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## Year Three 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: Learning</b></p> <p><b>Central idea:</b> Understanding different ways we learn help us to find out how we and others learn best.</p> <p><b>Lines of inquiry:</b> - how people gain and process knowledge (function)</p>	<p><b>Title: Generations</b></p> <p><b>Central idea:</b> Learning about previous generations helps us understand the relationship between the past and the present.</p> <p><b>Lines of inquiry</b> - the different ways we find out about the</p>	<p><b>Title: Sound</b></p> <p><b>Central idea:</b> Sound can help us understand our world and express our ideas and feelings.</p> <p><b>Lines of inquiry</b> - different sources of sound (form) - how we express</p>	<p><b>Title: Weather</b></p> <p><b>Central idea:</b> Weather and climate affect our everyday lives.</p> <p><b>Lines of inquiry</b> - different types of weather and how they work (function) - different climate</p>	<p><b>Title: Community services</b></p> <p><b>Central idea:</b> Communities provide interconnected services designed to meet people's needs.</p> <p><b>Lines of inquiry:</b> - reasons people live in local communities (connection)</p>	<p><b>Title: Water</b></p> <p><b>Central idea:</b> Water is essential to life and a limited resource for many people.</p> <p><b>Lines of inquiry:</b> - sources of water and how water is used (function) - distribution and availability of water</p>

<p>- how different people learn best (reflection)</p> <p>- our responsibility towards our own learning and the learning of others (responsibility)</p> <p><b>Key concepts:</b> function, reflection, responsibility</p> <p><b>Related concepts:</b> intelligence, talents, identity, learning</p> <p><b>Learner profile:</b> reflective, open-minded, risk-taker</p> <p><b>Subject foci:</b> PSPE Science Language The Arts ICT</p>	<p>past (function)</p> <p>- the historical relationships within our families (form)</p> <p>- how daily life has changed from previous generations (change)</p> <p>- the stories of our families (form)</p> <p><b>Key concepts:</b> change, form, function</p> <p><b>Related concepts:</b> Family, ancestry</p> <p><b>Learner profile:</b> open-minded, thinker, inquirer</p> <p><b>Subject foci:</b> PSPE Social Studies ICT French</p>	<p>ourselves through sound (function)</p> <p>- how we respond to sound (perspective)</p> <p><b>Key concepts:</b> form, function, perspective</p> <p><b>Related concepts:</b> sound, heritage, communication</p> <p><b>Learner profile:</b> communicator, risk-taker, balanced</p> <p><b>Subject foci:</b> The Arts Language Science Social Studies French</p> <p><b>Mauritius Focus</b></p>	<p>patterns around the world (function)</p> <p>- the instruments used to measure and predict weather and climate (function)</p> <p>- how human actions are connected to weather and climate (connection)</p> <p><b>Key concepts:</b> function, connection</p> <p><b>Related concepts:</b> climate, weather</p> <p><b>Learner profile:</b> knowledgeable, thinkers, inquirers</p> <p><b>Subject foci:</b> Science Social Studies Math ICT</p>	<p>- services needed to support a community (causation)</p> <p>- planning services for a community (function)</p> <p><b>Key concepts:</b> function, causation, connection</p> <p><b>Related concepts:</b> networks</p> <p><b>Learner profile:</b> thinkers, knowledgeable, communicators</p> <p><b>Subject foci:</b> Social studies PSPE Math French - B</p>	<p>(causation)</p> <p>- issues arising from lack of water (causation)</p> <p>- our responsibilities regarding water (responsibility)</p> <p><b>Key concepts:</b> function, causation, responsibility</p> <p><b>Related concepts:</b> disease, equity, pollution</p> <p><b>Learner profile:</b> reflective, caring, principled</p> <p><b>Subject foci:</b> Social Studies PSPE Science French - A</p>
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