

# Senior Years (Years 5 and 6) – 2017 PYP Program of Inquiry

Transdisciplinary Themes	HOW WE EXPRESS OURSELVES	WHERE WE ARE IN PLACE AND TIME	WHO WE ARE	HOW WE ORGANISE OURSELVES	SHARING THE PLANET	HOW THE WORLD WORKS
	<p>An inquiry in to the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the way in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p>An 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.</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>	<p>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.</p>	<p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.</p>
	<b>31<sup>st</sup> Jan – 17<sup>th</sup> Mar</b>	<b>20<sup>th</sup> Mar – 19<sup>th</sup> May</b>	<b>22<sup>nd</sup> May – 30<sup>th</sup> Jun</b>	<b>17<sup>th</sup> Jul – 25<sup>th</sup> Aug</b>	<b>28<sup>th</sup> Aug – 20<sup>th</sup> Oct</b>	<b>23<sup>rd</sup> Oct – 8<sup>th</sup> Dec</b>
Units of Inquiry	<p><b>Central Idea</b> Popular culture and the media influence the way we think and express ourselves.</p> <p><b>Key Concepts:</b> function, perspective reflection</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- How images, text and music are used to influence behavior of target audiences</li> <li>- Critical evaluation of messages presented in the media</li> <li>- How people respond to messages.</li> </ul> <p><b>Learner Profile</b> Communicator, Reflective</p>	<p><b>Central Idea</b> Human migration is a response to challenges, risks and opportunities.</p> <p><b>Key Concepts:</b> Causation, Change, Responsibility</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- The reason why people migrate</li> <li>- Migration throughout history</li> <li>- Effects of migration on communities, cultures and individuals</li> </ul> <p><b>Learner Profile</b> Caring, Thinker</p>	<p><b>Central Idea</b> Peoples' spiritual beliefs contribute to the diversity of society.</p> <p><b>Key Concepts:</b> form, perspective</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- The different spiritual beliefs that are held in society</li> <li>- How people's spirituals beliefs influence their values and behaviours</li> <li>- The importance of understanding your own and others people's beliefs</li> </ul> <p><b>Learner Profile</b> Open-Minded, Risk Taker</p>	<p><b>Central Idea</b> Economic activity relies on systems of production, exchange and consumption of goods and services.</p> <p><b>Key Concepts:</b> functions, connection, responsibility</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- The role of supply and demand</li> <li>- The distribution of goods and services</li> <li>- Our responsibility as consumers</li> </ul> <p><b>Learner Profile</b> Balanced</p>	<p><b>Central Idea</b> Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p><b>Key Concepts:</b> Causation, Connection, Responsibility</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- Ways in which ecosystems, biomes and environments are interdependent</li> <li>- How humans interaction with the environment can affect the balance of systems</li> <li>- The consequences of imbalance within ecosystems</li> </ul> <p><b>Learner Profile</b> Principled</p>	<p><b>Central Idea</b> Earth is a unique planet within a complex solar system.</p> <p><b>Key Concepts:</b> Form, Function, Causation</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>- Earths place in the solar system</li> <li>- The attributes of Earths that sustain life.</li> <li>- The possibility of life on other planets</li> <li>- Earth rotation on its axis</li> </ul> <p><b>Learner Profile</b> Knowledgeable, Inquirer</p>
Excursions and incursions		<p><b>21<sup>st</sup> – 24<sup>th</sup> March</b> Year 6 Camp</p> <p><b>22<sup>nd</sup> – 24<sup>th</sup> March</b> Year 5 Camp</p>			Biodiversity and the Bees Incursion (TBC)	<b>20<sup>th</sup> October</b> IMAX and Museum Excursion
Opportunities for Connecting with Student Learning	<p><b>7<sup>th</sup> and 9<sup>th</sup> February</b> Getting To Know You Interviews</p> <p><b>17<sup>th</sup> March</b> Communicating and reflecting on the unit with parents</p>	<p><b>5<sup>th</sup> May (9.00am)</b> Reading Information Session</p> <p>Parents and/ or Grandparents to share stories of migration with their class.</p>	<p><b>22<sup>nd</sup> – 26<sup>th</sup> May</b> Celebration of Learning Week/ Education Week</p> <p><b>27<sup>th</sup> &amp; 29<sup>th</sup> Jun</b> Three Way Conferences</p>	<p><b>26<sup>th</sup> July (6.30- 8.00pm)</b> F to 6 Math Information Session</p> <p><b>21<sup>st</sup> – 25<sup>th</sup> Aug</b> Celebration of Learning Week</p>	<p><b>14<sup>th</sup> September</b> 'Night to Shine' Concert</p>	<p><b>14<sup>th</sup> December</b> Christmas Concert</p>

