

Year 6 Programme of Inquiry

Transdisciplinary Theme	WHERE WE ARE IN PLACE & TIME	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE EXPRESS OURSELVES	WHO WE ARE	HOW WE ORGANISE OURSELVES
	<p>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.</p>	<p>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.</p>	<p>An inquiry into the 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</p>	<p>PYPX 22 & 23 March</p> <p>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.</p>	<p>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.</p>	<p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p>
Central Idea	<p>Evidence from the past involving plants and animals can be used to make connections to the present.</p>	<p>Electricity from natural energy impacts human advancement.</p>	<p>Prejudice and conflict influence global societies.</p>	<p>Decided by each group of students.</p>	<p>Our bodies react in different ways to external and internal influences.</p>	<p>Leaders and business assist in the development of our local economy.</p>
An inquiry into...	<p>The classification of plants and animals based on their specific characteristics.</p> <p>Plants and animals are adapted to suit their environment</p> <p>How living things have changed over time.</p>	<p>How the world utilises electricity</p> <p>Evaluating scientific hypotheses.</p> <p>Factors to consider when pursuing scientific advancement.</p>	<p>Different forms of prejudice.</p> <p>How conflict impacts global communities.</p> <p>Our role in ensuring peace and equality.</p>	<p>Decided by each group for the PYP Exhibition.</p>	<p>Characteristics of the heart.</p> <p>Decisions about lifestyles affect our quality of life.</p> <p>How water and nutrients are transported through the body.</p>	<p>Does every organisation view success in the same way?</p> <p>The requirements of a business plan for an effective business.</p> <p>How entrepreneurs become successful.</p>

Key Concepts	Change, Causation, Form	Form, Function, Change	Change, Perspective, Responsibility	<i>Decided by each group for the PYP Exhibition</i>	Form, Function, Causation	Connection, Function, Responsibility
Related Concepts	Living, non-living, adaptation, environment, characteristics, time, classification, group, properties, evidence, sources, connections,	electricity, energy, insulation, transformation, circuits, conduction, atomic structures, discovery, innovation, physics, power	Justice, inequality, morals, tolerance, political unrest	<i>Decided by each group for the PYP Exhibition</i>	Body systems, health, fitness, impact, role, job, cause and effect,	Economy, Consumption, Production, leadership, success, achievement, strategy, ideas
Approaches to Learning	Research, Thinking, Self-Management	Research, Thinking, Self-Management	Social, Thinking, Self-Management	<i>Decided by each group for the PYP Exhibition</i>	Self-Management, Social, Thinking	Research, Thinking, Communication
Learner profile Attributes	Knowledgeable Inquirers Risk-Takers	Knowledgeable Inquirers Thinkers	Open-Minded Thinkers Principled	<i>Decided by each group for the PYP Exhibition</i>	Principled Knowledgeable Open-minded	Risk-Takers Thinkers Principled
Language	Explanation Text Structure	Diary Entry Debate Author Writing Styles Structure	Persuasive Recounts Understanding audience Persuasion	Newspaper Reports *dependent on Key Concepts decided by groups.	Non-Chronological Report Poetry Structure Patterns	Narrative Imagery Communication Word choice
Mathematics	Number	Measurement Algebra	Geometry Number	Number Geometry	Geometry Statistics	Number
Science	Living Things Similarities Differences Growth Adaptation	Energy Systems Cycles Role Properties	Earth and Space Energy Roles Validity	Decided by each group for the PYP Exhibition	Living Things Similarities Differences Roles	Working Scientifically Interactions Systems Role Fair testing
UAE Social Studies	History		Geography		National Education	Economics
	Evaluating and improving sources and using evidence Communicating Conclusions					

MEP	Character and Morality (CM9)	The individual and the community (IC9)	Civic Studies (CIS1)		Character and Morality (CM10)	The individual and the community (IC10)
PE	Health Related Fitness	Technique Reaction Aesthetics	Improvement Roles/Safety Structure/Variety	Movement Pattern Repetition Aesthetics	Initiatives Awareness Safety Leadership	Team Work Conflict Rights Responsibilities
Music	Folk music, world music, work songs	Performance, diversity, ensemble	Music and social change, protest music, film scoring		Musical periods, composers,	Binary, ternary, rondo form
Art	Variety, Colour, Shape, Design, Aesthetics, Expression, Communication, Pattern	Variety, Colour, Shape, Lines, Design, Aesthetics, Pattern	Transformation, Voice, Imagery	Imagery, Pattern, Variety, Colour, Shape, Line, Aesthetic	Variety, Colour, Shape, Line, Aesthetic, Transformation, Pattern	Unity, Expression, Colour, Shape, Space, Design, Line, Value
Drama	Working with Scripts - analysing and comparison of scripts. Reading and performing a script accurately - names, speech and stage directions.	Using a stimulus - working from a part shown short film clip set in Ancient Egypt, students to explore character and script creation, performance and technical production skills.	How conflict impacts global communities – The Boy at the Back of the Class book links. Creating performance pieces and choosing your own style of theatre to portray a ‘prequel’ of current real world crisis’. Relationships, communication & expression	Planet Protectors - exploring the world we live in compared to our ideal worlds. How can this be worked towards and what impact do we have? Exploring a theme through silent theatre.	Time Travellers - the impact of great discoveries throughout the last century. Working from a given script to develop script understanding and performance skills, before creating own dramatic pieces on a chosen event.	Hysterical Hierarchies - exploring hierarchies within the world and own everyday lives and differing styles of theatre. Creating own comedy pieces of theatre, performed in a style of choice.

- **Related Concepts**