people and the environment.</p>	<p><b>Creation</b> - God created the world to provide all the needs people have. <b>Fall</b> - People have not shared resources or cared for the environment. <b>Redemption</b> - Jesus demonstrated the need to care for others. <b>Restoration</b> - Knowing God cares for us and promises to provide everyone's needs.</p>	<p><b>Creation</b> - God made the world to provide a variety of habitats for the animals. <b>Fall</b> - People have harmed animals habitats. <b>Redemption</b> - People have learnt to care for animals and their habitats. <b>Restoration</b> - Animals that have been on the endangered list have been cared for.</p>
<p><b>SCC Values</b></p>	<p>Love Courage</p>	<p>Generosity Compassion</p>	<p>Courage Compassion</p>	<p>Courage Faithfulness</p>	<p>Love Faithfulness</p>	<p>Compassion Faithfulness</p>
<p><b>Australian Curriculum Content Descriptors</b></p>	<p><b>HASS – History</b> continuity and change between aspects of their daily lives and their parents' and grandparents' childhoods AC9HS1K02 <b>HASS – History</b> differences in family structures and roles today, and how these have changed or remained the same over time AC9HS1K01 <b>HPE</b> describe their personal qualities and those of others, and explain how they contribute to developing identities AC9HP2P01 <b>HPE</b> identify and explore skills and strategies to develop respectful relationships AC9HP2P02 <b>Drama</b> (see Unit Planner for Content Descriptors) <b>Visual Arts</b> (see Unit Planner for Content Descriptors)</p>	<p><b>HASS - Geography</b> the natural, managed and constructed features of local places, and their location AC9HS1K03 <b>HASS - Geography</b> how places change and how they can be cared for by different groups including First Nations Australians AC9HS1K04</p>	<p><b>Visual Arts</b> explore how and why the arts are important for people and communities AC9AVAFE01 <b>Visual Arts</b> use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9AVAFD01 <b>Visual Arts</b> create arts works that communicate ideas AC9AVAF01 <b>Visual Arts</b> share their arts works with audiences AC9AVAFP01</p>	<p><b>Science</b> describe pushes and pulls in terms of strength and direction and predict the effect of these forces on objects' motion and shape AC9S1U03</p>	<p><b>Design and Technologies</b> explore how plants and animals are grown for food, clothing and shelter AC9TDE2K03 <b>Design and Technologies</b> explore how food can be selected and prepared for healthy eating AC9TDE2K04 <b>Design and Technologies</b> identify how familiar products, services and environments are designed and produced by people to meet personal or local community needs and sustainability AC9TDE2K01</p>	<p><b>Science</b> identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live meet those needs AC9S1U01</p>
<p><b>Literacy</b></p>	<p>Recounts</p>	<p>Persuasive Writing</p>	<p>Poetry</p>	<p>Narratives</p>	<p>Procedures</p>	<p>Informative Writing</p>
<p><b>In/Excursions</b></p>	<p>Guest speakers from families</p>	<p>Kingston Park</p>	<p>Art Gallery</p>			<p>Woodbridge Marine Centre</p>



<p><b>Southern Christian College Programme of Inquiry</b></p>	<p><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.</p>	<p><b>Where We Are in Place and Time</b> An inquiry into orientation in place and time; of our personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilisations, from local and global perspectives.</p>	<p><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.</p>	<p><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.</p>	<p><b>How We Organise Ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; the societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><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.</p>
<p><b>Year 2</b></p>						
<p><b>Central Idea</b></p>	<p>Relationships are enhanced by learning about other people’s perspectives and communicating our own</p>	<p>Places connect people and communities</p>	<p>People communicate ideas in a variety of ways</p>	<p>Earth is part of the solar system and is affected by other objects in the solar system</p>	<p>Technical developments meet the needs of the community</p>	<p>Physical change of materials can affect their sustainability</p>
<p><b>Lines of Inquiry</b></p>	<p>Social interactions  Acknowledging others’ perspectives  Managing and resolving conflict</p>	<p>Places can be represented in various way  We are connected to places for various reasons  Important community places</p>	<p>How people communicate  Sound energy can be used to communicate  Creative use of sound can express ideas</p>	<p>Earth’s place in the solar system  Objects in the solar system move and affect Earth and everyday life  Technology helps us understand the solar system</p>	<p>Changes to home, work, travel and communication  How have these changes impacted humans  How have these changes impacted the environment</p>	<p>Physical changes to materials  Re-purposing materials can produce sustainable objects  How can re-using materials decrease waste</p>
<p><b>Specified Concepts</b>  <b>Additional Concepts</b></p>	<p>Connection Perspective Responsibility  Relationships Perception, Empathy Communication, Rights</p>	<p>Form Connection Perspective  Structure, Systems Relationships, History Beliefs, Significance</p>	<p>Function Causation Perspective  Behaviour, Pattern Impact, Communication Self-expression,</p>	<p>Form Causation Connection  Structure, Pattern Sequences, Influence Interdependence, Technology</p>	<p>Change Causation Responsibility  Transformation, Development Consequences, Impact Sustainability</p>	<p>Change Connection Causation  Transformation Conservation, Process Sustainability, Creativity</p>
<p><b>Learner Profile</b></p>	<p>Open-minded Communicators Caring</p>	<p>Knowledgeable Thinkers Reflective</p>	<p>Inquirers Communicators Risk-takers</p>	<p>Knowledgeable Thinkers Reflective</p>	<p>Knowledgeable Balanced Open minded</p>	<p>Knowledgeable Principled Balanced</p>
<p><b>Approaches to Learning</b></p>	<p>Communication skills Social skills</p>	<p>Thinking skills Research skills</p>	<p>Communication skills Social skills</p>	<p>Thinking skills Research skills</p>	<p>Thinking skills Research skills</p>	<p>Thinking skills Communication skills</p>
<p><b>Focus</b></p>	<p>HPE Drama Visual Arts</p>	<p>HASS</p>	<p>Science Media Arts</p>	<p>Science</p>	<p>HASS</p>	<p>Science</p>

<p><b>Southern Christian College Programme of Inquiry</b></p>	<p><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.</p>	<p><b>Where We Are in Place and Time</b> An inquiry into orientation in place and time; of our personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilisations, from local and global perspectives.</p>	<p><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.</p>	<p><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.</p>	<p><b>How We Organise Ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; the societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><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.</p>
<p><b>Year 2</b></p>						
<p><b>Central Idea</b></p>	<p>Relationships are enhanced by learning about other people's perspectives and communicating our own</p>	<p>Places connect people and communities</p>	<p>People communicate ideas in a variety of ways</p>	<p>Earth is part of the solar system and is affected by other objects in the solar system</p>	<p>Technical developments meet the needs of the community</p>	<p>Physical change of materials can affect their sustainability</p>
<p><b>Timing</b></p>	<p>First unit Term 1 - Weeks 1-6</p>	<p>Second Unit Term 1 - Wk 7 to Term 2 Wk 3</p>	<p>Third Unit Term 2 Week 4-10</p>	<p>Fourth unit Term 3 - Weeks 1-7</p>	<p>Fifth unit Term 3 - Wk 8 to Term 4 Wk 2</p>	<p>Sixth unit Term 4 – Weeks 3-9</p>
<p><b>Christian Perspective</b> <i>God's Big Story</i> <b>Creation</b> - What is God intention for this idea or concept? <b>Fall</b> - What went wrong and how has God's purpose been distorted? <b>Redemption</b> - How does God want us to respond and care? <b>Restoration</b> - Where is future hope found and what would restoration look like?</p>	<p><b>Creation</b> - God created people to live in relationship with Him and others. <b>Fall</b> - People rejected God and have had conflict with others. <b>Redemption</b> - Jesus came and showed us how to love one another. <b>Restoration</b> - People have learnt, and through Jesus, have the capacity to resolve conflict.</p>	<p><b>Creation</b> - God gave us the ability to connect to and appreciate places He made. <b>Fall</b> - People have used places selfishly. <b>Redemption</b> - We can care for and have special places. <b>Restoration</b> - God promises to be preparing a perfect place for us for eternity.</p>	<p><b>Creation</b> - God created sound energy as part of His wonderful creation. <b>Fall</b> - Sound energy can make us feel scared. <b>Redemption</b> - We can learn what different sounds represent. <b>Restoration</b> - We can use sound creatively to communicate with others.</p>	<p><b>Creation</b> - God created the whole universe and it works together perfectly. <b>Fall</b> - People think that the universe was there all the time. <b>Redemption</b> - People have been able to research the universe that God created. <b>Restoration</b> - God created the universe to work together perfectly so we can have life on earth.</p>	<p><b>Creation</b> - God created the world which is alive and dynamic. <b>Fall</b> - People have destroyed parts of the environment through technological advancement. <b>Redemption</b> - We can think about how to protect the environment as well as transforming things through technology. <b>Restoration</b> - God made the world with the ability to regenerate.</p>	<p><b>Creation</b> - God has created the world with a variety of materials. <b>Fall</b> - People have used materials unwisely or carelessly. <b>Redemption</b> - We can learn to use and change the materials God has made to help people and provide needs. <b>Restoration</b> - We can use materials sustainability.</p>
<p><b>SCC Values</b></p>	<p>Love Compassion</p>	<p>Generosity Faithfulness</p>	<p>Courage Faithfulness</p>	<p>Love Faithfulness</p>	<p>Love Generosity</p>	<p>Courage Faithfulness</p>
<p><b>Australian Curriculum Content Descriptors</b></p>	<p><b>HPE</b> identify and explore skills and strategies to develop respectful relationships AC9HP2P02 <b>HPE</b> identify how difficult situations influence emotional responses AC9HP2P03 <b>Drama</b> create and co-create fictional situations based on imagination and/or experience AC9ADR2C01 <b>Drama</b> share their drama in informal settings AC9ADR2P01 <b>Visual Arts</b> experiment and play with visual conventions, visual arts processes and materials AC9AVA2D01 <b>Visual Arts</b> use visual conventions, visual arts processes and materials to create artworks AC9AVA2C01 <b>Visual Arts</b> share artworks and/or visual arts practice in informal settings AC9AVA2P01</p>	<p><b>HASS - Geography</b> the interconnections of First Nations Australians to a local Country/Place AC9HS2K04 <b>HASS - Geography</b> how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales AC9HS2K03 <b>HASS - History</b> a local individual, group, place or building and the reasons for their important, including social, cultural or spiritual significance AC9HS2K01</p>	<p><b>Science</b> explore different actions to make sounds and how to make a variety of sounds, and recognise that sound energy causes objects to vibrate AC9S2U02 <b>Media Arts</b> explore how and why the arts are important for people and communities AC9AMAFE01 <b>Media Arts</b> use play, imagination, arts knowledge, processes and/or skills to discover possibilities and develop ideas AC9AMAFD01 <b>Media Arts</b> create arts works that communicate ideas AC9AMAFD01 <b>Media Arts</b> share their arts works with audiences AC9AMAFP01</p>	<p><b>Science</b> recognise Earth is a planet in the solar system and identify patterns in the changing position of the sun, moon, planets and stars in the sky AC9S2U01 <b>Science</b> describe daily and seasonal changes in the environment and explore how these changes affect everyday life AC9S1U02</p>	<p><b>HASS - History</b> how technological developments changed people's lives at home, and the ways they worked, travelled and communicated AC9HS2K02</p>	<p><b>Science</b> recognise that materials can be changed physically without changing their material composition and explore the effect of different actions on materials including bending, twisting, stretching and breaking into smaller pieces AC9S2U03</p>
<p><b>Literacy</b></p>	<p>Recounts</p>	<p>Narratives Poetry</p>	<p>Narratives Procedures</p>	<p>Information Reports</p>	<p>Information Reports Persuasive Writing</p>	<p>Persuasive Writing Review Narratives</p>
<p><b>In/Excursions</b></p>			<p>Tasmania Symphony Orchestra</p>	<p>Museum/Dr Klaver</p>	<p>TMAG</p>	<p>Salvos/Tip Shop</p>

<p><b>Southern Christian College Programme of Inquiry</b></p>	<p><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.</p>	<p><b>Where We Are in Place and Time</b> An inquiry into orientation in place and time; of our personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilisations, from local and global perspectives.</p>	<p><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.</p>	<p><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.</p>	<p><b>How We Organise Ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; the societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><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.</p>
<p><b>Year 3</b></p>						
<p><b>Central Idea</b></p>	<p>Historical and cultural heritage has shaped people's connection to community</p>	<p>Places are different</p>	<p>People creatively celebrate and commemorate events in a variety of ways</p>	<p>Heat energy changes things</p>	<p>Systems in communities impact people</p>	<p>Living things grow and change and meet needs</p>
<p><b>Lines of Inquiry</b></p>	<p>How communities have changed  How diverse backgrounds contribute to community  Individual contribution enriches community</p>	<p>How Australia is represented geographically  People's connection to country  Geographical differences between countries</p>	<p>What people celebrate and commemorate  Beliefs that influence celebrations  Creative ways people express themselves during celebrations</p>	<p>Sources of heat energy  How heat energy is transferred  How heat energy changes things</p>	<p>Rules and their function in communities  Design and technology occupations that meet community needs  Effects of products and services in the community and on the environment</p>	<p>Characteristics of living and non-living things  Life cycles of plant and animals  The production of food for humans</p>
<p><b>Specified Concepts</b>  <b>Additional Concepts</b></p>	<p>Change Perspective Causation  Transformation, Culture Diversity Impact, Interaction</p>	<p>Form Connection Function  Structure Relationship Diversity</p>	<p>Form Perspective Function  Heritage Diversity, Values Communication, Behaviour</p>	<p>Form Causation Change  Properties Cause and Effect Transformation</p>	<p>Form Connection Responsibility  Structure, Order Interdependence, Consequences Sustainability, Equity</p>	<p>Form Change Connection  Classification Growth, Cycles Interdependence, Resources</p>
<p><b>Learner Profile</b></p>	<p>Thinkers Open-minded Principled</p>	<p>Knowledgeable Reflective Thinkers</p>	<p>Inquirers Open-minded Communicators</p>	<p>Inquirers Knowledgeable Thinkers</p>	<p>Knowledgeable Principled Risk-takers</p>	<p>Knowledgeable Balanced Caring</p>
<p><b>Approaches to Learning</b></p>	<p>Research skills Social skills</p>	<p>Research skills Self-management skills</p>	<p>Thinking skills Communication skills</p>	<p>Thinking skills Research skills</p>	<p>Thinking skills Social skills</p>	<p>Thinking skills Research skills</p>
<p><b>Focus</b></p>	<p>HASS</p>	<p>HASS</p>	<p>HASS HPE Drama Media Arts Visual Arts</p>	<p>Science</p>	<p>HASS Design and Technologies</p>	<p>Science Design and Technologies</p>

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<p><b>Year 3</b></p>						
<p><b>Central Idea</b></p>	<p>Historical and cultural heritage has shaped people’s connection to community</p>	<p>Places are different</p>	<p>People creatively celebrate and commemorate events in a variety of ways</p>	<p>Heat energy changes things</p>	<p>Systems in communities impact people</p>	<p>Living things grow and change and meet needs</p>
<p><b>Timing</b></p>	<p>Fourth unit Term 3 - Weeks 1-4</p>	<p>Fifth unit Term 3 - Weeks 5-10</p>	<p>First unit Term 1 - Weeks 1-7</p>	<p>Second unit Term 1 - Wk 8 to Term 2 Wk 2</p>	<p>Third unit Term 2 - Weeks 3-10</p>	<p>Sixth unit Term 4 - Weeks 1-9</p>
<p><b>Christian Perspective</b> <i>God’s Big Story</i> <b>Creation</b> - What is God intention for this idea or concept? <b>Fall</b> - What went wrong and how has God’s purpose been distorted? <b>Redemption</b> - How does God want us to respond and care? <b>Restoration</b> - Where is future hope found and what would restoration look like?</p>	<p><b>Creation</b> - God has made people to reflect him with wonderful diversity. <b>Fall</b> - Cultural diversity has caused conflict at times. <b>Redemption</b> - Jesus showed he loved people from different cultures. <b>Restoration</b> - God embraces all people and desires unity now and people will have unity permanently in eternity.</p>	<p><b>Creation</b> - God made all the places and gave people responsibility to care for different places. <b>Fall</b> - Sometime people don’t care for places. <b>Redemption</b> - Jesus helps us value different places. <b>Restoration</b> - We can appreciate and care for different places.</p>	<p><b>Creation</b> - God encouraged people to creatively celebrate important times and events. <b>Fall</b> - Some celebrations don’t focus on the positive things God wants us to focus on. <b>Redemption</b> - Jesus celebrated at different times and in various ways. <b>Restoration</b> - We can look forward to celebrating in heaven with God for eternity.</p>	<p><b>Creation</b> - God created heat for us to use in many helpful ways. <b>Fall</b> - People have misused heat energy. <b>Redemption</b> - We can use heat energy to help others and in ways that care for the earth and natural resources. <b>Restoration</b> - Sharing heat energy and using more clean energy can help the planet.</p>	<p><b>Creation</b> - God created rules and systems to help people know how to love and live as a community. <b>Fall</b> - When people don’t follow rules and systems this hurts others. <b>Redemption</b> - Jesus came and helped us understand the best way to live. <b>Restoration</b> - Jesus forgives us and helps us be more like him each day.</p>	<p><b>Creation</b> - God made all living things and the earth that meets their needs. <b>Fall</b> - People disobeyed God and this affected both the animals and the earth. <b>Redemption</b> - We can learn about the needs of living things and care for them. <b>Restoration</b> - In the new heaven and the new earth all our needs will be met.</p>
<p><b>SCC Values</b></p>	<p>Love Courage</p>	<p>Love Faithfulness</p>	<p>Generosity Courage</p>	<p>Courage Faithfulness</p>	<p>Love Faithfulness</p>	<p>Compassion Faithfulness</p>
<p><b>Australian Curriculum Content Descriptors</b></p>	<p><b>HASS - History</b> causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes AC9HS3K01 <b>HASS - Civics and Citizenship</b> why people participate within communities and how students can actively participate and contribute to communities AC9HS3K07</p>	<p><b>HASS - Geography</b> the representation of contemporary Australia as states and territories, and as the Countries/Places of First Nations Australians prior to colonisation, and the locations of Australia’s neighbouring regions and countries AC9HS3K03 <b>HASS - Geography</b> the ways First Nations Australians in different parts of Australia are interconnected with Country/Place AC9HS3K04 <b>HASS - Geography</b> the similarities and differences between places in Australia and neighbouring countries in terms of their natural, managed and constructed features AC9HS3K05</p>	<p><b>HASS – History</b> significant events, symbols and emblems that are important to Australia’s identity and diversity, and how they are celebrated, commemorated or recognised in Australia, including Australia Day, Anzac Day, NAIDOC Week, National Sorry Day, Easter, Christmas, and other religious and cultural festivals AC9HS3K02 <b>HPE</b> describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities AC9HP4P05 <b>Drama</b> (see Unit Planner for Content Descriptors) <b>Media Arts</b> (see Unit Planner for Content Descriptors) <b>Visual Arts</b> (see Unit Planner for Content Descriptors)</p>	<p><b>Science</b> identify sources of heat energy and examine how temperature changes when heat energy is transferred from one object to another AC9S3U03 <b>Science</b> investigate the observable properties of solids and liquids and how adding or removing heat energy leads to a change of state AC9S3U04</p>	<p><b>HASS - Civics and Citizenship</b> who makes rules, why rules are important in the school and/or the local community, and the consequences of rules not being followed AC9HS3K06 <b>Design and Technologies</b> examine design and technologies occupations and factors including sustainability that impact on the design of products, services and environments to meet community needs AC9TDE4K01</p>	<p><b>Science</b> compare characteristics of living and non-living things and examine the differences between the life cycles of plants and animals AC9S3U01 <b>Design and Technologies</b> describe the ways of producing food and fibre AC9TDE4K03 <b>Design and Technologies</b> describe the ways food can be selected and prepared for healthy eating AC9TDE4K04</p>
<p><b>Literacy</b></p>	<p>Narratives</p>	<p>Narratives Poetry</p>	<p>Narratives Persuasive Writing</p>	<p>Procedures</p>	<p>Persuasive Writing</p>	<p>Information Reports</p>
<p><b>In/Excursions</b></p>	<p>Food Guest Speakers</p>	<p>Museum Camp</p>	<p>Cenotaph</p>		<p>Sustainability Centre Long Beach</p>	<p>Grower or shop</p>

Southern Christian College Programme of Inquiry	<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; of our personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilisations, 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 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>How We Organise Ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; the societal decision-making; economic activities and their impact on humankind and 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.
<b>Year 4</b>						
<b>Central Idea</b>	Cultural diversity in communities impacts identity	Relocation affects people and places	Colour can enrich human expression by conveying a message and influencing emotions	Forces are exerted on objects	Laws strengthen and assist communities	Humans can be responsible for sustainable use of materials
<b>Lines of Inquiry</b>	Exploring identity  Cultural diversity in our community  How understanding cultural diversity helps us develop our identity	Reasons for relocation  The effects of relocation on people and places  Rights and responsibilities involved with relocation	How colour can be expressed with words  How colour can express how we feel  Colour in cultures around the world	Types of forces  Effects of forces  Scientific advances involving forces	Difference between 'rules' and 'laws'  Importance of laws  How local governments support community members	Properties of materials, habitats and their use  How to manage resources and the environment  Sustainable practices we can put into action
<b>Specified Concepts</b>	Form Perspective Causation	Causation Change Responsibility	Form Function Perspective	Form Function Change	Form Connection Responsibility	Caution Perspective Responsibility
<b>Additional Concepts</b>	Beliefs, Identity Opinions, Heritage Patterns, Belonging	Cause, Decisions Consequences, Adaptation Citizenship, Values	Structure, Pattern Communication, Emotion Creativity, Self-expression	Properties, Behaviour, Role Development, Transformation	Similarities, Differences Systems, Interdependence Rights, Values, Justice	Properties, Impact Resources, Beliefs Sustainability, Balance
<b>Learner Profile</b>	Reflective Open-minded Principled	Knowledgeable Inquirers Principled	Communicators Risk-takers Open-minded	Knowledgeable Thinkers Inquirer	Knowledgeable Balanced Caring	Knowledgeable Principled Balanced
<b>Approaches to Learning</b>	Thinking skills Social skills	Research skills Social skills	Thinking skills Communication skills	Thinking skills Research skills	Thinking skills Research skills	Thinking skills Research skills
<b>Focus</b>	HASS HPE Drama	HASS	The Arts	Science	HASS	HASS Science

<p><b>Southern Christian College Programme of Inquiry</b></p>	<p><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.</p>	<p><b>Where We Are in Place and Time</b> An inquiry into orientation in place and time; of our personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilisations, from local and global perspectives.</p>	<p><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.</p>	<p><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.</p>	<p><b>How We Organise Ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; the societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><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.</p>
<p><b>Year 4</b></p>						
<p><b>Central Idea</b></p>	<p>Cultural diversity in communities impacts identity</p>	<p>Relocation affects people and places</p>	<p>Colour can enrich human expression by conveying a message and influencing emotions</p>	<p>Forces are exerted on objects</p>	<p>Laws strengthen and assist communities</p>	<p>Humans can be responsible for sustainable use of materials</p>
<p><b>Timing</b></p>	<p>First unit Term 1 - Weeks 1-6</p>	<p>Fifth unit Term 3 - Weeks 4-10</p>	<p>Sixth unit Term 4 - Weeks 1-9</p>	<p>Fourth unit Term 2 - Wk 9 to Term 3 Wk 3</p>	<p>Second unit Term 1 - Weeks 7-10</p>	<p>Third unit Term 2 - Weeks 1-8</p>
<p><b>Christian Perspective</b> <i>God’s Big Story</i> <b>Creation</b> - What is God intention for this idea or concept? <b>Fall</b> - What went wrong and how has God’s purpose been distorted? <b>Redemption</b> - How does God want us to respond and care? <b>Restoration</b> - Where is future hope found and what would restoration look like?</p>	<p><b>Creation</b> - God created and loves everyone and we can have our identity in being a child of God. <b>Fall</b> - People’s identity can be affected if they ignore God or are hurt by others. <b>Redemption</b> - Jesus came to forgive and heal people and invite them to be members of his family. <b>Restoration</b> - God’s love helps us live in community even though we are different.</p>	<p><b>Creation</b> - God created many places for people to live. People can move from place to place. <b>Fall</b> - People moving to different places can affect those already there and those to have to move. <b>Redemption</b> - If people work together they can overcome difficulties. <b>Restoration</b> - God wants us to live in peace and harmony together in the places he made.</p>	<p><b>Creation</b> - God created colour for us to enjoy and to express ourselves. <b>Fall</b> - Sometimes people use their creativity in unhelpful ways and influence people negatively. <b>Redemption</b> - God helps us have discernment and also think about others when we are expressing ourselves. <b>Restoration</b> - We can influence people in healthy happy ways that bring hope and peace.</p>	<p><b>Creation</b> - God created the world with laws that cause things to work in certain ways. <b>Fall</b> - People have used forces in ways that have negatively affected others. <b>Redemption</b> - Learning about forces and using them wisely helps people. <b>Restoration</b> - Understanding forces and using them effectively can help others and use resources wisely.</p>	<p><b>Creation</b> - God designed laws for people to follow, to work together effectively as a community and understand His expectations. <b>Fall</b> - When people don’t follow rules it affects others in unhelpful ways. <b>Redemption</b> - Jesus gives the Holy Spirit to help us follow what is right and helpful for others. <b>Restoration</b> - Jesus gives us hope for a perfect eternity in heaven.</p>	<p><b>Creation</b> - God created a world where materials can be used sustainably. <b>Fall</b> - People have wasted materials and used things unwisely. <b>Redemption</b> - People can learn how to use resources wisely and sustainably. <b>Restoration</b> - We can care for the world God gave us when we use resources sustainably.</p>
<p><b>SCC Values</b></p>	<p>Love Courage</p>	<p>Courage Compassion</p>	<p>Courage Compassion</p>	<p>Courage Faithfulness</p>	<p>Compassion Faithfulness</p>	<p>Love Faithfulness</p>
<p><b>Australian Curriculum Content Descriptors</b></p>	<p><b>HASS – History</b> the diversity of First Nations Australians, their social organisation and their continuous connection to Country/Place AC9HS4K01 <b>HASS - Civics and Citizenship</b> diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity AC9HS4K09 <b>HPE</b> describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities AC9HP4P05 <b>Drama</b> (see Unit Planner for Content Descriptors)</p>	<p><b>HASS - History</b> the causes of the establishment of the first British colony in Australia in 1788 AC9HS4K02 <b>HASS - History</b> the experiences of individuals and groups, including military and civilian officials, and convicts involved in the establishment of the first British colony AC9HS4K03 <b>HASS - History</b> the effects of contact with other people on First Nations Australians and their Countries/Places following the arrival of the First Fleet and how this was viewed by First Nations Australians as an invasion AC9HS4K04</p>	<p><b>The Arts:</b> <b>Drama</b> (see Aust Curriculum) <b>Media Arts</b> (see Aust Curriculum) <b>Visual Arts</b> (see Aust Curriculum)</p>	<p><b>Science</b> identify how forces can be exerted by one object on another and investigate the effect of frictional, gravitational and magnetic forces on the motion of objects AC9S4U03</p> <p><b>Sharing the Planet</b> continued <b>Science</b> explain the roles and interactions of consumers, producers and decomposers within a habitat and how food chains represent feeding relationships AC9S4U01 <b>Science</b> examine the properties of natural and made materials including fibres, metals, glass and plastics and consider how these properties influence their use AC9S4U04 <b>Science</b> identify sources of water and describe key processes in the water cycle, including movement of water through the sky, landscape and ocean; precipitation; evaporation; and condensation AC9S4U02</p>	<p><b>HASS - Civics and Citizenship</b> the differences between “rules” and “laws”, why laws are important and how they affect the lives of people AC9HS4K07 <b>HASS - Civics and Citizenship</b> the roles of local government and how members of the community use and contribute to local services AC9HS4K08</p>	<p><b>HASS - Geography</b> sustainable use and management of renewable and non-renewable resources, including the custodial responsibility First Nations Australians have for Country/Place AC9HS4K06 <b>HASS - Geography</b> the importance of environments, including natural vegetation and water sources, to people and animals in Australia and on another continent AC9HS4K05</p>
<p><b>Literacy</b></p>	<p>Narratives</p>	<p>Persuasive Writing</p>	<p>Poetry Narratives</p>	<p>Procedures</p>	<p>Persuasive Writing</p>	<p>Informative Writing</p>
<p><b>In/Excursions</b></p>		<p>TMAG Camp</p>		<p>Silly Scientist Show/STEAM Visit</p>		<p>Sustainability Centre</p>

<p><b>Southern Christian College Programme of Inquiry</b></p>	<p><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.</p>	<p><b>Where We Are in Place and Time</b> An inquiry into orientation in place and time; of our personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilisations, from local and global perspectives.</p>	<p><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.</p>	<p><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.</p>	<p><b>How We Organise Ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; the societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><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.</p>
<p><b>Year 5</b></p>						
<p><b>Central Idea</b></p>	<p>Diversity may enrich community</p>	<p>Human migration occurs for many reasons and causes change</p>	<p>Persuasion influences responses</p>	<p>Scientific advances can support environmental management</p>	<p>The democratic system has key features and can impacts societies</p>	<p>Living things have features that enable survival in the natural environment</p>
<p><b>Lines of Inquiry</b></p>	<p>The different kinds of diversity within the community  How people in groups work together  How groups meet community needs</p>	<p>Reasons people migrate  Migration through history (After 1800 - 1900)  Effects of migration on communities, culture and individuals</p>	<p>Modes of persuasion  Persuasive devices and techniques in advertising  Ways in which a person can be responsible consumers</p>	<p>Effects of weathering and erosion  Consequences of weather events  Managing environments using scientific knowledge</p>	<p>Features of a democracy  Roles of elected representatives  How democratic systems impact people’s lives</p>	<p>Features and behaviours of living things  Earths resources provide for needs and wants  Sharing resources to provide equal opportunities</p>
<p><b>Specified Concepts</b></p>	<p>Perspective Connection Function</p>	<p>Perspective Causation Change</p>	<p>Function Change Responsibility</p>	<p>Change Causation Connection</p>	<p>Form Function Connection</p>	<p>Form Causation Responsibility</p>
<p><b>Additional Concepts</b></p>	<p>Beliefs, Opinions Relationships, Systems Organisation, Lifestyle</p>	<p>Truth, Organisation Sequences, Discovery Consequences, Growth</p>	<p>Communication Influence, Motivation Decision-making, Balance</p>	<p>Transformation Consequences, Cycles Conservation, Development</p>	<p>Structure, Values Role, Networks Citizenship, Interdependence</p>	<p>Features, Patterns Interaction, Cycles Balance, Supply and Demand</p>
<p><b>Learner Profile</b></p>	<p>Open-minded Principled Caring</p>	<p>Thinkers Knowledgeable Reflective</p>	<p>Communicators Risk-takers Principled</p>	<p>Knowledgeable Inquirers Reflective</p>	<p>Knowledgeable Thinkers Balanced</p>	<p>Inquirers Principled Caring</p>
<p><b>Approaches to Learning</b></p>	<p>Thinking skills Social skills</p>	<p>Thinking skills Research skills</p>	<p>Thinking skills Communication skills</p>	<p>Thinking skills Research skills</p>	<p>Research skills Communication skills</p>	<p>Thinking skills Research skills</p>
<p><b>Focus</b></p>	<p>HASS HPE Drama Media Arts Visual Arts</p>	<p>HASS</p>	<p>The Arts</p>	<p>Science HASS</p>	<p>HASS</p>	<p>Science HASS</p>

<p><b>Southern Christian College Programme of Inquiry</b></p>	<p><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.</p>	<p><b>Where We Are in Place and Time</b> An inquiry into orientation in place and time; of our personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilisations, from local and global perspectives.</p>	<p><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.</p>	<p><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.</p>	<p><b>How We Organise Ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; the societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><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.</p>
<p><b>Year 5</b></p>						
<p><b>Central Idea</b></p>	<p>Diversity may enrich community</p>	<p>Human migration occurs for many reasons and causes change</p>	<p>Persuasion influences responses</p>	<p>Scientific advances can support environmental magement</p>	<p>The democratic system has key features and can impacts societies</p>	<p>Living things have features that enable survival in the natural environment</p>
<p><b>Timing</b></p>	<p>First unit Term 1 - Weeks 1-5</p>	<p>Fourth unit Term 2 - Weeks 5-10</p>	<p>Second unit Term 1 - Weeks 6-10</p>	<p>Fifth unit Term 3 - Weeks 1-10</p>	<p>Sixth unit Term 4 - Weeks 1-9</p>	<p>Third unit Term 2 - Weeks 1-4</p>
<p><b>Christian Perspective</b> <i>God’s Big Story</i> <b>Creation</b> - What is God intention for this idea or concept? <b>Fall</b> - What went wrong and how has God’s purpose been distorted? <b>Redemption</b> - How does God want us to respond and care? <b>Restoration</b> - Where is future hope found and what would restoration look like?</p>	<p><b>Creation</b> - God created us uniquely and gave us gifts to work together in community. <b>Fall</b> - People have not always used their unique gifts in ways that have helped others. <b>Redemption</b> - Jesus teaches us how to use our gifts to work with others in community. <b>Restoration</b> - God has good plans for us and the communities we live in and helps us use our gifts and abilities.</p>	<p><b>Creation</b> - God has made many different places and given the people the ability to travel. <b>Fall</b> - People moving from place to place has at times caused problems. <b>Redemption</b> - People can consider others when they are moving from place to place and work together. <b>Restoration</b> - God loves all people from all places and enables people to work together.</p>	<p><b>Creation</b> - God gives people the ability to persuade others. <b>Fall</b> - Sometimes people can persuade people in unhelpful ways. <b>Redemption</b> - People can learn to persuade for positive reasons and listeners can have wisdom when being persuaded to make wise decisions. <b>Restoration</b> - God’s word is the truth and helps us discern what is right when being persuaded.</p>	<p><b>Creation</b> - God created people with the ability to learn about his world and understand how to best manage it. <b>Fall</b> - People have used scientific advances in a way that has been detrimental. <b>Redemption</b> - People can learn to use scientific advancements to support the world. <b>Restoration</b> - God will eventually create a perfect new heaven and new earth.</p>	<p><b>Creation</b> - God created people to make systems to benefit the community they live in. <b>Fall</b> - Some people use the systems in a way that is unhelpful. <b>Redemption</b> - Systems based on the idea of servant leadership and the Fruit of the Spirit can work towards effective societies. <b>Restoration</b> - God has a perfect system in place for eternity and when Jesus returns he will rule justly.</p>	<p><b>Creation</b> - God created all living things to effectively live and reproduce after its own kind. <b>Fall</b> - The environment has been effected by humans and this in turn has effected other living things. <b>Redemption</b> - We can learn how to care for the environment and other living things. <b>Restoration</b> - Ultimately God has a plan to create a new heaven and new earth.</p>
<p><b>SCC Values</b></p>	<p>Generosity Compassion</p>	<p>Courage Compassion</p>	<p>Courage Faithfulness</p>	<p>Courage Faithfulness</p>	<p>Love Faithfulness</p>	<p>Love Faithfulness</p>
<p><b>Australian Curriculum Content Descriptors</b></p>	<p><b>HASS - Civics and Citizenship</b> how citizens (members of communities) with shared beliefs and values work together to achieve a civic goal AC9HS5K07 <b>HPE</b> explain how identities can be influenced by people and places, and how we can create positive self-identities AC9HP6P01 <b>HPE</b> describe and demonstrate how respect and empathy can be expressed to positively influence relationships AC9HP6P04 <b>HPE</b> describe and implement strategies to value diversity in their communities AC9HP6P05 <b>HPE</b> apply strategies to manage emotions and analyse how emotional responses influence interactions AC9HP6P06 <b>HPE</b> describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully AC9HP6P07 <b>Drama, Media Arts, Visual Arts</b> (see Unit Planner for Content Descriptors)</p>	<p><b>HASS - History</b> the economic, political and social causes of the establishment of British colonies in Australia after 1800 AC9HS5K01 <b>HASS - History</b> the impact of the development of British colonies in Australia on the lives of First Nations Australians, the colonists and convicts, and on the natural environment AC9HS5K02 <b>HASS - History</b> the role of a significant individual or group, including First Nations Australians and those who migrated to Australia, in the development of events in an Australian colony AC9HS5K03 <b>HASS - Geography</b> the influence of people, including First Nations Australians and people in other countries, on the characteristics of a place AC9HS5K04</p>	<p><b>English</b> use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea AC9E5LY02 <b>English</b> explain characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E5LY03 <b>English</b> plan, create, edit and publish written and multimodal texts whose purpose may be imaginative, informative and persuasive, developing ideas using visual features, text structure appropriate to the purpose, text connectives, expanded noun groups, specialist and technical vocabulary, and punctuation including dialogue punctuation AC9E5LY06</p>	<p><b>Science</b> describe how weathering, erosion, transportation and deposition cause slow or rapid change to Earth’s surface AC9S5U02 <b>HASS - Geography</b> the management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences AC9HS5K05</p> <p>Stand alone Units Light and Chemical Science TBC</p>	<p><b>HASS - Civics and Citizenship</b> the key values and features of Australia’s democracy, including elections, and the roles and responsibilities of elected representatives AC9HS5K06</p>	<p><b>HASS - Economics and Business</b> types of resources, including natural, human and capital, and how they satisfy needs and wants AC9HS5K08 <b>Science</b> examine how particular structural features and behaviours of living things enable their survival in specific habitats AC9S5U01</p>
<p><b>Literacy</b></p>	<p>Persuasive Writing Narratives</p>	<p>Narratives Poetry</p>	<p>Persuasive Writing</p>	<p>Recounts</p>	<p>Letter Writing</p>	<p>Informative Writing</p>
<p><b>In/Excursions</b></p>						<p>Marine Discovery Centre</p>



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<b>Year 6</b>						
<b>Central Idea</b>	Relationships generate both harmony and conflict	Societies may change over time	Communities create stories that develop a sense of belonging and identity	Generation, transfer and transformation of electricity	Societies are organised and regulated by different governing systems	Survival of living things is affected by changing physical conditions
<b>Lines of Inquiry</b>	Ways we interact  Understanding conflict  Ways we can work together	Migration affects society  The impact of world events on society  Technological advancement in society	What makes a story endure  How stories reflect different perspectives  Stories from around the world	Electric circuits  How electricity is created  How electricity is used	The set up of the Australian government  Levels of government  Australia's place in the world	Habitats change over time  The solar system  What we need to sustain life
<b>Specified Concepts</b>	Connection Perspective Responsibility	Perspective Change Connection	Perspective Connection Responsibility	Form Causation Change	Form Function Responsibility	Causation Connection Responsibility
<b>Additional Concepts</b>	Relationships, Interaction Opinion, Prejudice Citizenship, Justice	Diversity, Opinion Migration, Influence Consequences, Systems	Expression, Beliefs Heritage, Continuity Citizenship	Features, Structure Consequences, Cycles Transformation	Structure, Authority Systems, Roles Citizenship, Interconnection	Impact, Competition Networks, Supply & Demand Balance, Sustainability
<b>Learner Profile</b>	Balanced Open-minded Communicator	Knowledgeable Thinkers Reflective	Caring Communicator Reflective	Inquirers Knowledgeable Principled	Knowledgeable Caring Principled	Risk-Takers Inquirers Thinkers
<b>Approaches to Learning</b>	Communication skills Social skills	Research skills Communication skills Self-management skills	Thinking skills Communication skills	Thinking skills Research skills	Research skills Self-management skills	Thinking skills Social skills Self-management skills
<b>Focus</b>	HPE Drama Visual Arts	HASS	English HASS	Science	HASS	Science

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<p><b>Year 6</b></p>						
<p><b>Central Idea</b></p>	<p>Relationships generate both harmony and conflict</p>	<p>Societies may change over time</p>	<p>Communities create stories that develop a sense of belonging and identity</p>	<p>Generation, transfer and transformation of electricity</p>	<p>Societies are organised and regulated by different governing systems</p>	<p>Survival of living things is affected by changing physical conditions</p>
<p><b>Timing</b></p>	<p>First unit Term 1 - Weeks 1-4</p>	<p>Fourth Unit Term 2 Weeks 9-10 and Term 3 Weeks 1-6 Exhibition</p>	<p>Sixth Unit Term 4 - Weeks 5-9</p>	<p>Second Unit Term 1 - Weeks 5-10</p>	<p>Fifth Unit Term 3 - Weeks 7-10 and Term 4 - Weeks 1-4 (Prep for Canberra Trip)</p>	<p>Third Unit Term 2 - Weeks 1-8</p>
<p><b>Christian Perspective</b> <i>God's Big Story</i> <b>Creation</b> - What is God intention for this idea or concept? <b>Fall</b> - What went wrong and how has God's purpose been distorted? <b>Redemption</b> - How does God want us to respond and care? <b>Restoration</b> - Where is future hope found and what would restoration look like?</p>	<p><b>Creation</b> - God created people to be in relationship with Him and others. <b>Fall</b> - Rebellion against God caused a breakdown in relationships between people. <b>Redemption</b> - We can ask God to help us with our relationships. <b>Restoration</b> - God will ultimately bring full restoration of relationships.</p>	<p><b>Creation</b> - God designed people to live in community. <b>Fall</b> - People don't always follow God's plan for community. <b>Redemption</b> - People can use Godly wisdom to navigate changes in the world and through technology. <b>Restoration</b> - God gives hope that He controls the future and has good plans.</p>	<p><b>Creation</b> - God provided us with the Bible to give us understanding of our identity. <b>Fall</b> - People find their identity and belonging in things other than God. <b>Redemption</b> - Jesus invites us to be a child of God through Him and share stories of His plans. <b>Restoration</b> - God wants communities to be transformed uniquely by His grace.</p>	<p><b>Creation</b> - God asked humans to use resources for good. <b>Fall</b> - At times resources are used in unhelpful or unsafe ways rather than wisely. <b>Redemption</b> - We can learn and develop systems to use electricity equitably. <b>Restoration</b> - We can discover sustainable ways to produce electricity.</p>	<p><b>Creation</b> - God is a God of order and wants people to live lives displaying His justice and love as groups. <b>Fall</b> - Systems can sometimes be unjust or not followed. <b>Redemption</b> - Systems can be improved and people can learn to serve one another with Jesus help. <b>Restoration</b> - God will ultimately have a perfect system where Jesus rules and reigns.</p>	<p><b>Creation</b> - God created all living things to live on the earth in a balanced way. <b>Fall</b> - Man has not been a good steward of the earth. <b>Redemption</b> - We can change the way we use and care for living things. <b>Restoration</b> - We can use wisdom and knowledge to help us support all living things on earth before God's ultimate restoration.</p>
<p><b>SCC Values</b></p>	<p>Love Compassion</p>	<p>Love Compassion</p>	<p>Faithfulness Courage</p>	<p>Faithfulness Courage</p>	<p>Compassion Courage</p>	<p>Love Courage</p>
<p><b>Australian Curriculum Content Descriptors</b></p>	<p><b>HPE</b> describe and demonstrate how respect and empathy can be expressed to positively influence relationships AC9HP6P04 <b>HPE</b> describe and implement strategies to value diversity in their communities AC9HP6P05 <b>HPE</b> apply strategies to manage emotions and analyse how emotional responses influence interactions AC9HP6P06 <b>HPE</b> analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities AC9HP6P10 <b>Drama</b> (see Unit Planner for Content Descriptors) <b>Visual Arts</b> (see Unit Planner for Content Descriptors)</p>	<p><b>History</b> the causes of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region AC9HS6K03 <b>Geography</b> Australia's interconnections with other countries and how these change people and places AC9HS6K05 <b>History</b> changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted on First Nations Australians, migrants, women and children AC9HS6K02 <b>History</b> significant individuals, events and ideas that led to Australia's Federation, the Constitution and democratic system of government AC9HS6K01</p>	<p><b>Geography</b> the geographical diversity and location of places in the Asia region, and its location in relation to Australia AC9HS6K04 <b>English</b> Identify responses to characters and events in literary texts, drawn from historical, social or cultural contexts, by First Nations Australian, and wide-ranging Australian and world AC9E6LE01</p>	<p><b>Science</b> investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03</p>	<p><b>Civics and Citizenship</b> the roles and responsibilities of the 3 levels of government in Australia AC9HS6K07 <b>Civics and Citizenship</b> the key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies AC9HS6K06 <b>Geography</b> Australia's interconnections with other countries and how these change people and places AC9HS6K05</p>	<p><b>Science</b> investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions AC9S6U01 <b>Science</b> Describe the movement of Earth and other planets relative to the sun and model how Earth's tilt, rotation on its axis and revolution around the sun relate to cyclic observable phenomena, including variable day and night length AC9S6U02</p> <p><b>Mission to Antarctica Wks 1-5 (2025 Mission to Mars)</b> <b>Shark Tank Wks 5-8 plus</b></p>
<p><b>Literacy</b></p>	<p>Narratives Novel - Holes</p>	<p>Informative Writing Novel - The Tale of Despereaux</p>	<p>Poetry Novel Study - My Place Japanese and Aboriginal texts</p>		<p>Persuasive Writing</p>	
<p><b>In/Excursions</b></p>		<p>Despereaux Day</p>		<p>Holes Day</p>		