

## OP PROGRAMME OF INQUIRY - PYP 6 (2021-22)

PYP 6	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Transdisciplinary Theme</b>	Who we are  <b>An inquiry into</b> the nature of the self, beliefs and values; <b>personal, physical, mental, social and spiritual health</b> ; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	How the world works  <b>An inquiry into</b> 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.	Where we are in place and time  <b>An inquiry into</b> orientation in place and time; personal histories; homes and journeys; <b>the discoveries, explorations and migrations of humankind</b> ;	Sharing the Planet  <b>An inquiry into 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.	How do we organise ourselves  <b>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making</b> ; economic activities and their impact on humankind and the environment.	How do we express ourselves  <b>An inquiry into the ways in which we 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>Unit Title</b>	<b>Change Affects the Sense of Self</b>	<b>Energy For Survival</b>	<b>On the Move</b>	<b>PYP Exhibition</b>	<b>Governments</b>	<b>I Am Who I Am</b>
<b>Central Idea</b>	<b>The choices people make affect their health and wellbeing.</b>	<b>Human survival depends upon changing and controlling forms of energy.</b>	<b>Human migration is a response to challenges, risks and opportunities.</b>	<b>Individuals and groups connect and organize to solve problems and take action.</b>	<b>Government systems and decisions can promote or deny equal opportunities and social justice.</b>	<b>People express and promote their points of view in a variety of ways.</b>
<b>Literacy</b>	Novel: <i>Among the Hidden</i>  Genre: Recounts, Descriptions	Novel: <i>The Boy Who Harnessed the Wind</i>  Genre: Explanations, Instructions, Magazines (science)	Novel: <i>Journey to Jo'burg</i>  Genre: Descriptions, Creative writing.	Novel: <i>City of Ember</i>  Genre: Media & Tech focus	Novel: <i>The Green Book</i>  Genre: Interviews, Persuasive w. , Argumentative w., Debates	Novel: <i>Wonder</i>  Genre: Poetry, Creative writing
<b>Key and related concepts</b>	<b>Function: How does it work?</b> An examination of the feelings, beliefs and behaviours affecting our interactions with others and the environment.  <b>Causation: Why is it like this?</b> Our personal, social and physical wellbeing, as well as our relationships, are influenced by our feelings, beliefs and behaviours, and their causing factors.	<b>Form: What is it like?</b> Most things have a form or shape with an outward or visible manifestation and an internal structure.  <b>Function: How does it work?</b> The special activities, properties or purposes, natural or endowed, of a creature or thing.	<b>Function: How does it work?</b> Everything has a purpose, a role, or a way of behaving that can be investigated.  <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	<b>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</b>  Form – What is it like? Function – How does it work? Causation – Why is it like this? Change – How is it changing? Connection – How is it connected to other things?	<b>Connection: How is it connected to other things?</b> We live in a world of interacting systems in which the actions of any individual element affect others.  <b>Responsibility: What is our responsibility?</b> People make choices based on their understanding and the actions	<b>Perspective: What are the points of view?</b> Arts allow for the opportunity of creative choice. Different points of view naturally arise depending on whether an individual is creating or composing, performing or displaying, viewing or listening.



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	<p><b>Responsibility: What is our responsibility?</b> Informed and appropriate choices leading to responsible actions make a difference to or health, wellbeing, community and the environment</p> <p><b>Related concepts:</b> maturity, life cycle, well-being</p>	<p><b>Connection: How is it connected to other things?</b> The world is full of interacting systems that depend on each other to form a working whole.</p> <p><b>Related concepts:</b> Conservation of energy, forms of energy, conduction and convection</p>	<p>individual, group, cultural or disciplinary.</p> <p><b>Related concepts:</b> migration, displacement, diaspora</p>	<p>Perspective - What are the points of view? Responsibility - What is our responsibility? Reflection - How do we know?</p>	<p>they take as a result do make a difference.</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> decision-making, citizenship</p>	<p><b>Connection: How is it connected to other things?</b> Arts are a universal language by which we can communicate within and across cultures.</p> <p><b>Related concepts:</b> identity, self-awareness,</p>
<p><b>Lines of Enquiry</b></p>	<ul style="list-style-type: none"> <li>• The concept of wellbeing</li> <li>• The interdependent relationship between physical, mental, social and spiritual wellbeing.</li> <li>• Who is responsible for promoting and maintaining our wellbeing?</li> </ul>	<ul style="list-style-type: none"> <li>• Types and uses of energy</li> <li>• The transformation of energy to sustain life.</li> </ul>	<ul style="list-style-type: none"> <li>• Factors that affect migration</li> <li>• Challenges and opportunities</li> </ul>	<p><b>What lines of inquiry will define the scope of the inquiry into the central idea?</b></p> <ol style="list-style-type: none"> <li>1. Our responsibilities to our community</li> <li>2. Our group relationships</li> <li>3. Our global citizenship</li> </ol>	<ul style="list-style-type: none"> <li>• Government systems</li> <li>• Human rights and social justice</li> <li>• Responsibilities of governments</li> </ul>	<ul style="list-style-type: none"> <li>• Different forms of expression</li> <li>• How we choose to express our identify</li> <li>• The shared qualities of the arts (perspective, viewpoint, style, format)</li> </ul>
<p><b>ATL Focus</b></p>	<p><b>Self Management Skills:</b> <b>States of mind</b> Using strategies that manage state of mind</p> <p><b>Research Skills:</b> Data gathering and recording Evaluating and communicating</p> <p><b>Communication Skills:</b> Communication by language (Reading)</p>	<p><b>Thinking Skills: Critical thinking</b> Analysing and evaluating issues and ideas, and forming decisions</p> <p><b>Self-Management Skills: Organization</b> Managing time and tasks effectively</p> <p><b>Research Skills: Information literacy</b> - Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating</p>	<p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>• <b>Critical thinking</b> Analysing and evaluating issues and ideas, and forming decisions</li> <li>• <b>Information transfer</b> Using skills and knowledge in multiple contexts</li> </ul> <p><b>Social Skills:</b> <b>Interpersonal relationships, social and emotional intelligence</b> Developing positive interpersonal relationships and collaboration</p>	<p><b>Communication Skills:</b> <b>Self Management Skills:</b> <b>Thinking Skills:</b> <b>Research Skills:</b> <b>Social Skills:</b></p>	<p><b>Thinking Skills:</b> <b>Creative thinking</b> - Generating novel ideas and considering new perspectives.</p> <p><b>Research Skills: Media literacy</b> - Interacting with media to use and create ideas and information</p> <p><b>Ethical use of media/ information</b> Understanding and applying social and ethical technology</p> <p><b>Communication Skills:</b> <b>Information literacy</b> Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating</p>	<p><b>Thinking Skills</b> <b>Creative thinking</b> - Generating novel ideas and considering new perspectives.</p> <p><b>Research Skills: Information literacy</b> Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating</p> <ul style="list-style-type: none"> <li>• Apply existing knowledge to design new products, processes, media and technologies.</li> <li>• Consider multiple alternatives, including those that might be unlikely or impossible.</li> </ul>



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						<ul style="list-style-type: none"> <li>Practise flexible thinking—develop multiple opposing, contradictory and complementary arguments.</li> </ul>
<b>Subjects</b>	Science, PSPE, Language (English and Arabic), Math	Science, PSPE, Language (English and Arabic), Math, Social Studies	Language (English and Arabic), Math, Social Studies, French	<b>*PYP X</b>	Language (English and Arabic), Social Studies, Music	Language (English and Arabic), Math, Social Studies, Visual Arts, Music
<b>Learner Profile</b>	Balanced Knowledgeable Reflective	Thinker Inquirer Knowledgeable	Open minded Caring	Risk Takers Inquirers	Principled Balanced	Open-Minded Communicator Risk-taker
<b>Length</b>	8 weeks	6 weeks	6 weeks	8 weeks	6 weeks	6 weeks