



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

**Year 6**

<b>UOI 1</b>	<b>UOI 2</b>	<b>UOI 3</b>	<b>UOI 4</b>	<b>UOI 5</b>	<b>UOI 6</b>
<b>Transdisciplinary Theme</b>	<b>Transdisciplinary Theme</b>	<b>Transdisciplinary Theme</b>	<b>Transdisciplinary Theme</b>	<b>Transdisciplinary Theme</b>	<b>Transdisciplinary Theme</b>
WHO WE ARE	HOW WE ORGANISE OURSELVES	HOW WE EXPRESS OURSELVES	SHARING THE PLANET	WHERE WE ARE IN PLACE AND TIME	HOW THE WORLD WORKS
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 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.	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 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 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.
<b>Central Idea</b>	<b>Central Idea</b>	<b>Central Idea</b>	<b>Central Idea</b>	<b>Central Idea</b>	<b>Central Idea</b>
Our bodies react in different ways to external and internal influences.	Leaders and business assist in the development of our local economy.	Decided by each group of students.	Prejudice and conflict influence global societies.	Human migration is a response to circumstances, challenges and opportunities.	Laws and rights are essential for ensuring justice and fairness in society.
<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>
Characteristics of the heart	Ways in which every organisation views success	Decided by each group of the PYP exhibition	Different forms of prejudice	Causes and effects of migration on geography, environment, communities, cultures and individuals	Understanding why we have laws and how they help keep order and safety.
Decisions about lifestyles affect our quality of life	The requirements of a business plan for an effective business		How conflict impacts global communities	Relationship between migration and sustainability	Learning about our basic rights and the responsibilities that come with them.
How water and nutrients are transported through the body	How entrepreneurs become successful		Our role in ensuring peace and equality.	Human migration throughout history.	Exploring how laws affect our daily lives and how we can contribute to making and improving them.
<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>
Science	Geography	Science/ History/ Geography	History	Geography	History
<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>	<b>Key Concepts</b>
Form	Connection	Decided on the groups	Change	Change	Form
Function	Function		Perspective	Causation	Function
Causation	Responsibility		Responsibility	Form	Change
<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>
Principled	Risk-takers	Decided by the group	Open- minded	Knowledgable	Knowledgable
Knowledgable	Thinkers		Thinkers	Inquirers	Inquirers
Open-minded	Principled		principled	Risk-takers	Thinkers
<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 Skills	Self-management	Research skills	Social	Thinking skills	Self - management
<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 Non-chronological Report	Balanced argument Debate	ewspaper report Recount	Persuasive Text	Explanation Text	narrative 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>
Kensuke's Kingdom		Boy at the back of the class		Journey to Jo'burg	