Where We Are in Place and Time

YEAR 5 UNIT OF INQUIRY OVERVIEW

May 26 – June 27

An inquiry into place and time; the discoveries and the relationship between the interconnectedness of civilisations, from local and global perspectives.

CENTRAL IDEA: Historical figures and civilisations continue to impact modern day society

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

❖ Ancient civilisations contribute to today’s society

Teacher Questions:

❖ What is a civilisation?
❖ Why is it important to learn about past civilisations?
❖ Who are the key historical figures around the world? Why
❖ What inventions/theories are still used in modern society?
❖ How have inventions been modified to make our lives easier?
❖ Can you assess the value or importance of a particular discovery or invention?

Inventions and theories created many years ago are still used today

There are connections between the characteristics of past and present civilisations

Inventions have been modified over time
PYP Attitudes
What attitudes do we want students to demonstrate?

**Appreciation** – To be appreciative of the history that has made present day society what it is

**Cooperation** – Cooperating, collaborating, and leading or following as the situation demands.

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

Learner Profile Attributes
What attributes do we want students to exemplify?

**Open Minded** – They are open to perspectives of other people’s theories. They seek and evaluate a range of points of view, and are willing to grow from the experience.

**Inquirers** – They develop natural curiosity. The acquire skills necessary to conduct inquiry and research and show independence in learning.

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

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

**RESEARCH**
*Collecting* – Formulating questions and collecting relevant and factual information

*Presenting findings* – Presenting findings to their peers with visual representations and clear explanations

**THINKING**
*Acquisition of knowledge* – Gaining specific facts and ideas and remembering information

*Comprehension* – Grasping meaning from material learned; interpreting and communicating learning

*Application* – Using acquired knowledge in practical ways

**COMMUNICATION**
*Viewing* – Interpreting and analyzing visuals and multimedia; understanding the ways in which images and language interact to convey ideas and making informed choices about viewing experiences

*Presenting* – Communicating information and ideas through a variety of visual media

*Speaking* – Speaking clearly; expressing ideas clearly and logically

How can parents help at home?
To deepen your child’s understanding of their inquiry, you could:

- Ask your child what their inquiry is
- Take your child to the museum
- Discuss household items that were invented in ancient times and the changes that have been made over time
- Discuss historical figures from ancient times and the impact their theories/inventions had on today’s society

Key Concepts

**FORM** – The understanding of the components of a civilisation.

**CHANGE** – The understanding that aspects of past civilisation and how they have survived over time.

**CONNECTION** – The understanding that various systems developed in the past and affect the evolution of the civilisation.