## MASTER: Inquiry Curriculum

### Through lines

<table>
<thead>
<tr>
<th>KEY CONCEPTS</th>
<th>Term 1: Identity, Creativity &amp; Expression</th>
<th>Term 2: The Physical &amp; Natural World</th>
<th>Term 3: Where we are in place &amp; time</th>
<th>Term 4: Social Responsibility &amp; Citizenship</th>
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</thead>
<tbody>
<tr>
<td><strong>Blurb</strong></td>
<td>We want our students to inquire into themselves – their uniqueness, their talents and their passions. It also promotes the exploration of how to best care for and nurture ourselves – physically, emotionally, mentally and spiritually. Our students should explore the ways in which we can work towards our potential, develop resilience, build healthy relationships and make wise choices. The inquiries under this throughline foster self-expression, resilience and creativity and help students understand how they are changing and growing over time. This is also about expression through the arts and how this expression in turn helps us communicate with others. This throughline also promotes the processes used to design, create, make and evaluate.</td>
<td>We want our students to develop a deeper understanding of our dependence on a healthy natural environment. Investigations focus on the diversity and richness of the natural environment and the ways in which humans use and interact the environment. Importantly, this throughline emphasizes the need to care for and live responsibly with the environment – at a local, national and global level.</td>
<td>We want our students to explore some of the ‘laws’ and systems that govern physical phenomena in both the natural and built environment. Through their investigations, students should become more aware of the ways in which history can help us explain the way the world works and how we use history to make a positive difference to our lives. As students work through a problem solving, experimenting and gathering data they become aware of the powerful role that inquiry and historical thinking have in our lives.</td>
<td>We want our students to investigate the local and global communities of which they are a part. Students explore the ways people are the same and different and consider the challenges and opportunities associated with living in a diverse society. This is about social organisation and the ways in which people are connected to and have responsibility for each other. Importantly, this throughline embraces the concept of change – helping students see ways in which the past has made us who we are and how and why society changes over time. Importantly, these inquiries build students’ understanding of citizenship and builds their skills for becoming actively involved in making a positive contribution to their community.</td>
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### Domains

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<th>Health</th>
<th>Science</th>
<th>The Humanities: History</th>
<th>The Humanities: Economics</th>
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<td>Arts: Design, Creativity &amp; Technology</td>
<td>The Humanities: Geography</td>
<td>Civics &amp; Citizenship</td>
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### Dimensions (across all year levels)

- Health knowledge and promotion
- Civic knowledge and understanding
- Community engagement
- Historical Knowledge and Understanding
- Historical Skills
- Science Understanding
- Science in inquiry skills
  * Biological science
  * Chemical science
  * Earth and Space science
  * Physical science
  * Geographic knowledge and understanding
  * Geographical skills
- Historical Knowledge and Understanding
- Historical Skills
- Civic knowledge and understanding
- Community engagement
- Geographic knowledge and understanding
- Geographical skills
- Science Understanding
- Science in inquiry skills
- Economic knowledge and understanding
- Economic reasoning and interpretation
- Civic knowledge and understanding
- Community engagement
- Science as a human endeavour
- Historical Knowledge and Understanding
- Historical Skills

### Cross Curriculum priorities

- Asia and Australia’s engagement with Asia
- Aboriginal and Torres Strait Islander histories and cultures
- Sustainability
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- Sustainability