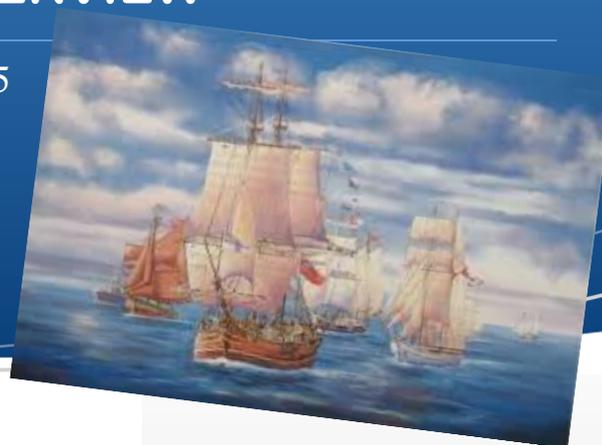


Where We Are In Place And Time

YEAR 4 UNIT OF INQUIRY OVERVIEW

6 weeks commencing week of 16 March 2015

Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.



CENTRAL IDEA: Exploration leads to discoveries, opportunities, change and new understandings

Enduring Understandings:

What do we want the students to remember for a lifetime?

Exploration causes change and impacts all the people involved.

Teacher Questions:

- ❖ What is exploration?
- ❖ Why are people compelled to explore?
- ❖ Where and what do people explore?
- ❖ What significant historical explorations have taken place?
- ❖ What have been some of the consequences of exploration?

Lines of Inquiry

What is the focus of our inquiry?

There are many reasons for exploration

Exploration has taken place over time

Every exploration has consequences

Inquire. Explore. Imagine.



PYP Attitudes

What attitudes do we want students to demonstrate?

Empathy – Putting yourself in another’s position so as to understand their thoughts, reasoning and emotions

Curiosity – Being curious about the nature of learning and about the world

Enthusiasm – Enjoying learning and willingly applying effort

Learner Profile Attributes

What attributes do we want students to exemplify?

Inquirers - They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable – They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in depth knowledge and develop understanding across a broad and balanced range of disciplines.

Risk Takers - They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.



How can parents help at home?

To deepen your child’s understanding of their inquiry, you could:

- ❖ Talk to your child about their inquiry throughout the unit
- ❖ Visit your local library and borrow resources that are relevant to your child’s inquiry project.
- ❖ Assist them with their reading and research skills and putting their finished project together.

Skills

What Transdisciplinary skills will students acquire and practice during the unit?

RESEARCHING

Formulating questions – think of relevant questions

Planning – plan how I’m going to learn something

Collecting data – gather information from different places

Recording data – write down the information I’ve learned in my own words

Organising data – sort and organize the information I’ve learned

Interpreting data – understand what the information means

Presenting research findings – share what I have learned with others

THINKING

Acquiring Knowledge – learning new things

Comprehension – understanding what I learn and telling others

Evaluation – decide if something is good or bad

Dialectical thought – think about different points of view

Key Concepts

CHANGE – understanding that change is the process of movement from one state to another. It is universal and inevitable.

CAUSATION - understanding that things do not just happen, that there are causal relationships at work and that actions have consequences.