WHERE WE ARE IN PLACE AND TIME

YEAR 1 UNIT OF INQUIRY OVERVIEW

1st September – 3rd November 2014

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.

CENTRAL IDEA:
Knowing our personal histories allows us to understand who we are and where we have come from

Enduring Understandings:
What do we want the students to remember for a lifetime?
Students will learn more about the past generations of their family and gain an understanding of their global connection to the world.

Teacher Questions:
• What is change?
• What makes things change?
• What has changed in your family?
• How do we find out about the past?
• Why have some behaviours and practices changed and others stayed the same?
• What things from the past do we still see today?

Lines of Inquiry
What is the focus of our inquiry?
• Things change over time
• Behaviours and practices change over time
• Family histories connect our past, present and future
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PYP Attitudes
What attitudes do we want students to demonstrate?

**APPRECIATION**—Appreciating the wonder and beauty of the world and all its inhabitants

**RESPECT**—Respecting themselves, others and the world around them

**CURIOSITY**—To understand that it is important to be curious about the nature of learning and the world

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 empathy, compassion and respect towards the needs and feelings of others. They have a commitment to service, and act to make a positive difference to the lives of others and to the environment.

**REFLECTIVE**—They give thoughtful consideration to their own learning and experience.

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

- Encourage your child to ‘research’ their favourite minibeasts
- Encourage your child to ask questions about their environment
- Provide opportunities for your child to observe and discuss minibeasts and habitats

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

**RESEARCH**

*Formulating questions*—Identifying something one wants or needs to know and asking compelling and relevant questions that can be researched

*Collecting data*—Gathering information from a variety of sources

*Observing*—Using all the senses to notice relevant details

**SOCIAL**

*Respecting others*—Listening sensitively to others.

**COMMUNICATION**

*Listening*—Listening to directions, others and to information.

*Viewing*—Interpreting and analyzing visuals and multimedia.

**THINKING**

*Acquisition of knowledge*—Gaining specific facts, ideas and vocabulary

Key Concepts

**CHANGE**—understanding that change is the process of movement from one state to another. It is universal and inevitable.

**CONNECTION**—The interactions that affect humans and the environment; the ways in which our past, present and future are all connected.