



**Emirates International School Meadows - Programme of Inquiry**

**Year 4**

<b>UOI 1</b>	<b>UOI 2</b>	<b>UOI 3</b>	<b>UOI 4</b>	<b>UOI 5</b>	<b>UOI 6</b>
Transdisciplinary Theme	Transdisciplinary Theme	Transdisciplinary Theme	Transdisciplinary Theme	Transdisciplinary Theme	Transdisciplinary Theme
WHO WE ARE	WHERE WE ARE IN PLACE & TIME	HOW THE WORLD WORKS	SHARING THE PLANET	HOW WE EXPRESS OURSELVES	HOW WE ORGANISE OURSELVES
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.	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.	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.	An inquiry into the 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.	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.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.
<b>Central Idea</b>	<b>Central Idea</b>	<b>Central Idea</b>	<b>Central Idea</b>	<b>Central Idea</b>	<b>Central Idea</b>
We can learn how to be role models by observing the actions of others.	Exploration by great explorers leads to discoveries.	Rivers play a vital role in shaping our environment and communities, influencing the plants, animals, and people that depend on them.	Technology impacts communication through time.	Ecosystems are affected by human activity.	Consumption of products impacts trade
<b>Lines of Inquiry</b>	<b>Lines of Inquiry</b>	<b>Lines of Inquiry</b>	<b>Lines of Inquiry</b>	<b>Lines of Inquiry</b>	<b>Lines of Inquiry</b>
How people are seen as inspirational	Who the explorers over time are	The basic functions of rivers in the natural world.	Evolution of technological appliances.	How the actions of humans will change an ecosystem.	Exchange of goods and services
Personal behaviour reflects who we are.	What the reasons could be for exploration	How rivers change over time and impact their surroundings.	Social media acts as a platform for self-expression.	The interdependence of living and non-living organisms.	The role of supply and demand.
Our actions and choices influence our lives.	How exploring space has changed our life on Earth.	The connection between rivers with ecosystems and human societies.	Ethics of cyberspace.	Our responsibility and action required in the conservation system.	Our responsibility as consumers.
<b>Area of Focus</b>	<b>Area of Focus</b>	<b>Area of Focus</b>	<b>Area of Focus</b>	<b>Area of Focus</b>	<b>Area of Focus</b>
Social Studies	Science	Geography	History	Science	Economics
<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>
Perspective	Form	Form	Change, Function	Causation	Function
Responsibility	Causation	Change	Responsibility	Connection	Connection
Form	Change	Responsibility	Perspective	Responsibility	Responsibility
<b>Learner Profile Attributes</b>	<b>Learner Profile Attributes</b>	<b>Learner Profile Attributes</b>	<b>Learner Profile Attributes</b>	<b>Learner Profile Attributes</b>	<b>Learner Profile Attributes</b>
Balanced	Inquirers	Inquirers	Thinkers	Caring	Open-minded
Thinker	Risk-Takers	Thinker	Principled	Balanced	Risk-Takers
Reflective	Communicators	Knowledgable	Communicators	Knowledgable	Reflective
<b>Approaches to Learning</b>	<b>Approaches to Learning</b>	<b>Approaches to Learning</b>	<b>Approaches to Learning</b>	<b>Approaches to Learning</b>	<b>Approaches to Learning</b>
Communication	Research	Thinking	Self-Management	Communication	Social
<b>Writing Genre</b>	<b>Writing Genre</b>	<b>Writing Genre</b>	<b>Writing Genre</b>	<b>Writing Genre</b>	<b>Writing Genre</b>
Narrative	Recount	1st person narrative	Newspaper Reports	Persuasive Writing	Poetry
<b>Text / Poem / Multimedia Focus</b>	<b>Text / Poem / Multimedia Focus</b>	<b>Text / Poem / Multimedia Focus</b>	<b>Text / Poem / Multimedia Focus</b>	<b>Text / Poem / Multimedia Focus</b>	<b>Text / Poem / Multimedia Focus</b>
Ocean meets Sky	Gulliver's Travels/Hazza Mansouri	The Firework Maker's Daughter	The Pied Piper	The Kapok Tree/Varmints	Haikus, tankas & cinquains