

BBI- Programme of Inquiry

Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organise ourselves	An inquiry into: 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 organisations; 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>
Year 7	<p>Central idea Who I am shapes what I aspire to become.</p> <p>Key concepts: causation, change</p> <p>Related concepts: development, growth</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> •How our values and beliefs shape our actions and decisions •How our life experience and personal history impact on who we are •The decisions I need to make in order to become the adult I would like to be 	<p>Central idea Human migration is a response to challenges, risks and opportunities.</p> <p>Key concepts: perspective, causation</p> <p>Related concepts: migration</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> •Why people move through history •Migration involves challenge, risk and opportunity •People's different perceptions of migration and immigration 	<p>Central idea Performance arts and performance are used in order to sustain culture and heritage through storytelling.</p> <p>Key concepts: form, reflection</p> <p>Related concepts: culture, heritage</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> •How culture and heritage are passed on •How performance arts sustain culture •That storytelling can take many forms 	<p>Central idea By asking questions and carrying out investigations, people are able to develop an in-depth understanding of the principles of physics.</p> <p>Key concepts: causation, connection</p> <p>Related concepts: scientific investigation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> •An appreciation that Science is a way of explaining the world •Asking questions, finding evidence and developing simple explanations •Using Scientific conventions, vocabulary and symbols 	<p>Central idea How might systems in an organisation enable people to connect and respond to community challenge?</p> <p>Key concepts: connection, function</p> <p>Related concepts: community, system</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> •The systems that need to exist in order to make an effective organisation •How an organisation is driven and developed •How systems within an organisation are connected 	<p>Central idea Human intervention has both positive and negative impacts on habitats, living things and the environment.</p> <p>Key concepts: perspective, change</p> <p>Related concepts: sustainability</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> •How habitats have changed over long periods of time •How living things are suited to particular environments and how they respond to environmental change •Why different groups of people have different points of view on issues of sustainability
Year 8	<p>Central idea The decisions we make can have implications for ourselves and others.</p> <p>Key concepts: causation, reflection, responsibility</p> <p>Related concepts: behaviour, citizenship</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> •Factors that influence our decisions •The impact and consequences of decisions •Decision making processes for groups and individuals 	<p>Central idea Changes in communication, through technology, influence popular culture.</p> <p>Key concepts: connection, change</p> <p>Related concept: culture, innovation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How technology influences the changes to pop culture • How popular culture influences the lives of different generations • The features of popular culture are transient and cyclical. 	<p>Central idea How does advertising and media affect and alter our opinions and perceptions as a consumer?</p> <p>Key concepts: function, perspective,</p> <p>Related concept: communication</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> •The purpose, diversity and effectiveness of advertising •The devices used to make advertising effective and to influence people's choices •The connection between advertising and target groups 	<p>Central idea Through hypothesising, experimenting and reflecting, scientists acquire a greater understanding of scientific principles.</p> <p>Key concepts: function, reflection</p> <p>Related concepts: scientific investigation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> •Science has a way of explaining the world •Everything has a purpose, role or way of behaving that can be investigated •How scientists work together and provide evidence to support their ideas •Scientific knowledge and attitudes and how these are developed through reflection 	<p>Central idea Seeing the future- preparing today for tomorrow's world of work.</p> <p>Key concepts: form, change</p> <p>Related concepts: employment</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> •Job identification, function and purpose •The structure and systems within companies and organisations •The changing skills and qualifications of different jobs/ careers •Goal setting and future planning 	<p>Central idea Humans are responsible for the consumption and sustainability of Earth's energy and the impact on the environment.</p> <p>Key concepts: causation, responsibility</p> <p>Related concepts: sustainability</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> •Problems associated with living with finite resources •Different forms of sustainable energy •Our responsibilities as consumers nationally and globally •How our choices can have an environmental impact

