**Year Two Inquiry Units 2016**

### Who We Are
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 human.

**Central Idea:**
“People make decisions that contribute to their personal health”

**Key Concepts:**
- Reflection: How do we know?
- Responsibility: What is our responsibility?

**Learner Profile:** Balanced and Open-minded

**Transdisciplinary Skills:** Safety, Healthy lifestyle, Informed choices, accepting responsibility and gross motor skills

### Where we are in Place and Time
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.

**Central Idea:**
“Overtime communities change to survive.”

**Key Concepts:**
- Causation: Why is it like it is?
- Connection: How is it connected to other things?
- Change: How has it changed?

**Learner Profile:** Risk-takers and Reflective

**Transdisciplinary Skills:** Planning, collecting and recording data, resolving conflict and respecting others.

### How we Organise Ourselves
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.

**Central Idea:**
“People use currency as a means of trade.”

**Key Concepts:**
- Function: How does it work?
- Connection: How is it connected to other things?

**Learner Profile:** Principled and Thinkers

**Transdisciplinary Skills:** Group-decision making, Adopting a variety of group roles.

### How the World Works
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.

**Central Idea:**
“‘The movement of the earth, the sun and the moon affects life’.”

**Key Concepts:**
- Function: How does it work?
- Change: How has it changed?
- Causation: Why is it like it is?

**Learner Profile:** Inquirers

**Transdisciplinary Skills:** Formulating Questions and Presenting research findings.

### How we Express Ourselves
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.

**Central Idea:**
“Signs and symbols express local and global communication.”

**Key Concepts:**
- Perspective: What are the points of view?
- Form: What is it like?

**Learner Profile:** Communicators and Knowledgeable

**Transdisciplinary Skills:** Viewing, Non-verbal communication, Dialectical thought, and Presenting

### Sharing the Planet
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.

**Central Idea:**
“People can establish practices to sustain the environment.”

**Key Concepts:**
- Responsibility: What is our responsibility?
- Reflection: Why do we know?

**Learner Profile:** Caring

**Transdisciplinary Skills:** Organisation, Time-management and Codes of behaviour

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Start Date: