

Year 8 Programme of Inquiry 2022

Year 8	Who we are	How we express ourselves	Where we are in place and time	Sharing the planet	How we organise ourselves	How the world works
Transdisciplinary Theme	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.	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.	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 civilisations, from the local and global perspectives	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	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	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
Duration	7 weeks T1 W2 – W7	3 weeks plus Day 0's and a P5 weekly* T1 W8 T3 W7 T4 W8/9	7 weeks T1 W9 - T2 W4	6 weeks T2 W5 – W10	6 weeks T3 W1 – T3 W6	9 weeks T3 W8 – T4 W7
Central idea	Self-efficacy influences health and wellbeing.	Artistic expression communicates ideas, emotions and opinions.	Conflict creates opportunities for change.	Human action alters environmental sustainability.	Systems provide or deny equal opportunities.	Year 8 EXHIBITION Each group of students to develop a central idea based on an issue.
Key concepts	form, causation, responsibility	form, perspective, connection	perspective, causation, connection	change, responsibility	connection, function, responsibility	All of the concepts
Related concepts	consequences, resilience, growth	performance, interpretation, relationships, (art, form & issue)	consequences, opinion, conflict, peace, relationships	sustainability, physical and chemical changes	systems, role, rights	Students to identify related concepts
Lines of inquiry	An inquiry into: • how our actions impact on our physical and emotional health. • the process and consequences of decision making.	An inquiry into: • how 'The Arts' can be used to promote well-being. • how 'The Arts' can evoke different responses and emotions in people.	An inquiry into: • how conflicts are influenced by values and beliefs. • how people respond to conflict	An inquiry into: • living a more sustainable life. • how physical and chemical changes affect the environment.	An inquiry into: • how systems around the world operate. • the rights and responsibilities of citizens.	Students to write their own lines of inquiry.
Attributes	<ul style="list-style-type: none"> Communicators Balanced Reflective 	<ul style="list-style-type: none"> Communicator Open-minded Risk-takers 	<ul style="list-style-type: none"> Inquirers Open-minded Risk-takers 	<ul style="list-style-type: none"> Caring Principled Balanced Reflective 	<ul style="list-style-type: none"> Caring Knowledgeable Inquirers 	All attributes