

Scots College  
Junior School  
Programme of Inquiry  
2026

Year 1 Programme of Inquiry 2026

	Feb 2-13 March	16 Mar- May 14th	May 18- July 3	July 27-Sept 25	Oct 12- 27 Nov
<b>Transdisciplinary Theme</b>	<b>Who We Are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities and cultures</b> ; rights and responsibilities; what it means to be human.	<b>Sharing the Planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other <b>living things</b> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	<b>How We Organise Ourselves</b> <b>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations;</b> societal decision-making; economic activities and their impact on humankind and the environment.	<b>How the World Works</b> <b>An inquiry into the natural world</b> and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their <b>understanding of scientific principles</b> ; the impact of scientific and technological advances on society and on the environment.	<b>How We Express Ourselves</b> An inquiry into the ways in which we discover and <b>express ideas, feelings, nature, culture, beliefs and values</b> ; the ways in which we <b>reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic.
<b>Central Idea</b>	We are alike and different in many ways which makes us all unique	Reducing waste helps our environment	Transportation has changed over time	Materials behave in different ways	Imagination helps us create and share new ideas
<b>Lines of Inquiry "An inquiry into..."</b>	<ul style="list-style-type: none"> <li>My personal profile (Form)</li> <li>Things I have in common with classmates (Connection)</li> <li>What makes me unique (Perspective)</li> </ul>	<ul style="list-style-type: none"> <li>Reducing waste</li> <li>How waste has impacted our environment</li> <li>How earth's resources are shared</li> </ul>	<ul style="list-style-type: none"> <li>How transport has changed (Change)</li> <li>How Māori voyaged across the Pacific? (Function)</li> <li>Reasons why different types of transport are used. (Causation)</li> </ul>	<ul style="list-style-type: none"> <li>How do materials react in different environments? (Form)</li> <li>What causes materials to change? (Causation)</li> <li>How do we use materials responsibly? (Responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>What imagination is</li> <li>How imagination is used in storytelling and play</li> <li>How imagination inspires creativity</li> </ul>
<b>Key Concepts</b>	Connection Perspective Form	Responsibility Change Function	Change Function Causation	Form Responsibility Causation	Connection Perspective
<b>Related Concepts</b>	<i>Uniqueness</i>	<i>Choices</i>	<i>Systems</i>	<i>Prediction</i>	<i>Beliefs</i>
<b>Link to ANZ histories</b>	<i>People in our class come from a variety of places and make connections to these places.</i>		<i>Make observations about how people have acted in the past and how they act today in regard to transportation</i>		
<b>Learner Profile Attributes</b>	<i>Balanced Caring Reflective</i>	<i>Caring Principled Thinker</i>	<i>Knowledgeable Risk Taker Reflective</i>	<i>Thinker Inquirer Knowledgeable</i>	<i>Open-minded Risk Taker Communicator</i>
<b>Approaches to Learning</b>	<b>Social Skills:</b> <ul style="list-style-type: none"> <li>Interpersonal Relationships -</li> <li>Listen</li> </ul> <b>Self- management skills</b> <ul style="list-style-type: none"> <li>Emotional Management -</li> <li>Organisation</li> </ul>	<b>Research Skills</b> <ul style="list-style-type: none"> <li>Data gathering</li> <li>Evaluating –</li> <li><b>Self-Management</b> Informed Choices –</li> </ul>	<b>Communication</b> <ul style="list-style-type: none"> <li>Interpreting</li> <li><b>Thinking Skills</b></li> <li>Make unexpected or unusual connections between objects and / or ideas.</li> </ul>	<b>Thinking Skills</b> <ul style="list-style-type: none"> <li>Hypothesizing</li> <li>Consider new perspectives</li> <li><b>Self-Management Skills</b></li> <li>Organization</li> <li>Use materials appropriately.</li> </ul>	<b>Communication Skills</b> <ul style="list-style-type: none"> <li>Writing, reading and Speaking – Retell stories from the past</li> </ul> <b>Social Skills</b> <ul style="list-style-type: none"> <li>Respecting others – Understanding and respecting others' feelings and point of view.</li> </ul>

## Year 2 Programme of Inquiry 2026

	Feb 2-13 March	16 March- May 14	May 18- July 3	July 27- August 28	31 August- 23 Oct	Oct 26-Nov 27
<b>Transdisciplinary Theme</b>	<b>Who We Are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities and cultures</b> ; rights and responsibilities; what it means to be human.	<b>Sharing the Planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other <b>living things</b> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution	<b>How We Organise Ourselves</b> An inquiry into the <b>interconnectedness of human-made systems</b> and communities; <b>the structure and function of organisations</b> ; societal decision-making; economic activities and their impact on humankind and the environment.	<b>Where We Are in Place and Time</b> An inquiry into <b>orientation in place and time</b> ; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the <b>relationships</b> between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<b>How the World Works</b> An inquiry into the <b>natural world</b> and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their <b>understanding of scientific principles</b> ; the impact of scientific and technological advances on society and on the environment.	<b>How We Express Ourselves</b> An inquiry into the ways in which we discover and <b>express ideas, feelings, nature, culture, beliefs and values</b> ; the ways in which we <b>reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic.
<b>Central Idea</b>	We are alike and different in many ways which makes us all unique	Reducing waste helps our environment	Transportation has changed over time	People have different types of homes in a variety of places	Materials behave in different ways	Imagination helps us create and share new ideas
<b>Lines of Inquiry</b> "An inquiry into..."	<ul style="list-style-type: none"> <li>My personal profile (Form)</li> <li>Things I have in common with classmates (Connection)</li> <li>What makes me unique (Perspective)</li> </ul>	<ul style="list-style-type: none"> <li>Reducing waste</li> <li>How waste has impacted our environment</li> <li>How earths resources are shared</li> </ul>	<ul style="list-style-type: none"> <li>How transport has changed (Change)</li> <li>How the Maori voyaged across the Pacific? (Function)</li> <li>Reasons why different types of transport are used. (Causation)</li> </ul>	<ul style="list-style-type: none"> <li>The types of different building materials for our homes (Form)</li> <li>The similarities and differences of the features and designs of homes from around the world (Connection)</li> <li>The reasons homes are made from different materials and designed in different ways (Causation)</li> </ul>	<ul style="list-style-type: none"> <li>How do materials react in different environments? (Form)</li> <li>What causes materials to change? (Causation)</li> <li>How do we use materials responsibly? (Responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>What imagination is</li> <li>How imagination is used in story telling and play</li> <li>How imagination inspires creativity</li> </ul>
<b>Key Concepts</b>	Connection Perspective Form	Responsibility Change Function	Change Function Causation	Form Causation Connection	Form Responsibility Causation	Connection Perspective
<b>Related Concepts</b>	<i>Uniqueness</i>	<i>Choices</i>	<i>Systems</i>	<i>Diversity</i>	<i>Prediction</i>	<i>Beliefs</i>
<b>Link to ANZ histories</b>	<i>People in our class come from a variety of places and make connections to these places.</i>		<i>Make observations about how people have acted in the past and how they act today in regards to transportation</i>			
<b>Learner Profile Attributes</b>	<i>Balanced Caring Reflective</i>	<i>Caring Principled Thinker</i>	<i>Knowledgeable Risk Taker Reflective</i>	<i>Open-minded Communicator Inquirer</i>	<i>Thinker Inquirer Knowledgeable</i>	<i>Open-minded Risk Taker Communicator</i>
<b>Approaches to Learning</b>	<b>Social Skills:</b> <ul style="list-style-type: none"> <li>Interpersonal Relationships -</li> <li>Listen</li> </ul> <b>Self- management skills</b> Emotional Management - Organisation	<b>Research Skills</b> <ul style="list-style-type: none"> <li>Data gathering</li> <li>Evaluating –</li> <li><b>Self-Management</b> Informed Choices –</li> </ul>	<b>Communication</b> <ul style="list-style-type: none"> <li>Interpreting</li> <li><b>Thinking Skills</b></li> </ul> Make unexpected or unusual connections between objects and / or ideas.	<b>Thinking Skills</b> <ul style="list-style-type: none"> <li>Consider new perspectives</li> </ul> <b>Research skills</b> Evaluating	<b>Thinking Skills</b> <ul style="list-style-type: none"> <li>Hypothesizing</li> <li>Consider new perspectives</li> <li><b>Self-Management Skills</b></li> <li>Organization</li> </ul> Use materials appropriately.	<b>Communication Skills</b> <ul style="list-style-type: none"> <li>Writing, reading and Speaking – Retell stories from the past</li> </ul> <b>Social Skills</b> Respecting others – Understanding and respecting others’ feelings and point of view.

## Programme of Inquiry 2026 Year 3 and 4

	Jan 28- 13 March	March 16th – May 15th	May 18th - July 3rd	July 27th– Sept 11th	Sept 14th – Nov 6th	Nov 9th– Dec 4th
<b>Transdisciplinary Theme</b>	<u>Who We Are</u> An inquiry into <b>the nature of the self</b> ; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends</b> , communities and cultures; <b>rights and responsibilities</b> ; what it means to be human.	<u>Where We Are In Place And Time</u> An inquiry into orientation in place and time; <b>personal histories</b> ; homes and journeys; the discoveries, explorations and migrations of humankind; the <b>relationships between and the interconnectedness of individuals</b> and civilizations, from local and global perspectives	<u>How The World Works</u> An inquiry into the <b>natural world and its laws; the interaction between the natural world (physical and biological) and human societies</b> ; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	<u>How We Organise Ourselves</u> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; <b>societal decision-making; economic activities and their impact on humankind and the environment.</b>	<u>Sharing The Planet</u> An inquiry <b>into rights and responsibilities in the struggle to share finite resources with other people and with other living things</b> ; communities and the relationships within and between them; access to equal opportunities; peace and <b>conflict resolution</b>	<u>How We Express Ourselves</u> An inquiry into the ways in which we discover and <b>express ideas, feelings, nature, culture, beliefs and values</b> ; the ways in which we <b>reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic.
<b>Central Idea</b>	Relationships are enhanced by learning about other people’s perspectives and through clear communication	Exploration leads to discoveries and changes in understanding about the world.	Changing weather patterns can impact our daily lives	Technology develops over time and can change our lives	People’s actions affect the ocean’s resources	People use drama to express ideas, emotions, and social messages, which can influence others and lead to change.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>• Various social interactions (Connection)</li> <li>• Acknowledging others perspectives (Perspective)</li> <li>• Managing and resolving conflict (Responsibility)</li> </ul>	<ul style="list-style-type: none"> <li>• Why people explore?</li> <li>• How exploration connects people and places?</li> <li>• Different perspectives about exploration and its impact</li> </ul>	<ul style="list-style-type: none"> <li>• Types of weather (Form)</li> <li>• How the location of NZ effects our weather patterns (Function)</li> <li>• The way weather can influence our choices (Causation)</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of technology on our daily lives (Change)</li> <li>• How technologies change over time (Connection)</li> <li>• The reasons for change (Causation)</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of humans on the ocean (Form)</li> <li>• Responsible use of the ocean’s resources (Responsibility)</li> </ul> What lives in the ocean (Connection)	<ul style="list-style-type: none"> <li>• What is drama and how does it work?</li> <li>• How can drama evolve or create change?</li> <li>• What is our responsibility when we express ourselves through drama?</li> </ul>
<b>Key Concepts</b>	Responsibility Perspective Causation	Function Connection Perspective	Form Function Causation	Causation Connection Change	Connection Responsibility Form	Change Form Responsibility
<b>Related Concepts</b>	<i>Initiative Empathy</i>	<i>Opinions Subjectivity</i>	<i>Patterns Location</i>	<i>Impact Consequences Change</i>	<i>Interdependence Actions Sustainability</i>	<i>Chronology Insight Relationships</i>
<b>Link to ANZ histories</b>	Whakapapa me te whanaungatanga				Tikanaga – conservation of resources	Stories from iwi
<b>Learner Profile Attributes</b>	<i>Caring Reflective Communicator</i>	<i>Balanced Risk-taker Knowledgeable</i>	<i>Knowledgeable Thinker Inquirer Balanced</i>	<i>Inquirers Communicators Open-minded Principled</i>	<i>Thinker Principled Balanced</i>	<i>Open-minded Risk Takers Caring Reflective</i>
<b>Approaches to Learning</b>	<b>Social skills -</b> Social & Emotional Intelligence <b>Communication skills</b> Listening <b>Self-Management skills-</b> Emotional Management Organisation Resilience	<b>Thinking skills-</b> Analysing Forming Decisions <b>Research skills –</b> Data gathering & recording <b>Communication skills</b> Interpreting	<b>Self-Management skills-</b> Organisation Mindfulness <b>Research skills-</b> Formulating & Planning Evaluating & Communicating <b>Thinking skills-</b> Evaluating	<b>Research skills -</b> Synthesizing & interpreting <b>Communication skills –</b> Speaking Writing <b>Self-Management skills-</b> Perseverance Resilience	<b>Research skills-</b> Media literacy <b>Thinking Skills-</b> Considering new perspective <b>Communication skills –</b> ICT Reading	<b>Social</b> Interpersonal relationships <b>Communication Skills-</b> Interpreting <b>Self-Management skills-</b> Self-motivation <b>Thinking Skills-</b> Reflection

**Programme of Inquiry 2026 Year 5**

	2 Feb- 20 March	23 March- 22 May	25 May- 7 Aug	10 August- 25 Sept	12 Oct- 4 Dec
<p align="center"><b>Who We Are</b></p> <p>An inquiry into identify as individuals and as part of a collective through:                      -physical, emotional and spiritual health and well-being                      -relationships and belonging                      -learning and growing</p>					
<b>Central idea:</b> Understanding what influences our learning can help us make better learning choices.		<b>Lines of inquiry:</b> - What does my brain have to do with learning? (connection) - What are my responsibilities to myself as a learner? (responsibility) - What can I change in my learning to improve it? (Change)	<b>Specific Concepts:</b> Connection Responsibility Change	<b>Learner Profile Attributes:</b> Balanced Thinker Knowledgeable Reflective	<b>Approaches to Learning: Self Management</b> I can reflect on my work. I can accept feedback and recheck my work. <b>Thinking:</b> I can identify my strengths and areas for improvement . I can decide which skills, techniques and strategies will help me learn more effectively.
<b>Transdisciplinary Theme</b>	<b>Sharing the Planet</b> An inquiry into the interdependence of human and natural worlds through: -rights, responsibilities and dignity of all -pathways to just, peaceful and reimagined futures -nature, complexity, coexistence and wisdom	<b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives and expression through: -Inspiration, imagination, creativity -Personal, social and cultural modes and practices of communication -Intentions, perceptions, interpretations and responses	<b>Where We Are In Place And Time</b> An inquiry into histories and orientation in place, space and time through: -Periods, events and artefacts -Communities, heritage, culture and environment -Natural and human drivers of movement, adaptation and transformation	<b>How the World Works</b> An inquiry into understandings of the world and phenomena through: -patterns, cycles, systems -diverse practices, methods and tools -discovery, design, innovation possibilities and impacts	<b>How We Organise Ourselves</b> An inquiry into the systems, structures and networks through: -Interactions within and between social and ecological systems -Approaches to livelihoods and trade practices, intended and unintended consequences -Representation, collaboration and decision- making
Central Idea	Ecosystems are unique and delicately balance environments.	People express cultural identity, ideas, beliefs through wearable art and movement	People move in response to challenges, risks and opportunities	People choose specific energy sources to suit their needs.	Economic activity relies on production, consumption and exchange of goods or services.
Line of Inquiry "An inquiry into..."	<ul style="list-style-type: none"> <li>- Connections between living organisms in the NZ biome</li> <li>- Impacts of human activity on conservation and ecosystems</li> <li>- Actions that balance our environment</li> </ul>	<ul style="list-style-type: none"> <li>- What is wearable art? (form)</li> <li>- How do wearable art or dance communicate messages? (Perspective)</li> <li>- How might people view the art / dance differently (responsible)</li> </ul>	<ul style="list-style-type: none"> <li>- How people adapted to survive in a new environment.</li> <li>- Polynesian people's migration to Aotearoa.</li> <li>- Migration events that have shaped Aotearoa's history</li> </ul>	<ul style="list-style-type: none"> <li>- Types of energy sources</li> <li>- Energy sources are evolving due to environmental impact</li> <li>- Making responsible choices with energy use.</li> </ul>	<ul style="list-style-type: none"> <li>- Demand and supply of products affects pricing.</li> <li>- Budgeting informs decision making.</li> <li>-</li> </ul>
Key Concepts	Connection, Causation Responsibility	Form, Perspective Responsibility	Change, Causation Perspective	Form, change Responsibility	Function, Causation Connection
Learner Profile Attributes	Inquirer Caring, Principled	Risk taker Reflective, Principled	Balanced Communicator, Open minded	Inquirer Knowledgeable, Thinker	Knowledgeable Thinker, Reflective
Approaches to Learning	<b>Research Skills:</b> I can sort and categorise information and arrange it in the most appropriate way. <b>Communication Skills:</b> I can take brief notes in my own words to show my	<b>Social Skills</b> I can be a team player in group discussions and activities. I can be aware of the importance of understanding and respecting personal space. <b>Communication Skills:</b> My body language and facial expressions show that I am listening respectfully.	<b>Research Skills:</b> I can cite my sources including websites, texts, books, audio, video and people. <b>Communication Skills:</b> I can take notes in my own words to show my understanding of what I read.	<b>Thinking Skills:</b> I can create solutions to problems and explain my thinking. I can apply what I know to innovate and design new things. <b>Communication Skills:</b> I can organize information clearly so that it makes sense to others.	<b>Research skills</b> I can identify relationships and patterns in data and draw a conclusion. <b>Self-management skills</b> I can complete tasks in a given time frame. I can meet most criteria when completing tasks. <b>Social skills</b>

	<p>understanding of what I have read.</p> <p><b>Thinking Skills:</b> I can say how my thinking has changed and explain my thinking to others.</p>	<p>I can make careful choices about the words and images I share digitally based on my purpose and my audience.</p> <p><b>Self-management</b> I can show respect to others</p>	<p><b>Thinking Skills:</b> I can connect skills and knowledge to local, national and global contexts. I can differentiate between facts and opinions when writing an argument.</p>	<p>I can use digital tools to enhance communication.</p> <p><b>Research Skills:</b> Media literacy skills</p>	<p>I can build consensus and negotiate effectively. I can listen closely to others perspectives and follow multi-step instructions.</p>
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## Programme of Inquiry Year 6 2026

	16 Feb- 27 March	30 March- 22 May	25 May -3 July	27 July- 25 Sept	12 Oct -4 Dec
	<b>How We Organise Ourselves</b> An inquiry into the systems, structures and networks through: <ul style="list-style-type: none"> <li>- Interactions within and between social and ecological systems</li> <li>- Approaches to livelihoods and trade practices; intended and unintended consequences</li> <li>- Representation, collaboration and decision- making</li> </ul>				
	<b>Central idea:</b> Organisational systems and routines can support and enhance our learning experiences	<b>Lines of inquiry:</b> The importance of routines and schedules in our daily life (function) How organisational systems help us manage tasks and responsibilities (responsibility)	<b>Specific Concepts:</b> Function Responsibility	<b>Learner Profile Attributes:</b> Knowledgeable, Reflective, Thinker	<b>Approaches to learning:</b> <b>Thinking:</b> I can identify my strengths and areas for improvement and turn this into a goal. I can decide which skills, techniques and strategies will help me learn more effectively. <b>Self Management:</b> I can reflect on my work and make improvements I can accept feedback and recheck my work.
Transdisciplinary Theme	<b>How We Express Ourselves</b> An inquiry into the diversity of voice, perspectives and expression through: <ul style="list-style-type: none"> <li>- Inspiration, imagination, creativity</li> <li>- Personal, social and cultural modes and practices of communication</li> <li>- Intentions, perceptions, interpretations and responses</li> </ul>	<b>Where We Are in Place and Time</b> An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>- Periods, events and artefacts</li> <li>- Communities, heritage, culture and environment</li> <li>- Natural and human drivers of movement, adaptation and transformation</li> </ul>	<b>Who We Are</b> An inquiry into identify as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>-physical, emotional and spiritual health and well-being</li> <li>- relationships and belonging</li> <li>-learning and growing</li> </ul>	<b>Sharing the Planet</b> An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>-rights, responsibilities and dignity of all</li> <li>-pathways to just, peaceful and reimagined futures</li> <li>-nature, complexity, coexistence and wisdom</li> </ul>	<b>How the World Works</b> An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>-patterns, cycles, systems</li> <li>-diverse practices, methods and tools</li> <li>-discovery, design, innovation: possibilities and impacts</li> </ul>
Central Idea	Creating and reflecting on art develops an understanding of ourselves.	Government systems enable society to function	Our body is made up of different systems that work together to maintain life	Exhibition Think global act local	Forces can cause change
Lines of Inquiry “An Inquiry into...”	How do we communicate messages through art (form) How do individuals interpret and respond to art? (perspective) Experimenting with various art materials and techniques can impact our creative process and self expression (function)	Different forms of government (Form) How governance affects individuals and groups in society locally and globally (causation) What are the responsibilities of governments, leaders, citizens locally and globally (Change)	How our body systems maintain life (Function) How our body systems interact. (Connection)  Impact of lifestyle choices on the human body systems. (Responsibility)	Exhibition	How the forces of gravity, frictions, pushes and pulls affect the motion of an object. (Causation) Humans use and work against forces using simple machines. (Function) What are the different types of forces (Form)
Specific Concepts	Function, Form , Change	Perspective, Change, Causation, Responsibility	Responsibility, Connection, Function	Students write their own concept questions	Causation, Form Function
Learner Profile Attributes	Open-minded, Reflective, Risk-taker	Reflective, Thinker, Principled, Communicator	Knowledgeable, Inquirer, Balanced, Caring	All	Inquirer, Thinkers, Principled
Approaches to Learning	<b>Communication:</b> I can ask questions relevant to the topic and reiterate the information I can express my ideas and opinions clearly and respectfully so they can make sense to others.	<b>Thinking</b> I can develop an argument using different perspectives. I can mention multiple perspectives when considering ideas. <b>Communication skills:</b>	<b>Self management skills:</b> I can take responsibility for my own actions. I can reflect on and adapt to change. <b>Social Skills:</b>	All	<b>Research</b> I can record observations in the most appropriate way. I can sort and categorise information and arrange it in the most appropriate way.

	<p><u>Thinking-</u>  I can say how my thinking has changed and explain my thinking to others.  I can identify patterns and make connections between ideas.  I can apply what I know to innovate and design new things.</p>	<p>I can express my ideas clearly and respectfully so they make sense to others.  I can take notes and rewrite information into my own words.  I can plan my writing clearly using graphic organisers or thinking routines.</p>	<p>I can be aware of the importance of understanding and respecting personal space  I can show respect to others.  <u>Research skills:</u>  I can cite my sources.  I can sort and categorise information and arrange it in the most appropriate way.</p>		<p>I can plan and follow through what I have planned.  <u>Social Skills:</u>  I can take on different roles in group learning.  I can build consensus and negotiate effectively.</p>
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