



Clearwater Bay School Programme of Inquiry for Year 1: 2011 - 2012



Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<i>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.</i>	<i>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.</i>	<i>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</i>	<i>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.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</i>	<i>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.</i>
<p>Central idea Friendships enrich our lives and require nurturing in order to develop.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • An inquiry into what a friend is • An inquiry into why we need friends • An inquiry into how friends are made and kept. 	<p>Central idea Recording personal histories allows us to reflect on and celebrate who we are and where we've come from.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Personal change from birth to present • Reflecting on past experience • Who I am 	<p>Central idea People recognize important events through celebrations and traditions</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - An inquiry into how people celebrate - An inquiry into why people celebrate - An inquiry into how art forms can be used in celebrations 	<p>Central idea - Understanding the way materials behave, helps us to decide how we use them.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - An inquiry into the different types of materials. - An inquiry into the properties of materials - An inquiry into the uses of materials for different purposes. 	<p>Central idea An inquiry into communities all have systems that are shared.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • An inquiry into the way my class works • An inquiry into why we have rules and routines • An inquiry into our responsibilities 	<p>Central idea Plants are a life-sustaining resource for us and for other living things.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - How plants grow and live - What plants need to live and grow - What plants provide for us and other living things
<p>Subject focus: PSPE The Arts</p> <p>Key concepts: Connection, form, function</p> <p>Related concepts: behaviour, relationships, similarities and differences</p>	<p>Subject focus: Social Studies PSPE</p> <p>Key concepts: Change, reflection, form</p> <p>Related concepts: development (growth), family</p>	<p>Subject focus: The Arts Social Studies</p> <p>Key concepts: Causation, function and connection</p> <p>Related concepts: collage, illustration, composition, reflection</p>	<p>Subject focus: Science</p> <p>Key concepts: Function, Function, Connection</p> <p>Related concepts: properties, structure, similarities, differences, behaviour, transformation</p>	<p>Subject focus: Social Studies PSPE</p> <p>Key concepts: Form, causation, responsibility</p> <p>Related concepts: community, system</p>	<p>Subject focus: Science</p> <p>Key concepts: Form, Function, causation</p> <p>Related concepts: interdependence, systems</p>



Clearwater Bay School Programme of Inquiry for Year 2: 2011 -2012



Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<i>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.</i>	<i>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.</i>	<i>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</i>	<i>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.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</i>	<i>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.</i>
Central idea People are more the same than different from each other	Central idea People make their homes in different places	Central idea Stories can be told in different ways	Central idea All living things go through a process of change.	Central idea Systems are directly related to the needs of a community.	Central idea Animals have a place in our lives
Lines of inquiry The physical, social and emotional characteristics of people.	Lines of inquiry Our homes and houses.	Lines of inquiry How we communicate through stories.	Lines of inquiry The life cycles of animals.	Lines of inquiry The transport system in HK.	Lines of inquiry The role of animals in our world.
Similarities and differences between people.	Different types of homes and houses.	Stories from other countries.	How living things change over their lifetime.	The relationship between transport and the environment.	How humans and animals share our world.
Our own strengths and weaknesses.	Where people build their homes	The relationship between the artist and the audience.	The purpose of life cycles.	Changes to the HK transport system over time.	Our responsibility towards animals.
Subject focus: PSPE	Subject focus: Social Studies Science	Subject focus: The Arts Language	Subject focus: Science The Arts	Subject focus: Social Studies PSE, The Arts	Subject focus: Science PSE, Social studies
Key concepts: ① Form, ② Perspective ③ Reflection	Key concepts: ① Form ② Causation ③ Connection	Key concepts: ① Form ② Causation ③ Connection	Key concepts: ① Connection ② Change ③ Function	Key concepts: ① Function ② Causation ③ Change	Key concepts: ① Reflection ② Perspective ③ Responsibility
Related concepts: identity, relationships	Related concepts: connection, environment, continuity, diversity	Related concept: performance self expression, composition, collaboration, responsibility	Related concepts: cycles, transformation	Related concepts: systems, impact, transformation,, interdependence, order	Related concepts: lifestyle, resources, Impact, justice



Clearwater Bay School Programme of Inquiry for Year 3: 2011 - 2012



Who we are	Where we are n place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<i>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.</i>	<i>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.</i>	<i>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</i>	<i>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.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</i>	<i>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.</i>
<p>Central idea Making balanced choices about daily routines enables us to have a healthy lifestyle.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Daily habits and routines (hygiene, sleep, play, eating) • Balanced choices • Consequences of choices 	<p>Central idea Place can be represented in different ways to help us know where we are and what is around us.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How signs and symbols are used to communicate where things are. • How we have represented different places in a variety of ways over time. • How representation of place can be interpreted to inform people. 	<p>Central idea Central idea An appreciation of the visual arts can inspire people to express their feelings and ideas.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The variety of visual arts • visual artists and interpretations of their creative styles • developing personal style and using this to express themselves through visual art. 	<p>Central idea The properties of air allow us to use it in many different ways.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • the existence of air • the properties of air • how we use air 	<p>Central idea Interconnected systems are needed to get food to people.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • where food comes from • how people and systems work together to ensure people have food to eat • why global systems vary 	<p>Central idea People can establish practices in order to sustain the Earth's resources</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • the limited nature of the Earth's resources and the consequences of how we use them. <p>Resources can be changed into different materials, some of which can be reused and recycled</p> <ul style="list-style-type: none"> • Personal choices that can help sustain the Earth's resources.
<p>Subject focus: PSPE Science</p> <p>Key concepts: Causation, responsibility, reflection</p> <p>Related concepts: balance, well-being</p>	<p>Subject focus: Social Studies</p> <p>Key concepts: Function, perspective, change</p> <p>Related concepts: orientation, location</p>	<p>Subject focus: The Arts</p> <p>Key concepts: Form, perspective, reflection</p> <p>Related concepts: creativity, appreciation, inspiration, interpretation</p>	<p>Subject focus: Science</p> <p>Key concepts: Function, causation, form</p> <p>Related concepts: <i>Forces, change</i></p>	<p>Subject focus: Social Studies</p> <p>Key concepts: Form, Causation, Connection</p> <p>Related concept: Networks, similarities, differences</p>	<p>Subject focus: Social Studies Science</p> <p>Key concepts: Change, responsibility, reflection</p> <p>Related concepts: lifestyle, resources, sustainability</p>



Clearwater Bay School Programme of Inquiry for Year 4: 2011 -2012



Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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</i></p>	<p><i>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.</i></p>	<p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</i></p>	<p><i>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.</i></p>
<p>Central idea There are many ways to be a successful learner</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • An inquiry into what learning is (form) <p>An inquiry into how I learn by myself (function)</p> <p>An inquiry into how groups learn together (responsibility)</p>	<p>Central idea Family histories provide an insight into cultural and personal identity</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> * An inquiry into how generations are connected through traditions. (connection) <p>An inquiry into how a family's history influences a person's personal identity. (causation)</p> <p>An inquiry into understanding of other people's cultures and traditions (connection)</p>	<p>Central idea People express their culture through visual and performing arts</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - An inquiry into how people connect with the performing and visual arts of different cultural groups (connection) <p>An inquiry into how cultures express themselves through visual and performing arts (function)</p> <p>An inquiry into how my art work reflects the culture I am learning about (reflection)</p>	<p>Central idea The changing nature of the earth has an effect on people's lives</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How the earth has changed and continues to change (Change) <p>How the earth's changes affect peoples' lives (Causation)</p> <p>How humans respond to natural phenomena (Connection)</p>	<p>Central idea Most societies use money as a system of exchange for goods and services</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Relative values, the barter system and exchange (Perspective) <p>Standardising exchange by use of money / different money (function)</p> <p>How different money systems work across the world and over time (connection)</p>	<p>Central idea: Living things share compete and impact upon the environment they are part of</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Relationships between life forms and their ecosystems (Connection) <p>Points of view on ways environments are used (Perspective)</p> <p>Everyone has a responsibility in maintaining the biodiversity of the planet (Responsibility)</p>
<p>Subject focus: PSPE Social Studies</p> <p>Key concepts: Function, responsibility, connection</p> <p>Related concepts Networks, right and values , relationships / behaviour</p>	<p>Subject focus: Social Studies PSPE</p> <p>Key concepts: Connection perspective causation</p> <p>Related concepts: Values beliefs and behaviours</p>	<p>Subject focus: The Arts</p> <p>Key concepts: Function, perspective, reflection</p> <p>Related concepts: communication</p>	<p>Subject focus: Science Social Studies</p> <p>Key concepts: Causation, change, connection</p> <p>Related concepts:</p>	<p>Subject focus: Social Studies</p> <p>Key concepts: Function, connection</p> <p>Related concepts: interdependence, supply and demand</p>	<p>Subject focus: Social Studies Science</p> <p>Key concepts: Connection, perspective, responsibility</p> <p>Related concepts:</p>



Clearwater Bay School Programme of Inquiry for Year 5: 2011-2012



Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<i>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.</i>	<i>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.</i>	<i>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</i>	<i>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.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</i>	<i>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.</i>
<p>Central idea Reproduction of living things contributes to the continuation of the species</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Reproduction as part of the life cycle • Puberty and reproductive processes • How genetics and hereditary factors contribute to who we are 	<p>Central idea Exploration leads to discovery, change and greater understanding</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Reasons for exploration • Impact of exploration and discoveries • How these impact different people in different ways 	<p>Central idea Society can influence how we express ourselves</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How people have expressed themselves in society • What influences people when they express themselves * How people choose to express themselves in different ways 	<p>Central idea Everyday materials can go through changes of state which have an impact on the world.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Changing states of everyday materials in our daily lives can be reversible or irreversible. • Everyday materials have properties and purposes which can be investigated • Benefits and problems arise from changing everyday materials 	<p>Central idea People have a variety of interconnected roles in the workplace</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> * Everybody has a purpose and a role in the workplace * People's roles and interactions affect an organisation * People within a workplace have a shared responsibility 	<p>Central idea We have a responsibility towards water which is a limited resource.</p> <p>An inquiry into...</p> <ul style="list-style-type: none"> • Sources of water and how water is used • Causes of global water shortages • Our responsibilities regarding water use
<p>Subject focus: PSPE Social Studies</p> <p>Key concepts: Form, Change, <i>Reflection</i></p> <p>Related concepts: diversity, perception</p>	<p>Subject focus: Social Studies Language</p> <p>Key concepts: Function, causation, <i>perspective</i></p> <p>Related concepts: consequences, discovery, geography</p>	<p>Subject focus: The Arts PSPE</p> <p>Key concepts: Form, <i>connection</i>, perspective</p> <p>Related concepts: creativity, relationships in time/events, diversity, fashion,</p>	<p>Subject focus: Science Mathematics</p> <p>Key concepts: <i>Change</i>, function, perspective</p> <p>Related concepts: measurement, transformation</p>	<p>Subject focus: Social Studies PSPE</p> <p>Key concepts: Function, connection, <i>responsibility</i></p> <p>Related concepts: cooperation, employment</p>	<p>Subject focus: Social Studies Science Language</p> <p>Key concepts: Connection, causation, <i>responsibility</i></p> <p>Related concepts: Consequences, impact, scarcity</p>



Clearwater Bay School Programme of Inquiry for Year 6: 2011- 2012



Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
<i>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.</i>	<i>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.</i>	<i>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</i>	<i>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.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</i>	<i>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.</i>
<p>Central idea Decisions affect ourselves and others</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Factors that influence our decisions • How we make decisions as a group and as individuals • Impact or consequences that our decisions can have 	<p>Central idea Understanding past technologies can help us make connections between the past and the present.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> -An inquiry into how (why) technology has changed over time (change, connection) -An inquiry into how needs drive the development of modern day technology (function, connection)) -An inquiry into the impact of technology in our lives (impact, connection) 	<p>Central idea Through the arts, people use different forms of expression to convey their uniqueness</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How culture is reflected through the arts • Different forms of art in cultures * How Chinese culture is shown in unique ways 	<p>Central idea Energy may be converted from one form to another and stored in various ways.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Various forms of energy • The storage and transformation of energy • Renewable and sustainable energy 	<p>Central idea Organisations make decisions that could make a difference to human-kind and the environment</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> -How organizations make decisions for their community / society (Form) -The types of societal decision making that occur (Change) -How organisations need to be responsible for the decisions they make (Responsibility) - The need to reflect on societal decisions made (Reflection) 	<p>Central idea</p> <h1 style="color: red; text-align: center;">Exhibition</h1> <p>Lines of inquiry</p>
<p>Subject focus: PSPE</p> <p>Key concepts: causation, connection, responsibility</p> <p>Related concepts: choices, systems</p>	<p>Subject focus: Social Studies Science</p> <p>Key concepts: connection, change, function</p> <p>Related concepts: continuity, progress, technology</p>	<p>Subject focus: The Arts</p> <p>Key concepts: perspective, reflection, form</p> <p>Related concepts: live performance, interpretation</p>	<p>Subject focus: Science</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: conservation, transformation</p>	<p>Subject focus: Social Studies</p> <p>Key concepts: Change, Responsibility, Reflection</p> <p>Related concepts: Social Responsibility, progress</p>	<p>Subject focus:</p> <p>Key concepts:</p> <p>Related concepts:</p>