

Where We Are In Place And Time

UNIT OF INQUIRY OVERVIEW

3TW & 3WW

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:

Historical events allow us to learn about our past and understand how our community has changed

Enduring Understandings:

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

Communities continue to change over time.

Teacher Questions:

- ❖ How and why has our community changed over time?
- ❖ What are some commemorative days, symbols or emblems that signify significant events in our history?
- ❖ How can we use photographs, maps, historical buildings and artifacts to learn about the past?

Lines of Inquiry

What is the focus of our inquiry?

- We have commemorative days to remember significant events from the past
- We can learn about the past through photographs, buildings and artefacts
- Countries have their own symbols and emblems that represent their beliefs and values



PYP Attitudes

What attitudes do we want students to demonstrate?

Empathy – To put yourself in another’s position so as to understand their thoughts, reasoning and emotions

Respect – To respect yourself, others and the world around you

Tolerance – Feeling sensitivity towards differences and diversity in the world and being responsive to the needs of

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 sensitivity towards the needs and feelings of others. They have a sense of personal commitment to action and service.

Open-Minded - They respect the views, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.



How can parents help at home?

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

- ❖ Visit the museum, Polly Woodside or other places of historical interest
- ❖ Borrow, read and discuss picture and/or chapter books related to significant events in Australian history e.g. ANZAC Day
- ❖ Ask relatives or look around at home to find old photographs or artefacts that you can share at home and at school.

Skills

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

COMMUNICATION

Listening – to others and hearing the information they share

Speaking – clearly, expressing ideas and sharing opinions

Reading – from a variety of sources, understanding what has been read, making inferences and drawing conclusions

Writing – recording information, paraphrasing, summarizing and writing reports

THINKING

Acquiring Knowledge – gaining specific facts, ideas and vocabulary

Comprehension – grasping meaning from material, communicating and interpreting learning

Application – making use of knowledge in practical and new ways

RESEARCH

Questioning - formulating and asking questions to prepare presentations.

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

PERSPECTIVE - The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings.