

# The Units of Inquiry

Over the course of the year the students from Transition to Grade 5 engage in six units of inquiry – one unit for each of the six transdisciplinary themes. Each unit has a **central idea** and **lines of inquiry**. The central idea provides the outline for the student inquiries. The lines of inquiry give direction and thrust to the student learning; determining what is investigated depending on student interests and their growing understanding.

The PYP holds a strong commitment to allowing concepts to drive and support the inquiry. These are explored in the form of questions which enable students to make meaning and deepen their understanding of the world around them.

## Concepts

	<b>Form</b>
<b>Key Question</b>	What is it like?
<b>Definition</b>	The understanding that everything has a form with recognisable features that can be observed, identified, described and categorised.
	<b>Function</b>
<b>Key Question</b>	How does it work?
<b>Definition</b>	The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
	<b>Causation</b>
<b>Key Question</b>	Why is it like it is?
<b>Definition</b>	The understanding that things do not just happen, that there are causal relationships at work, and that actions have consequences.
	<b>Change</b>
<b>Key Question</b>	How is it changing?
<b>Definition</b>	The understanding that change is the process of movement from one state to another. It is universal and inevitable.
	<b>Connection</b>
<b>Key Question</b>	How is it connected to other things?
<b>Definition</b>	The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
	<b>Perspective</b>
<b>Key Question</b>	What are the points of view?
<b>Definition</b>	The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary.
	<b>Responsibility</b>
<b>Key Question</b>	What is our responsibility?
<b>Definition</b>	The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.
	<b>Reflection</b>
<b>Key Question</b>	How do we know?
<b>Definition</b>	The understanding that there are different ways of knowing and that it is important to reflect on our conclusions, to consider our methods of reasoning, and the quality and the reliability of the evidence we have considered.