

Programme of Inquiry – 2006-2007

	Who we are	Where we are in time and place	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
G5	<p>What's happening to me? <u>Central idea</u></p> <p>There are physical, social and emotional changes that will happen to us in puberty. Understanding them now will help us to deal with them better</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -The reproductive system and other body systems -Personal health and hygiene -Dealing with peer pressure -Substance abuse 	<p>Guns for Gold <u>Central idea</u></p> <p>There was a massive push from Europe to explore, trade and conquer, which had an impact on the modern world.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -The reason for exploration and encounters made during the 15th and 16th centuries -The positive and negative impacts of this exploration -The scientific developments connected with this period -how history is made up of opinions about evidence 	<p>I Believe, You Believe <u>Central Idea</u></p> <p>Beliefs and values underpin how we live our lives, and are expressed in a variety of ways.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> - Understanding that people practice their religions in different ways - Why religions exist - Why people belong/do not belong to a religion - Music, art and symbolism in different religions (MUSIC/ART) 	<p>The Final Frontier <u>Central idea</u></p> <p>We are part of a vast and complex universe</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -Ancient models of the world -The structure of the universe 	<p>Who Makes the Decision <u>Central Idea</u></p> <p>Decisions taken by any community are determined by its organizational system.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> - organizational systems (world, school, classroom) - interrelationship of organizational system and decision making processes 	<p>Who owns our game reserves? <u>Central idea</u></p> <p>Animals and humans are interdependent and sometimes come into conflict.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -The interdependence of people and animals -Habitats – food, water, space, shelter and Food chains, webs and pyramids -Human Rights vs. Animal Rights -Decisions that have influenced the present situation
G4	<p>Kids Rights and Responsibilities <u>Central idea</u></p> <p>Like all humans, children have rights and responsibilities.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -The fundamental rights and responsibilities that all children should have and why we need them -The difference between a right and responsibility and how they are linked -Whether all children have the same rights around the world 	<p>Safari Njema <u>Central idea</u></p> <p>Every country has special features that can attract tourists.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> - why people visit a place - how the location and physical features of our host country make it special - the cultural heritage of our host country 	<p>The Play's the Thing <u>Central idea</u></p> <p>Through drama, we can express feelings, thoughts and ideas to a variety of audiences in different ways.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> - How we communicate to an audience - How audiences vary - Different techniques of dramatic expression (e.g. script reading, mime, puppetry, etc) 	<p>Energy-the source of life? <u>Central idea</u></p> <p>There are many sources of renewable and non-renewable energy, which each have advantages and disadvantages. How we manage them now will affect our future.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> - The major forms of energy. -How we use energy to create electricity -Advantages and disadvantages of renewable or non-renewable sources of energy 	<p>Civilizations <u>Central idea</u></p> <p>Societies are organized in a particular way for a reason.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> - how a particular society (ancient or modern) is organized) - why it is organized that way. 	<p>Survival under pressure <u>Central idea</u></p> <p>Some plant, animal, and human communities have adapted to share parts of the planet that have extreme climates.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> - regions with extreme climates -Why there are extreme temperatures -Adaptations for life in these harsh environments -survival techniques
G3	<p>Eat well, be well <u>Central idea</u></p> <p>Practicing good hygiene and fitness, and eating well are important for good health</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -The kinds of foods necessary for people to grow and remain healthy -How and why foods affect health -How hygiene and fitness contribute to health 	<p>All in the family <u>Central idea</u></p> <p>Families and family life have changed in many ways since our grandparents were children</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -What a family is -Whether and how family roles and decision making have changed -How the lives of children have changed over generations 	<p>Is seeing believing? <u>Central idea</u></p> <p>Advertising is intended to influence the choices we make</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -The elements of an effective advert -How adverts influence the choices we make 	<p>Cold and wet, hot and gone <u>Central idea</u></p> <p>The state of matter changes depending on conditions in its surroundings.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -States of matter -The water cycle - Conditions that cause the state of matter to change 	<p>Let's go to Work <u>Central idea:</u></p> <p>Workplaces are organized to suit their purposes.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> - How a workplace organizes its physical and human resources (system analysis) - Why a workplace is organized the way it is 	<p>Last chance to see <u>Central idea</u></p> <p>Humans have had an impact on the environment and this affects other species</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -How changes in the environment cause animals to become endangered (directly or indirectly) -Whether it matters -Whether anything should be done
G2	<p>Masai and I <u>Central idea</u></p> <p>We can find similarities and differences between cultures.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -The daily life and work of the Masai -Roles and responsibilities of the Masai -The difference between our urban lifestyle and the Masai lifestyle 	<p>Things and people change as Time passes <u>Central idea</u></p> <p>There are different perspectives on change.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -What change is -How we can show change -Different perspectives on change 	<p>Expressing Culture: Case Study: Masai <u>Central Idea</u></p> <p>People convey their culture through many different forms of expression.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> - What culture is - How the Masai express their culture through, e.g., adornment, dress, song and dance, storytelling 	<p>Galimoto <u>Central idea</u></p> <p>We can design fair tests for the toys we create.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -Different kinds of moving toys -materials used to make these toys -How to design and construct a moving toy -What makes a moving toy good 	<p>Who's Doing What? <u>Central idea:</u></p> <p>By working together and sharing responsibilities we can achieve a common goal.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -How a big job needs to be broken down into smaller, manageable tasks -What is a responsibility -How to work as a team 	<p>Minibeasts and Me <u>Central Idea</u></p> <p>Minibeasts have a role to play in the ecosystem</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -what minibeasts are -why minibeasts are important -how minibeasts have an impact on us
G1	<p>Me and My Body <u>Central idea</u></p> <p>Our bodies need to be cared for in order to work properly.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -The kinds of things our bodies can do -The things inside us that make our body work -What a healthy body is -How to maintain our body 	<p>My personal history <u>Central idea</u></p> <p>Time helps us structure our lives and it can be recorded</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -Important events that have occurred in our lives so far -Developing a sense of elapsed time -Clocks and how we use them to tell time. 	<p>Just Imagine <u>Central Idea</u></p> <p>People tell stories in a variety of ways to explain the world or entertain.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> - the features of a story - why people tell stories - different types and purposes of stories (e.g. trickster, 'why', fairy tales) - different ways stories are presented, such as drama, dance, mime, music, puppetry and images 	<p>Ducking for cover <u>Central idea</u></p> <p>Shelters are constructed with different materials to meet the needs of those living there</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -How the structure of shelters is related to their function. -The considerations that have to be made when building a structure – shape, cost, climate, materials available and location. 	<p>A city at work <u>Central idea</u></p> <p>The people in a city depend on the jobs each person does.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -What a city is -The jobs in a city and how they are connected 	<p>What's in the bin? <u>Central idea</u></p> <p>Some waste products are made of different materials that can be reduced, recycled and reused.</p> <p><u>An inquiry into:</u></p> <ul style="list-style-type: none"> -Waste: what we generate as compared to what is generated by other people -What happens to garbage after it is thrown out and its effect on our environment; - materials: biodegradable/non biodegradable -The three R's: reduce, reuse, recycle

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EC3	<p>I am What I am <u>Central idea</u> We learn about who we are by exploring our families and life experiences. <u>An inquiry into:</u> - How families are similar and different - Our own experiences and cultures</p>	<p>Time for a Change <u>Central idea:</u> Transitions and change affect us all at some time in our lives. <u>An inquiry into:</u> - What transition or change is - How the transition to grade 1 will personally affect each child</p>	<p>Express Yourself <u>Central idea</u> People communicate their feelings and ideas through language and art. <u>An inquiry into:</u> -how people use oral and written language to express their ideas, thoughts and feelings -art forms that express people's feelings ART</p>	<p>How Does your Garden Grow? <u>Central idea</u> People need to care for plants in order to successfully grow food. <u>An inquiry into:</u> -Planting, nurturing and harvesting food - life cycle of a plant</p>	<p>On the Move <u>Central Idea</u> Every journey has a purpose and needs to be planned for. <u>An inquiry into:</u> -journeys we have made and their purposes -how to plan for journeys</p>	<p>Under the Sea <u>Central idea</u> The sea provides sea creatures with what they need to live. <u>An inquiry into:</u> - What lives in the sea - What sea creatures need to survive - How our actions affect sea life</p>
EC1/2 Yr 1	<p>Me and You (year long) <u>Central idea</u> Every day I can learn about who I am and what I can do <u>The teacher supports an inquiry and exploration into:</u> -My physical characteristics -How I am the same and different from others -My personal history -What I can do -My likes and dislikes, my feelings and those of others</p>		<p>Why do we write? (year long) <u>Central idea</u> There are many different reasons for writing in real life <u>The teacher supports an inquiry and exploration into:</u> -Writing for different reasons, e.g. shopping lists, recipes, invitations, letters, greeting cards, post cards -Writing books -Writing in the home corner</p>	<p>Plan to Build <u>Central Idea</u> When people build things they have to solve many problems and make decisions. <u>The teacher supports an inquiry and exploration into:</u> -selecting appropriate materials and methods -properties of different materials -designing, modelling and constructing -experimenting, testing and evaluating</p>	<p>Me and My Classroom (year-long) <u>Central idea:</u> Our class is a community. This small community is a group of people working and learning together <u>The teacher supports inquiry and exploration into:</u> -The organization of the social and physical environment of the classroom -The immediate surroundings and wider environment of school -Ways to cope in new situations and cope with conflict -Ways to function independently and in a group in class</p>	<p>Caring for Living Things (UNDER CONSTRUCTION)</p>
EC1/2 Yr 2	<p>-Myself as part of a family -How I am growing and changing</p>	<p>Where are we now? <u>Central idea</u> We all make journeys to different places in our lives for a variety of purposes. <u>The teacher supports an inquiry and exploration into:</u> -why we live in Tanzania - The place we are in: Dar es Salaam, Tanzania</p>	<p>Hadithi, Hadithi <u>Central Idea:</u> Stories have a structure and can be presented in a variety of ways. <u>The teacher supports an inquiry and exploration into:</u> - favourite stories - how stories are adapted, changed, retold, presented (dance, mime, drama, puppetry, words, pictures etc) - story structures e.g. sequence; beginning, middle, end, characters, setting, events etc. - creating and conveying their own stories (class & individual)</p>	<p>Shadows and reflections <u>Central idea</u> Light creates shadows and reflections <u>The teacher supports an inquiry and exploration into:</u> -Shadows and reflections -Opaque and transparent materials -Different light sources</p>		