









PY6

Age: 11 - 12 years old

Trans disciplinary Theme	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.	SHARING THE PLANET An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	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.	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 WE EXPRESS OURSELVES An inquiry into the way 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.	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 the environment.
Central Idea	Migration is a response to challenges, risks, and opportunities	Living things need to adapt in order to survive	The Primary Years Program EXHIBITION Students identify personal central ideas for this unit	Communities create economic systems that rely on the production, exchange and consumption of goods and services	Technology changes and challenges the way we express ourselves	Chemical reactions create temporary and permanent changes in matter
An inquiry into:	<ul style="list-style-type: none"> Reasons why people migrate Migration throughout history Effects of migration on communities, cultures, and individuals 	<ul style="list-style-type: none"> The concept of adaptation Circumstances that could lead to adaptation How plants and animals adapt or respond to environmental conditions 	<ul style="list-style-type: none"> Demonstrating agency and responsibility for one's own learning Designing learning goals and establishing the success criteria Collaborating with peers, teachers, and mentors throughout the exhibition process 	<ul style="list-style-type: none"> How economic systems work How production is influenced by consumer needs and wants The responsibility of producers and consumers 	<ul style="list-style-type: none"> How technology has changed over time The ways in which technology affects us and our lifestyles The elements of digital citizenship 	<ul style="list-style-type: none"> The nature of chemical reactions and changes Fair testing of chemical changes How humans manipulate matter to create products that meet their needs
Key Concepts	Change, Causation, Perspective	Form, Change, Causation	All key concepts	Connection, Function, Responsibility	Form, Function, Change	Change, Function, Causation
Related Concepts	Adaptability, Migration, Integration	Adaptation, Thrive, Patterns, Change over time	Dependent on focus of Exhibition	Economic Systems, Supply and Demand, Ethical Production and Consumption	Technology, Balance, Social media, Citizenship	Experimentation, Chemistry,
Unit Description	<i>In this unit of inquiry, learners develop an understanding of the reasons why people migrate to different countries and distinguish between push and pull factors. Learners acquire skills in comparing how perspectives and issues on migration have stayed the same and/or changed over time and explore perspectives from various points of view. Learners inquire into their own journey of migration or that of another person, describing challenges and opportunities associated with it.</i>	<i>In this unit of inquiry, learners gain a deeper understanding of adaptation and acquired traits in plants and animals. Through experiments and simulations, learners are able to recognize that traits can help organisms thrive within their environment and then inquire into the effects of when environments change.</i>	<i>In this unit of inquiry, learners choose a topic or issue of personal interest and engage in an in-depth, extended project into real life issues or problems, known as the PYP exhibition. This involves students working collaboratively to research, take and synthesize notes, document the learning process, and formally present findings to the learning community.</i>	<i>In this unit of inquiry, learners develop a deeper understanding of an economic system. Learners inquire into the forces that are at play within free market economy. They inquire into the responsibilities that both producers and we ourselves as consumers must consider to ethically and think critically. Learners will apply their understandings by creating corporations, producing, marketing, and selling a product or service.</i>	<i>In this unit of inquiry, learners explore the how communication has changed rapidly over the last decades. Learners will investigate the ways technology use impacts our lifestyle and physical and emotional wellbeing. Students will acquire skills to help the navigate social media, to think critically about the way media is being used a tool for information and disinformation and to become principled digital citizens.</i>	<i>In this unit of inquiry, learners will develop their understanding of matter and how chemical changes differ from physical changes. Learners will inquire into how we use chemical changes in our everyday lives. Learners will become scientists and acquire skills to experiment and conduct fair tests.</i>
SDG Connections	 	 		 		
Dates	Aug - Oct	Feb - Mar	Year long unit Mar -April	Oct - Nov	May - Jun	Nov - Jan