

OPIS PROGRAMME OF INQUIRY - PYP 1 (2021-22)

PYP 1	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Transdisciplinary Theme</b>	<b>Who we are</b>  An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities</b> and cultures; rights and responsibilities; what it means to be Human.	<b>Where we are in place and time</b>  An inquiry into <b>orientation in place and time</b> ; 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.	<b>How do we express ourselves</b>  An inquiry into the ways in which we <b>discover and express ideas, feelings, nature, culture, beliefs and values</b> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<b>How the world works</b>  An inquiry into the natural world and its laws; <b>the interaction between the natural world (physical and biological) and human societies</b> ; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment	<b>Sharing the Planet</b>  An inquiry into <b>rights and responsibilities in the struggle to share finite resources with other people and with other living things</b> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Unit Title</b>	<b>Relationships</b>	<b>Transportation</b>	<b>Celebrations</b>	<b>Food</b>	<b>Survival</b>
<b>Central Idea</b>	The way we think and behave affects our relationships with others and the learning environment.	Over time transportation is changing the physical environment to meet the needs of humans.	Celebrations and traditions are expressions of shared beliefs and values.	Most foods go through various stages before they reach our mouth.	Human actions impact the survival of other living things
<b>Key and related concepts</b>	<p><b>Responsibility: What is our responsibility?</b> People make choices based on their understanding and the actions they take as a result do make a difference.</p> <p><b>Causation: Why is it this way?</b> Our behaviour has an impact on our relationships and learning environment.</p> <p><b>Related concepts:</b> relationship, friendship, respect and fairplay.</p>	<p><b>Key Concepts:</b></p> <p><b>Change: How is it changing?</b> Change is the process of movement from one state to another. It is universal and inevitable.</p> <p><b>Function: How does it work?</b> Everything has a purpose, a role, or a way of behaving that can be investigated.</p> <p><b>Connection: What is the link to other things?</b> The universe is a collection of systems made of individual parts that work with and affect each other.</p> <p><b>Related concepts:</b> Transportation, Environment, sustainability</p>	<p><b>Form: What is it like?</b> Everything has a form with recognizable features that can be observed, identified, described, and categorized.</p> <p><b>Perspective: What are the different points of view?</b> Knowledge is moderated by perspectives. Different perspectives lead to different interpretations, understandings and findings. Perspectives may be individual, group, cultural or disciplinary.</p> <p><b>Related concepts:</b> celebration, traditions, beliefs</p>	<p><b>Function: How does it work?</b> The special activities, properties or purposes, natural or endowed, of a creature or thing.</p> <p><b>Change: How is it changing?</b> The concept of change, also described as transformation, is a pervasive concept in science. Change is an inevitable aspect of the physical world as things become different or pass from one form to another. It can be natural or brought about and accelerated by outside influences.</p> <p><b>Responsibility: What is our responsibility?</b> We have a responsibility to the world in which we live. This involves being aware of how scientific knowledge can be used to improve or worsen the quality of life of all living things. Responsibility entails action as well as awareness.</p>	<p><b>Causation: Why is it like this?</b> The effect brought about by an intended or unintended action or reaction.</p> <p><b>Responsibility: What is our responsibility?</b> We have a responsibility to the world in which we live. This involves being aware of how scientific knowledge can be used to improve or worsen the quality of life of all living things. Responsibility entails action as well as awareness.</p> <p><b>Related concepts:</b> survival, cause-effect</p>



	OUR PLANET International School MUSCAT			<b>Related concepts:</b> process, nutrition, source	
<b>Lines of Inquiry</b>	<p>An Inquiry into:</p> <ul style="list-style-type: none"> <li>• The impact of actions and behaviour in developing positive relationships and learning environments.</li> <li>• Strategies to become aware and in control of our emotions</li> <li>• Positive ways to communicate with others and express our feelings.</li> </ul>	<p>An Inquiry into:</p> <ul style="list-style-type: none"> <li>• Evolution of transportation</li> <li>• Relationship between transportation and the environment</li> <li>• Sustainable transportation</li> </ul>	<p>An Inquiry into:</p> <ul style="list-style-type: none"> <li>• Tradition and celebrations from around the world</li> <li>• Characteristics of celebrations and traditions</li> <li>• Similarities and differences between different celebrations</li> </ul>	<p>An Inquiry into:</p> <ul style="list-style-type: none"> <li>• Sources of food</li> <li>• Stages foods go through before we eat them</li> <li>• Impact of food production on our health and environment</li> </ul>	<p>An Inquiry into:</p> <ul style="list-style-type: none"> <li>• The conditions that living things need to survive (life cycles, physical characteristics, environments/biomes)</li> <li>• How changes in habitat affect adaptation and food chains of animals</li> <li>• Actions by humans which affect animal survival</li> </ul>
<b>Learner Profile</b>	Caring Principled Communicator	Thinker Open minded Communicator	Open-minded Reflective Thinker	Balanced Principled Risk-Takers	Knowledgeable Inquirer Open-minded
<b>ATL</b>	<p>Explicit ATLs:</p> <p>Self- Management: Organisation Social: Interpersonal Relationships</p>	<p>Explicit ATLs:</p> <p>Self-Management: Organisation Communication: Exchanging information Thinking Skills: Critical thinking</p>	<p>Explicit ATLs:</p> <p>Research: Information ,Literacy Thinking: Creative thinking Communication: Literacy</p>	<p>Explicit ATLs:</p> <p>Thinking: Critical thinking Research: Information Literacy Communication: Literacy</p>	<p>Explicit ATLs:</p> <p>Thinking: Creative Thinking Thinking: Critical Thinking Self-Management: State of Mind</p>
<b>Subjects</b>	Visual Arts, Social Studies, PSPE, Music	Visual Arts, Science, Social Studies, PSPE Music	Visual Arts, Social Studies, PSPE, Music	Visual Arts, Science , PSPE, Music Math	Visual Arts, Science, PSPE, Music
<b>Length</b>	10 Weeks	6 weeks	7 weeks	7 weeks	7 weeks