



I • P • S Year Six 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: Human Body</b></p> <p><b>Central idea:</b> Knowing how the human body works allows us to better care for ourselves.</p> <p><b>Lines of inquiry:</b> - how the cell works as the basic building block of life (function)</p>	<p><b>Title: Explorers</b></p> <p><b>Central idea:</b> Exploration leads to discovery and develops new understandings.</p> <p><b>Lines of inquiry:</b> - circumstances that led to exploration (connection)</p>	<p><b>Title: Imagination</b></p> <p><b>Central idea:</b> Imagination allows us to think creatively, express ourselves, and explore different perspectives.</p> <p><b>Lines of inquiry:</b> - various forms of expression (form)</p>	<p><b>Title: Natural Disasters</b></p> <p><b>Central idea:</b> Understanding the causes of natural disasters help people prepare for and overcome their effects.</p> <p><b>Lines of inquiry:</b> - the causes of natural</p>	<p><b>Title: Governance</b></p> <p><b>Central idea:</b> Government systems and their decisions can promote or deny human rights.</p> <p><b>Lines of inquiry:</b> - types of government systems (connection) - human rights and</p>	<p><b>Title: Biodiversity</b></p> <p><b>Central idea:</b> Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p><b>Lines of inquiry:</b> - interdependence within ecosystems, biomes and</p>

<p>- various body systems and how they function both independently and interdependently (connection)</p> <p>- our responsibility in caring for our bodies (responsibility)</p> <p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Related concepts:</b> health, systems, puberty</p> <p><b>Learner profile:</b> caring, balanced, knowledgeable</p> <p><b>Subject foci:</b> PSPE Science Social Studies Language</p>	<p>- the impact of discoveries on society and the environment (perspective)</p> <p>- the ways in which explorers impacted their society and future societies (change)</p> <p><b>Key concepts:</b> perspective, change, connection</p> <p><b>Related concepts:</b> exploration, discovery</p> <p><b>Learner Profile:</b> inquirers, knowledgeable, risk-takers</p> <p><b>Subject foci:</b> PSPE Social Studies Science Language Design Math</p>	<p>- how we and others express ourselves creatively (function)</p> <p>- factors that influence effective communication (form)</p> <p>- the role of imagination in exploring perspectives and solving problems (connection)</p> <p><b>Key concepts:</b> form, function, connection</p> <p><b>Related concepts:</b> problem-solving, communication, opinion</p> <p><b>Learner profile:</b> open-minded, risk-taker, communicators</p> <p><b>Subject foci:</b> The Arts Language PSPE ICT</p>	<p>disasters (causation)</p> <p>- how we predict and prepare for natural disasters (reflection)</p> <p>- ways to minimize the effects of natural disasters (responsibility)</p> <p><b>Key Concepts:</b> causation, reflection, responsibility</p> <p><b>Related Concepts:</b> natural disasters, impact, vulnerability</p> <p><b>Learner Profile:</b> reflective, thinker, inquirer</p> <p><b>Subject foci:</b> Social studies Science PSPE Design</p>	<p>social justice (perspective)</p> <p>-decision-making processes in different government systems (function)</p> <p>- responsibilities of governments (responsibility)</p> <p><b>Key concepts:</b> perspective, connection, responsibility</p> <p><b>Related concepts:</b> rights, governments, systems, justice</p> <p><b>Learner profile:</b> principled, thinkers, open-minded</p> <p><b>Subject foci:</b> Social studies PSPE ICT</p>	<p>environments (function)</p> <p>- ways in which organisms are interconnected in nature (connection)</p> <p>- how human interaction with the environment can affect the balance of systems (responsibility)</p> <p><b>Key concepts:</b> function, connection, responsibility.</p> <p><b>Related concepts:</b> homeostasis, interdependence, balance</p> <p><b>Learner profile:</b> caring, principled. knowledgeable</p> <p><b>Subject foci:</b> Science Social studies</p>
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