

## YEAR 6

Who We Are	How We Organise Ourselves	<u>Where We Are In Place &amp; Time</u>	How the World Works	How We Express Ourselves	Sharing the Planet
An inquiry into identity as individuals as a part of a collective through: <ul style="list-style-type: none"> <li>Physical, emotional and spiritual health and well-being</li> <li>Relationships and belonging</li> <li>Learning and growing</li> </ul>	An inquiry into systems, structures and networks through <ul style="list-style-type: none"> <li>Interactions within and between social and ecological systems</li> <li>Approaches to livelihoods and trade practices, intended and unintended consequences</li> <li>Representation, collaboration and decision making</li> </ul>	An inquiry into histories and orientation in place, space, and time through: <ul style="list-style-type: none"> <li>Periods, events and artefacts</li> <li>Communities, heritage, culture and environment</li> <li>Natural and human drivers of movement, adaptation, and transformation</li> </ul>	An inquiry into understandings of the world through: <ul style="list-style-type: none"> <li>Patterns, cycles, systems</li> <li>Diverse practices, methods and tools</li> <li>Discovery, design, innovation: possibilities and impacts</li> </ul>	An inquiry into the diversity of voice, perspectives and expression through: <ul style="list-style-type: none"> <li>Inspiration, imagination, creativity</li> <li>Personal social and cultural modes and practices of communication</li> <li>Intentions, perceptions, interpretations and responses</li> </ul>	An inquiry into the interdependence of human and natural words through: <ul style="list-style-type: none"> <li>Rights, responsibilities and dignity of all</li> <li>pathways to just, peaceful and reimagined futures</li> <li>Nature, complexity, coexistence and wisdom</li> </ul>
<b>Start date:</b> Year-long Unit	<b>Start date:</b> September 2024	<b>Start date:</b> October 2024	<b>Start date:</b> November 2024	<b>Start date:</b> February 2025	<b>Start date:</b> April 2025
<b>Central Idea:</b> Understanding ourselves and our responsibilities can support us to be the best we can be as learners, friends and leaders	<b>Central Idea:</b> Digital media can be used to create, connect, access and share information and ideas	<b>Central Idea:</b> An understanding of cultural heritage and history can be reached through a variety of sources	<b>Central Idea:</b> The process of fair testing has driven science and innovation.	<b>Central Idea:</b> Exhibition To be determined by Year 6	<b>Central Idea:</b> The choices made about energy consumption have consequences
<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Our culture and identity - personal/school (Function)</li> <li>Responsibility to learning and self improvement (Responsibility)</li> <li>Leadership and mentoring (Change)</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Responsible use of digital media and our digital footprint (Responsibility)</li> <li>Using digital media to create and connect (Connection)</li> <li>Evaluating information presented through digital media (Perspective)</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Shared human experiences (Connection)</li> <li>What is cultural heritage (Form)</li> <li>Preservation of heritage (Responsibility)</li> </ul>	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>The process of a scientific investigation (Form/ Function)</li> <li>Fair testing (Change)</li> <li>Solving real-life problems with science (causation)</li> </ul>	<b>Lines of Inquiry:</b> Students will create lines of inquiry connected to their own learning and focus.  All PYP key concepts	<b>Lines of Inquiry:</b> <ul style="list-style-type: none"> <li>Forms and sources of energy (Form)</li> <li>Advantages and limitations of the different sources of energy (Function)</li> <li>Causes and consequences linked to carbon emissions (Causation) / <b>Choices that can be made to reduce the carbon footprint (responsibility)</b></li> </ul>
<b>Related Concepts:</b> Well-being Identity Self-improvement	<b>Related Concepts:</b> systems, behaviour, communication, relationships, network, behaviour, influence	<b>Related Concepts:</b> Language, Culture, Evidence	<b>Related Concepts:</b> Measurement Experimentation Innovation	<b>Related concepts:</b> Global Goal Connections	<b>Related Concepts:</b> choice, energy transference
<b>Learner Profile:</b> All	<b>Learner Profile</b> Communicator Balanced Principled	<b>Learner Profile</b> Open Minded Communicator	<b>Learner Profile:</b> Inquirer Knowledgeable Thinker	<b>Learner Profile:</b> All learner profile attributes	<b>Learner Profile:</b> Thinker Principled Knowledgeable
<b>ATLs:</b> Communication, Self-management	<b>ATLs:</b> Research, Communication, Thinking	<b>ATLs:</b> Communication, Social, Research	<b>ATLs:</b> Thinking, Research	<b>ATLs:</b> All	<b>ATLs:</b>
<b>Specialist links:</b>	<b>Specialist links:</b>	<b>Specialist links:</b>	<b>Specialist links:</b>	<b>Specialist links:</b>	<b>Specialist links:</b>
<b>Incursions and Excursions:</b> IS digital media, cyberbullying	<b>Incursions and Excursions:</b> Rakoon designers, IS students	<b>Incursions and Excursions:</b> Ping Shan trip, Year 6 Camp	<b>Incursions and Excursions:</b> Science Museum	<b>Incursions and Excursions:</b> IS Social Action Exhibition visit. Exhibition	<b>Incursions and Excursions:</b> Zero Carbon Building