



I • P • S Year Four Programme of Inquiry 2016-17

<p><b>Who we are</b> 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; and what it means to be human.</p>	<p><b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b>How we express ourselves</b> 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.</p>	<p><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; and the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How we organise ourselves</b> 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.</p>	<p><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; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p><b>Title: Significant people</b></p> <p><b>Central idea:</b> The contributions of significant people affect the way we live.</p> <p><b>Lines of inquiry:</b> - what makes a person significant (perspective)</p>	<p><b>Title: Past civilisations</b></p> <p><b>Central idea:</b> The past influences people's lives.</p> <p><b>Lines of inquiry:</b> - how we know about past civilisations (reflection) - the achievements of past civilisations (form)</p>	<p><b>Title: Performance</b></p> <p><b>Central idea:</b> Performance engages an audience and invites a response.</p> <p><b>Lines of Inquiry:</b> - exploring different kinds of performance (form) - how performances are</p>	<p><b>Title: Earth</b></p> <p><b>Central idea:</b> Life on Earth is dependent on how the solar system works.</p> <p><b>Lines of inquiry:</b> - the solar system (connection) - how day, night and seasons are caused by Earth's movement</p>	<p><b>Title: Work</b></p> <p><b>Central idea:</b> In work places people share responsibility towards a common purpose.</p> <p><b>Lines of inquiry:</b> - purpose of a workplace (function) - interconnectedness</p>	<p><b>Title: Adaptation</b></p> <p><b>Central idea:</b> Over time living things need to adapt in order to survive.</p> <p><b>Lines of inquiry:</b> - concept of adaptation (change) - circumstances that lead to adaptation</p>

<p>- the different types of contributions people make (form)</p> <p>- The effect significant people and their contributions have on our lives (causation)</p> <p><b>Key concepts:</b> Perspective, reflection, causation</p> <p><b>Related concepts:</b> behaviour, influence, celebrity</p> <p><b>Learner profile:</b> communicators, open-minded, risk-takers</p> <p><b>Subject foci:</b> Social Studies PSPE Language French A and B</p>	<p>- how past civilisations have impacted our lives (change)</p> <p><b>Key concepts:</b> reflection, form, change</p> <p><b>Related concepts:</b> systems, civilisation, innovation</p> <p><b>Learner profile:</b> inquirers, knowledgeable, thinkers</p> <p><b>Subject foci:</b> Social studies Language Design</p>	<p>developed (function)</p> <p>- how a performance can be improved (reflection)</p> <p><b>Key Concepts:</b> form, function, reflection</p> <p><b>Related Concepts:</b> expression, creativity, performance, communication</p> <p><b>Learner profile:</b> risk-taker, communicator, reflective</p> <p><b>Subject foci:</b> Art Music Language French A and B</p>	<p>through space (causation)</p> <p>- why Earth has life and other planets do not (function)</p> <p><b>Key concepts:</b> connection, causation, function</p> <p><b>Related concepts:</b> systems, cycles, sustainability</p> <p><b>Learner Profile:</b> open-minded, knowledgeable, inquirer</p> <p><b>Subject foci:</b> Science Language Math</p>	<p>of people in a workplace (connection)</p> <p>- importance of a shared vision or common purpose (causation)</p> <p><b>Key concepts:</b> Function, causation, connection</p> <p><b>Related concepts:</b> cooperation, employment</p> <p><b>Learner profile:</b> principled, inquirers, communicators</p> <p><b>Subject foci:</b> PSPE Social Studies ICT French - A</p> <p><b>Mauritian Focus</b></p>	<p>(causation)</p> <p>- how plants and animals adapt or respond to environmental conditions (connection)</p> <p><b>Key concepts:</b> causation, change, connection</p> <p><b>Related concepts:</b> Evolution, extinction, specialisation</p> <p><b>Learner profile:</b> balanced, thinkers, caring</p> <p><b>Subject foci:</b> Science PSPE</p>
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