

OPIS PROGRAMME OF INQUIRY - PYP 5 (2021-22)

PYP 5	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Transdisciplinary Theme	Who we are An inquiry into the nature of the self; beliefs and values ; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be Human.	Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them ; access to equal opportunities; peace and conflict resolution.	Where we are in place and time 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.	How we organise ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	How the world works An inquiry into the natural world and its laws ; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
Unit Title	An Eye on Childhood	Everything is connected!	Learning from the Past, Preparing for the Future	Marketplace	Growth and Adaptation	Don't Judge a Book by Its Cover
Central Idea	Beliefs, values, and location shape who we are.	Everything in the natural environment is connected through balanced ecosystems.	Past civilizations shape present day systems and technologies	Economic activity relies on systems of production, exchange and consumption of goods and services.	Reproduction and adaptation contributes to the continuation of the species	People's outward appearance can lead to perceptions and misconceptions.
Literacy	Novel: <i>Matilda</i> Genre: Recount - autobiography, memoirs, diaries, journals	Novel: <i>Elephant Road</i> Genre: Exposition - reports	Genre: Descriptions, Creative writing.	Genre: Instructions, persuasive writing	Genre: Explanations, Instructions, Magazines	Genre: Descriptions, Creative writing



OUR PLANET



<p>Key and related concepts</p>	<p>Perspective: School WUSCAT What are the different points of view? Knowledge is moderated by perspectives. Different perspectives lead to different interpretations, understandings and findings. Perspectives may be individual, group, cultural or disciplinary.</p> <p>Causation: Why is it like this? Things do not just happen. There are causal relationships at work and actions have consequences.</p> <p>Related concepts: culture, perceptions, beliefs</p>	<p>Change: How is it changing? 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>Connection: How is it connected to other things? The world is full of interacting systems that depend on each other to form a working whole.</p> <p>Responsibility: What is our responsibility? 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>Related concepts: interdependence, biodiversity, organism</p>	<p>Causation: Why is it like this? The effect brought about by an intended or unintended action or reaction.</p> <p>Connection: How is it connected to other things? The world is full of interacting systems that depend on each other to form a working whole.</p> <p>Responsibility: What is our responsibility? 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>Related concepts: technological advances, innovation, mechanics</p>	<p>Function: How does it work? Everything has a purpose, a role, or a way of behaving that can be investigated</p> <p>Connection: How is it connected to other things? We live in a world of interacting systems in which the actions of any individual element affect others.</p> <p>Responsibility: What is our responsibility? People make choices based on their understanding and the actions they take as a result do make a difference.</p> <p>Related concepts:: supply, demand, value, ethics</p>	<p>Function: How does it work? The special activities, properties or purposes, natural or endowed, of a creature or thing.</p> <p>Connection: How is it connected to other things? The world is full of interacting systems that depend on each other to form a working whole.</p> <p>Related concepts: cycles, adaptation</p>	<p>Connection: How is it connected to other things? We live in a world of interacting systems in which the actions of any individual element affect others.</p> <p>Perspective: What are the different points of view? Knowledge is moderated by perspectives. Different perspectives lead to different interpretations, understandings and findings. Perspectives may be individual, group, cultural or disciplinary.</p> <p>Related concepts: identity, expression, perception, misconception, diversity</p>
<p>Lines of Enquiry</p>	<ul style="list-style-type: none"> • The impact of a community's beliefs and values in shaping our identity. • Different understandings of what it means to be a child • Interpretation of similarities and differences between children around the world, and over time 	<ul style="list-style-type: none"> • Ecosystems in the natural environment • Needs of ecosystems • Our responsibility towards ecosystems 	<ul style="list-style-type: none"> • Exploring river valley civilizations: geography, culture and religion, social organisation, scientific and technological development. • Major achievements that have survived and impacted modern life-knowledge, beliefs and values, social systems, technology. 	<ul style="list-style-type: none"> • The role of supply and demand • Costs associated with the production and distribution of goods and services • Our responsibility as consumers 	<ul style="list-style-type: none"> • Life cycle of animals and plants • Adaptation of living things • Classification of living things 	<ul style="list-style-type: none"> • Personal adornments and clothing choices in a variety of countries and social groups. • Reasons behind choices people make about what they wear. • Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions.



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	International School MUSCAT		<ul style="list-style-type: none"> Implications for the future: the role of technology and scientific development in modern society. 			
Learner Profile	Open-Minded Thinker	Principled Knowledgeable Balanced	Open-minded Thinker Inquirer	Principled Risk-taker Thinker Communicator	Open-minded Thinker	Open-Minded Thinker Knowledgeable
ATL focus	<p>Communication Skills: Exchanging information;</p> <p>Research Skills: Information literacy</p>	<p>Self-Management Skills: Organization, States of mind</p> <p>Research Skills: Information literacy, Data gathering and recording, Evaluating and communicating</p>	<p>Thinking Skills: Critical thinking, Creative thinking; Reflection and metacognition</p>	<p>Communication Skills: Exchanging information, Literacy, Writing ICT</p> <p>Self Management: Organisation, States of Mind</p>	<p>Research Skills: Information literacy, Media literacy</p> <p>Thinking Skills: Critical thinking, Creative thinking, Information transfer</p>	<p>Social Skills: Interpersonal relationships, social and emotional intelligence</p> <p>Thinking: Critical thinking; Creative thinking; Reflection and metacognition</p>
Subjects	Social Studies, Language (English and Arabic), Music, Visual Arts	Science, Language (English and Arabic), Math, Visual Arts	Social Studies, Language (English and Arabic), Math, Visual Arts	Social Studies, Language (English and Arabic), Math, Visual Arts	PSPE, Science, Language (English and Arabic), Math	Social Studies, Language (English and Arabic), Math, Visual Arts, Music
Length	7 weeks	7 weeks	6 weeks	6 Weeks	6 weeks	4 weeks