Canadian International School of Hong Kong

Programme of Inquiry

2012-2013
<table>
<thead>
<tr>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organize ourselves</th>
<th>Sharing the Planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Central idea**

We are alike and different in many ways, but all of us are unique.

**Key concepts:** form, connection

**Related concepts:** sameness, differences, uniqueness

**Lines of inquiry**
- My personal profile
- Things I have in common with classmates
- What makes me unique

2) 17 September – 16 November

**Central idea**

Play gives us opportunities to learn.

**Key concepts:** function, connection

**Related concepts:** communication, imagination

**Lines of inquiry**
- Communicating through play
- Imaginative use of materials
- The role of toys and games in play

1) Ongoing

4) 20 February – 10 May

**Central idea**

Sources of light can be used in many ways.

**Key concepts:** form, function

**Related concepts:** opposites, purpose

**Lines of inquiry**
- Sources of light
- The properties of light
- How light is used

3) 19 November – 8 February

**Central idea**

People have different roles in a community.

**Key concepts:** form, function, responsibility

**Related concepts:** community, rules, interaction

**Lines of inquiry**
- The communities we belong to
- Roles of people in communities
- My role in the communities I belong to
# Reception

<table>
<thead>
<tr>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organize ourselves</th>
<th>Sharing the Planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Central idea**
We discover and learn about ourselves and our world through our senses.

**Key concepts:** form, function, connection

**Related concepts:** perception, discovery

**Lines of inquiry**
- The five senses
- The information that our senses give us
- How we perceive the world through our senses

2) 24 September – 20 December

---

**Central idea**
People around the world celebrate for different reasons and in various ways.

**Key concepts:** causation, connection, perspective

**Related concepts:** beliefs, values, culture

**Lines of inquiry**
- How people celebrate
- Why people celebrate
- Differences and similarities in celebrations across cultures

1) Ongoing

---

**Central idea**
Patterns can be predicted and help us make sense of our world.

**Key concepts:** form, function, connection

**Related concepts:** observation, prediction

**Lines of inquiry**
- Patterns in our world
- How patterns can be understood
- Making predictions about patterns

3) 14 January – 28 March

---

**Central idea**
Our choices can affect our environment.

**Key concepts:** causation, responsibility

**Related concepts:** choices, consequences

**Lines of inquiry**
- What can be reduced, reused and recycled
- How we can care for our environment
- How our choices can affect the environment

4) 15 April – 17 June
<table>
<thead>
<tr>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organize ourselves</th>
<th>Sharing the Planet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
</tr>
</tbody>
</table>

### Central idea

**Central idea**

Our growing independence and personal wellbeing depend on the responsibility we take and the choices we make.

**Key concepts:** form, connection, responsibility

**Related concepts:** choices, consequences

**Lines of inquiry**

- Areas of my life that I can make choices about
- The consequences of my choices
- The responsibility I have to make choices

1) **Ongoing**

6) **15 April – 24 May**

5) **20 February – 28 March**

3) **29 October – 7 December**

4) **7 January – 9 February**

2) **3 September – 12 October**
<table>
<thead>
<tr>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organize ourselves</th>
<th>Sharing the Planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
| Central idea | Relationships can be affected by sharing perspectives. | Key concepts: responsibility, perspective | Related concepts: relationships, strategies | Lines of inquiry | 1) 20 August – 28 September
- The relationships in our lives
- Responsibilities within relationships
- Strategies for building and maintaining effective relationships | 2) 3 October – 23 November
- Geographic features can influence the built environment in different communities.
- Form, connection | 3) 26 November – 18 January
- How water from different sources is used
- The distribution and availability of usable water
- How human actions affect water quality | 4) 21 January – 28 March
- The choices people make when creating art can influence how it is interpreted.
- Choice, technique, interpretation | 5) 9 April – 16 May
- Basic needs for the survival of living things
- How an environment affects an animal’s survival
- Physical and behavioural characteristics of animals | 6) 20 May – 11 June
- Organizations offer services that help people plan and spend their leisure time. | 7) 11 June – 20 May
- Water is a limited resource that is essential to all life. |
# Grade 2

<table>
<thead>
<tr>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organize ourselves</th>
<th>Sharing the Planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Central idea**

Our personal wellbeing is affected by the choices we make about our diet.

**Key concepts:** form, causation, responsibility

**Related concepts:** nutrition, balance, wellbeing

**Lines of inquiry**
- The nutritional value of the food we eat
- The short and long term effects of diet on our wellbeing
- How we can maintain a balanced diet

1) 20 August – 28 September

**Central idea**

Throughout history significant individuals have made contributions to society and changed people’s lives.

**Key concepts:** causation, change, perspective

**Related concepts:** impact, significance

**Lines of inquiry**
- What makes people significant
- The contributions individuals have made to society
- How significant people have changed our lives

6) 29 April - 7 June

**Central idea**

Images communicate ideas and information.

**Key concepts:** function, connection, perspective

**Related concepts:** creativity, communication, imagery

**Lines of inquiry**
- The use of static and moving images in different media
- How design elements of images support communication
- How we can interpret and respond to images

2) 3 October – 23 November

**Central idea**

Earth is part of a system which affects life on the planet.

**Key concepts:** form, connection, perspective

**Related concepts:** movement, systems

**Lines of inquiry**
- The features of our solar system
- The relationship between Earth and the different parts of our solar system
- How the Earth’s movement affects the planet

3) 26 November – 18 January

**Central idea**

The value of goods and services is connected to what people buy, sell and produce.

**Key concepts:** responsibility, perspective, connection

**Related concepts:** value, goods and services, exchange

**Lines of inquiry**
- The exchange of goods and services
- What people value
- The consequences of consumer choices

4) 21 January – 8 March

**Central idea**

Plants sustain life on Earth and play a role in our lives.

**Key concepts:** causation, perspective, responsibility

**Related concepts:** interdependence, appreciation

**Lines of inquiry**
- How plants contribute to life on Earth
- How people and other living things use plants
- Caring for plants

5) 11 March - 26 April
### Grade 3

<table>
<thead>
<tr>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organize ourselves</th>
<th>Sharing the Planet</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Central idea**
Beliefs are formed through different circumstances and affect identity and behaviour.

**Key concepts:** form, causation, perspective

**Related concepts:** behaviour, identity, diversity

**Lines of inquiry**
- Similarities and differences in beliefs
- How beliefs are formed
- How different beliefs affect identity and behaviour

3) 29 November – 11 January

<table>
<thead>
<tr>
<th>Central idea</th>
<th>Central idea</th>
<th>Central idea</th>
<th>Central idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>People relocate for many reasons which brings change and leads to different perspectives.</td>
<td>Experiencing the arts can broaden our understanding of the diversity and uniqueness of cultures.</td>
<td>Many things need to be considered in the process of creating a structure.</td>
<td>Increasing urbanization affects the organization of urban and rural communities.</td>
</tr>
</tbody>
</table>

**Key concepts:** causation, change, perspective

**Related concepts:** relocation, adjustment, challenge

**Lines of inquiry**
- How the arts represent culture
- Why structures are designed the way they are
- How the arts reflect societal customs and values
- The scientific principles considered when designing a structure
- The process of creating a structure
- Architectural and aesthetic features of structures

2) 3 October – 16 November |

4) 14 January – 8 March

1) 20 August – 28 September

6) 22 April – 7 June

5) 11 March – 19 April

**Central idea**
Experiencing the arts can broaden our understanding of the diversity and uniqueness of cultures.

**Key concepts:** function, causation, reflection

**Related concepts:** structure, design

**Lines of inquiry**
- How the arts represent culture
- Why structures are designed the way they are
- The scientific principles considered when designing a structure
- The process of creating a structure
- Architectural and aesthetic features of structures

1) 20 August – 28 September

6) 22 April – 7 June

5) 11 March – 19 April

**Central idea**
Increasing urbanization affects the organization of urban and rural communities.

**Key concepts:** form, connection, perspective

**Related concepts:** community, organization, urbanization

**Lines of inquiry**
- Differences between urban and rural communities in developed and undeveloped countries
- Why urbanization is increasing
- The effects of increasing urbanization on communities and environments

**Central idea**
The choices made about how energy is used affect the sustainability of the planet.

**Key concepts:** function, causation, responsibility

**Related concepts:** renewable, impact, sustainability

**Lines of inquiry**
- Renewable and non-renewable energy sources
- How reliance on energy affects the planet
- Sustainable use of energy
# Grade 4

<table>
<thead>
<tr>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organize ourselves</th>
<th>Sharing the Planet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central idea</strong></td>
<td>Understanding different ways of learning enables people to respond to their own learning needs.</td>
<td><strong>Central idea</strong></td>
<td>Understanding and applying force and motion enables work to be completed more efficiently.</td>
<td><strong>Central idea</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Key concepts:</strong></td>
<td>function, connection, reflection</td>
<td><strong>Key concepts:</strong></td>
<td>function, causation, connection</td>
<td><strong>Key concepts:</strong></td>
<td>causation, connection, perspective</td>
</tr>
<tr>
<td><strong>Related concepts:</strong></td>
<td>intelligence, learning</td>
<td><strong>Related concepts:</strong></td>
<td>influence, power</td>
<td><strong>Related concepts:</strong></td>
<td>organization, collaboration</td>
</tr>
<tr>
<td><strong>Lines of inquiry</strong></td>
<td>Learning and thinking styles</td>
<td>Major events and periods in time have changed the world.</td>
<td>The media is all-pervasive, with the power to inform and influence people.</td>
<td>Understanding and applying force and motion enables work to be completed more efficiently.</td>
<td>Biodiversity relies on maintaining the interdependent balance of organisms within systems.</td>
</tr>
<tr>
<td>• Learning and thinking styles</td>
<td>• How we determine our learning needs</td>
<td>• How force and motion enables work to be completed more efficiently.</td>
<td>• People and organizations can prepare for and respond to disasters in a variety of ways.</td>
<td>• Biodiversity relies on maintaining the interdependent balance of organisms within systems.</td>
<td></td>
</tr>
<tr>
<td>• How to be a better learner</td>
<td>• Major events and periods in time</td>
<td>• Force and motion enables work to be completed more efficiently.</td>
<td>• People and organizations can prepare for and respond to disasters in a variety of ways.</td>
<td>• Biodiversity relies on maintaining the interdependent balance of organisms within systems.</td>
<td></td>
</tr>
<tr>
<td>1) 20 August – 21 September</td>
<td>2) 24 September – 9 November</td>
<td>3) 12 November – 20 December</td>
<td>4) 7 January – 22 February</td>
<td>5) 25 February – 19 April</td>
<td>6) 22 April – 31 May</td>
</tr>
</tbody>
</table>
## Grade 5

### 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 be human.

### 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.

### 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.

### 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 the environment.

### How we organize 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.

### 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
- Throughout life we go through changes that are caused by many different factors.

### Key concepts:
- change, causation, responsibility

### Related concepts:
- development, puberty, informed choice

### Lines of inquiry
- How we are continually changing
- Why we change
- Actions that affect personal wellbeing

#### 5) 11 March – 26 April

### 4) 21 January – 8 March

### 3) 26 November – 18 January

### 2) 8 October – 23 November

### 1) 27 August – 5 October

### 6) 29 April – 7 June

### Central idea
- Different interpretations of the past can be discovered by investigating historical events.

### Key concepts:
- perspective, reflection

### Related concepts:
- bias, validity

### Lines of inquiry
- How we know about the past
- Ways to interpret sources people use to find out about the past
- Perspectives on significant events in history

### Central idea
- Communication in its many forms facilitates personal and global connections.

### Key concepts:
- form, function, connection

### Related concepts:
- communication, global, barriers

### Lines of inquiry
- The different ways we communicate
- How communication facilitates connections
- The barriers to communication

### Central idea
- We control and manipulate energy in different ways for different reasons.

### Key concepts:
- function, causation, reflection

### Related concepts:
- transformation, manipulation, research

### Lines of inquiry
- How scientists conduct research
- Different forms of energy
- Why energy is controlled and manipulated
- How energy can be controlled and manipulated

### Central idea
- Systems of governance affect peoples lives in varying degrees.

### Key concepts:
- form, function

### Related concepts:
- governance, system

### Lines of inquiry
- Systems of governance
- The impact of different systems on individuals
- The role and rights individuals have within different systems

### Central idea
- Actions can support or deny access to rights and opportunities.

### Key concepts:
- causation, responsibility

### Related concepts:
- social justice, rights

### Lines of inquiry
- Circumstances that determine an individual’s access to opportunities
- The rights of children around the world
- How actions can change access to opportunities
## Grade 6

### Who we are

<table>
<thead>
<tr>
<th>Central idea</th>
<th>Differences in values can cause conflict that we choose to deal with in different ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key concepts:</td>
<td>causation, reflection?</td>
</tr>
<tr>
<td>Related concepts:</td>
<td>harmony, resolution, relationships</td>
</tr>
<tr>
<td>Lines of inquiry</td>
<td>• How personal conflicts arise • How values are formed • How we react in times of conflict</td>
</tr>
</tbody>
</table>

**EXHIBITION**

<table>
<thead>
<tr>
<th>5) 11 March – 3 May</th>
</tr>
</thead>
</table>

### Where we are in place and time

<table>
<thead>
<tr>
<th>Central idea</th>
<th>The application of elements and principles determines the success of an artistic composition.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key concepts:</td>
<td>form, reflection, perspective</td>
</tr>
<tr>
<td>Related concepts:</td>
<td>appreciation, aesthetics</td>
</tr>
<tr>
<td>Lines of inquiry</td>
<td>• The elements and principles of various art forms • The relationship between the creation of and response to artistic composition • What makes a successful artistic composition</td>
</tr>
</tbody>
</table>

**EXHIBITION**

| 5) 11 March – 3 May |

### How we express ourselves

<table>
<thead>
<tr>
<th>Central idea</th>
<th>Life on the planet is affected by the continual evolution of Earth’s natural features.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key concepts:</td>
<td>causation, change</td>
</tr>
<tr>
<td>Related concepts:</td>
<td>evolution, natural phenomena</td>
</tr>
<tr>
<td>Lines of inquiry</td>
<td>• How Earth has changed over time • How Earth’s natural features have evolved • How changes in Earth’s natural features have affected life</td>
</tr>
</tbody>
</table>

### How the world works

<table>
<thead>
<tr>
<th>Central idea</th>
<th>Physical and virtual public spaces provide people with opportunities to make connections and establish a sense of community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key concepts:</td>
<td>function, connection, responsibility</td>
</tr>
<tr>
<td>Related concepts:</td>
<td>community, environment, participation, access</td>
</tr>
<tr>
<td>Lines of inquiry</td>
<td>• Purposes of public spaces • Characteristics of different public spaces • How people use public spaces</td>
</tr>
</tbody>
</table>

### How we organize ourselves

<table>
<thead>
<tr>
<th>Central idea</th>
<th>The use of power has consequences that affect relationships and access to opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key concepts:</td>
<td>function, connection, responsibility</td>
</tr>
<tr>
<td>Related concepts:</td>
<td>power, consequences</td>
</tr>
<tr>
<td>Lines of inquiry</td>
<td>• Choices made by those in power • The effects of power on the behaviour of people • The consequences of action taken by those with power • How power affects peace and conflict</td>
</tr>
</tbody>
</table>

### Sharing the Planet

<table>
<thead>
<tr>
<th>Central idea</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key concepts:</td>
<td>function, connection, responsibility</td>
</tr>
<tr>
<td>Related concepts:</td>
<td>community, environment, participation, access</td>
</tr>
<tr>
<td>Lines of inquiry</td>
<td>• Purposes of public spaces • Characteristics of different public spaces • How people use public spaces</td>
</tr>
</tbody>
</table>

**EXHIBITION**

| 6) 6 May – 7 June |

### Central idea

**EXHIBITION**

| 1) 27 August – 28 September |
| 2) 21 January – 8 March |
| 3) 3 October – 16 November |
| 4) 19 November – 19 December |
| 5) 11 March – 3 May |
| 6) 6 May – 7 June |