

## OP PROGRAMME OF INQUIRY - PYP 4

PYP 4	Unit 1	Unit 2	Unit 3	Unit 5	Unit 4	Unit 6
<b>Transdisciplinary Theme</b>	<b>Who we are</b> <b>An inquiry into</b> the nature of the self; <b>beliefs and values</b> ; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be Human.	<b>Sharing the Planet</b> <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.	<b>Where we are in place and time</b> <b>An inquiry into</b> orientation in place and time; personal histories; homes and journeys; <b>the discoveries, explorations and migrations of humankind</b> ; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<b>How the world works</b> 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.	<b>How do we organise ourselves</b> <b>An inquiry into the interconnectedness of human-made systems and communities</b> ; the structure and function of organizations; <b>societal decision-making; economic activities and their impact on humankind and the environment.</b>	<b>How do we express ourselves</b> <b>An inquiry</b> 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</b> ; our appreciation of the aesthetic.
<b>Unit Title</b>	<b>Role Models</b>	<b>Earth's Resources</b>	<b>Explorations</b>	<b>Forces and Magnetism</b>	<b>Marketplace</b>	<b>Let me tell you a story</b>
<b>Central Idea</b>	Role models inspire us to be better versions of ourselves.	People can establish practices in order to sustain and maintain the Earth's resources.	Explorations lead to discoveries, opportunities, and new understandings	Being Developed	Economic activity relies on systems of production, exchange and consumption of goods and services.	People around the world create stories to express emotions, ideas and values.
<b>Key and related concepts</b>	<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.  <b>Change: How is it changing?</b> Change is the process of movement from one state to another. It is universal and inevitable.  <b>Function: How does it work?</b> Everything has a purpose, a role, or a way of behaving that can be investigated  <b>Related concepts:</b> character, diversity, initiative	<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.  <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.	<b>Causation: Why is it like this?</b> The effect brought about by an intended or unintended action or reaction.  <b>Perspective: What are the different points of view?</b> Events and findings can be interpreted differently, depending on knowledge, experience and motives. The difference between empirically proven facts and supposition must be emphasized.  <b>Related concepts:</b> space, solar system, discovery		<b>Function: How does it work?</b> Everything has a purpose, a role, or a way of behaving that can be investigated  <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 they take as a result do make a difference.	<b>Perspective:</b> Stories can be comprehended and written with different perspectives  <b>Form:</b> There are many genres of stories around the world.  <b>Change:</b> Stories enable us to learn and adapt to the morals and lessons in our lives  <b>Related concepts:</b> fiction, genre, theme

		<b>Related concepts:</b> lifestyle, resources, erosion			<b>Related concepts::</b> supply, demand, value, ethics	
<b>Lines of Enquiry</b>	<p>An enquiry into:</p> <ul style="list-style-type: none"> <li>• Role models display particular characteristics</li> <li>• Role models impact behaviours locally and globally.</li> <li>• We have responsibilities as role models.</li> </ul>	<p>An enquiry into:</p> <ul style="list-style-type: none"> <li>• Life styles and use of natural resources</li> <li>• Causes and consequences of human exploitation of human resources</li> <li>• Societal choices that can help sustain the environment</li> </ul>	<p>An enquiry into:</p> <ul style="list-style-type: none"> <li>• Reasons for exploration</li> <li>• How explorations have taken place over time</li> <li>• Impact/results of exploration</li> </ul>		<p>An enquiry into:</p> <ul style="list-style-type: none"> <li>• The role of supply and demand</li> <li>• Costs associated with the production and distribution of goods and services</li> <li>• Our responsibility as consumers</li> </ul>	<p>The different methods of storytelling</p> <p>Components of fictional tales</p> <p>Reasons why do people create fairytales</p> <p>The effect of fairy tales on our thinking</p> <p>The role of illustrations</p>
<b>Subjects</b>	<a href="#">Social Studies</a> <a href="#">PSPE</a> <a href="#">Visual Arts</a> Language	<a href="#">Science</a> Language	<a href="#">Science</a> <a href="#">Social Studies</a> Language	<a href="#">Science</a> Mathematics	<a href="#">Social Studies</a> Mathematics Language <a href="#">Visual Arts</a>	<b>Language</b> <a href="#">Social Studies</a> <a href="#">Visual Arts</a>
<b>Length</b>	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	5 Weeks