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 has consequences for all people involved.

Teacher Questions:
- What is an explorer?
- Why are people compelled to explore?
- Where and what do people explore?
- What significant historical explorations have taken place?
- Are the consequences of exploration always positive?

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.
WHERE WE ARE IN PLACE AND TIME  

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.