Where We Are in Place and Time

YEAR 5 UNIT OF INQUIRY OVERVIEW

18 April – June 26

An inquiry into place and time; the discoveries and the relationship between the interconnectedness of civilisations.

CENTRAL IDEA:

Historical figures, civilisations and their technologies continue to impact modern day society.

Enduring Understandings:

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

- Knowledge of the past helps us understand the present and make decisions about the future.

Teacher Questions:

- What is a civilisation?
- Why is it important to learn about past civilisations?
- Who are 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?

Inquire. Explore. Imagine.

Lines of Inquiry

What is the focus of our inquiry?

- 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** - They strive to cooperate, collaborate, and lead or follow 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?

**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.

**Open-Minded**: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities.

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

- Ask your child what their inquiry is
- Take your child to the museum
- Discuss heirlooms and its history with your child
- Discuss your child’s investigation and new information they have discovered

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** – Acquiring substantial knowledge of past civilizations and connections to today’s society

**Evaluation and analysis** – Evaluating and analysing the investigation process at all stages

Key Concepts

- 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