

Where We Are In Place and Time

YEAR 1 UNIT OF INQUIRY OVERVIEW

1st September – 3rd November 2014

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.



CENTRAL IDEA:

Knowing our personal histories allows us to understand who we are and where we have come from

Enduring Understandings:

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

Students will learn more about the past generations of their family and gain an understanding of their global connection to the world.

Teacher Questions:

- What is change?
- What makes things change?
- What has changed in your family?
- How do we find out about the past?
- Why have some behaviours and practices changed and others stayed the same?
- What things from the past do we still see today?

Lines of Inquiry

What is the focus of our inquiry?

- Things change over time
- Behaviours and practices change over time
- Family histories connect our past, present and future

PYP Attitudes

What attitudes do we want students to demonstrate?

APPRECIATION – Appreciating the wonder and beauty of the world and all its inhabitants

RESPECT – Respecting themselves, others and the world around them

CURIOSITY – To understand that it is important to be curious about the nature of learning and the world

Learner Profile Attributes

What attributes do we want students to exemplify?

COMMUNICATORS – They understand and express ideas and information confidently and creatively. They work effectively and willingly in collaboration with others.

CARING – They show empathy, compassion and respect towards the needs and feelings of others. They have a commitment to service, and act to make a positive difference to the lives of others and to the environment.

REFLECTIVE – They give thoughtful consideration to their own learning and experience.



How can parents help at home?

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

- ❖ Encourage your child to 'research' their favourite minibeasts
- ❖ Encourage your child to ask questions about their environment
- ❖ Provide opportunities for your child to observe and discuss minibeasts and habitats

Skills

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

RESEARCH

Formulating questions – Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched

Collecting data – Gathering information from a variety of sources

Observing – Using all the senses to notice relevant details

SOCIAL

Respecting others – Listening sensitively to others.

COMMUNICATION

Listening – Listening to directions, others and to information.

Viewing – Interpreting and analyzing visuals and multimedia.

THINKING

Acquisition of knowledge – Gaining specific facts, ideas and vocabulary

Key Concepts

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

CONNECTION – The interactions that affect humans and the environment; the ways in which our past, present and future are all connected.