

IPC Programme of Enquiry 2019-2020

Age	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
EY 3 3-4 years	<p><u>Unit Title</u></p> <p>Family and Friends</p> <p><u>Big Idea</u></p> <p>In this unit, the children are going to be looking into every family being different and that good friendship skills are important.</p> <p><u>Essential Questions</u></p> <p>How can you be a good friend?</p> <p>What is a family?</p> <p><u>Main IPC Strand Focus</u></p> <p>1.7 respecting and interacting with people who are different from themselves</p>	<p><u>Unit Title</u></p> <p>Let's Pretend</p> <p><u>Big Idea</u></p> <p>In this unit, the children are going to be looking into different stories from around the world and why they are told. We will use role-play to pretend to be part of stories and real life situations.</p> <p><u>Essential Questions</u></p> <p>Why do we tell stories?</p> <p>What are the different parts of stories?</p> <p>What are the ways we pretend to be someone or something different?</p> <p><u>Main IPC Strand Focus</u></p> <p>3.3 trying things out, exploring and</p>	<p><u>Unit Title</u></p> <p>Animals</p> <p><u>Big Idea</u></p> <p>In this unit, the children are going to be learning about animals and where they live. Learning that animals need different habitats to live and these habitats provide what these animals need to survive. Learning we can also group animals by looking at their features.</p> <p><u>Essential Questions</u></p> <p>What are the features of an animal?</p> <p>What does an animal need to stay alive?</p> <p>Why do animals live where they live?</p> <p><u>Main IPC Strand Focus</u></p> <p>3.25 responsibility for the well-being of both</p>	<p><u>Unit Title</u></p> <p>Sand and Water</p> <p><u>Big Idea</u></p> <p>In this unit, the children are going to be learning about where water comes from, all the different ways we use water and why plants and animals need water. We will be discovering the different properties of sand and water. We also need to be safe around water.</p> <p><u>Essential Questions</u></p> <p>How is water important to us and the world around us?</p> <p>How are the properties of sand and water different and similar?</p> <p>How to be safe around water?</p> <p><u>Main IPC Strand Focus</u></p>		
EY 4 4-5 years	<p><u>Unit Title</u></p> <p>All About Me</p>					

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	<p><u>Big Idea</u></p> <p>In this unit, the children are going to be looking into how we can use our body parts in different ways. That we have different emotions and they can be expressed in different ways. Our senses give us important information about the world around us</p> <p><u>Essential Questions</u></p> <p>What are my body parts and what do I use them for?</p> <p>How do/can I use my senses?</p> <p>How do/can I show my feelings?</p> <p><u>Main IPC Strand Focus</u></p> <p>1.7 respecting and interacting with people who are different from themselves</p>	<p>curiosity as important and valued ways of learning</p>	<p>the living and nonliving environment</p>	<p>3.17 enquiring, researching and exploring to draw conclusions about the world around them</p>		
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EY 5 5-6 years	<p><u>Unit Title</u></p> <p>Brainwave</p> <p><u>Big Idea from the IPC</u></p> <p>Our brain is special because it does many amazing things. Once we understand how our brain works and what we can do to make it work even better, then we can improve the way that we learn.</p>	<p><u>Unit Title</u></p> <p>The Stories People Tell</p> <p><u>Big Idea from the IPC</u></p> <p>Many of the stories that we enjoy today are influenced by the stories that have been passed down through the ages. By studying older stories, such as myths and legends, we can become storytellers too, writing and performing our own stories to entertain people today.</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into how stories are told in many different ways and for many different reasons.</p> <p><u>Global Context</u></p> <p>Personal and Cultural Expression</p>	<p><u>Unit Title</u></p> <p>Let's Celebrate</p> <p><u>Big Idea from the IPC</u></p> <p>Celebrations are an important part of human life. They are one of the things that make us uniquely human. All people and cultures, from every part of the world, take part in and hold celebrations to mark special events and special times in someone's life.</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into how celebrations connect people.</p> <p><u>Global Context</u></p> <p>Identities and Relationships</p> <p><u>Assessment for Learning Focus</u></p> <p>S1.18 Be able to recognize similarities and differences</p>	<p><u>Unit Title</u></p> <p>Push and Pull</p> <p><u>Big Idea from the IPC</u></p> <p>Every move we make is a result of a force. We can call these forces 'pushes' or 'pulls'. You can pull yourself up from your seat and you can push yourself down again. You can make lots of other push and pull movements. Let's find out about them.</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into how every moment is the result of a force.</p> <p><u>Global Context</u></p> <p>Scientific and Technical Innovation</p> <p><u>Assessment for Learning Focus</u></p> <p>T1.06 Be able to comment on their own plans and products</p>	<p><u>Unit Title</u></p> <p>Communities</p> <p><u>Big Idea from the IPC</u></p> <p>It can be fun to imagine what we want to do when we grow up. The world is full of lots of different and exciting jobs. But we should remember to celebrate the things we can do now – hobbies and interests that we enjoy, and the learning we do at school to help us achieve our goals.</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into how and why people depend on one another to meet their needs within communities.</p> <p><u>Global Context</u></p> <p>Orientation in Space and Time</p>	<p><u>Unit Title</u></p> <p>Flowers and Insects</p> <p><u>Big Idea from the IPC</u></p> <p>Have you seen any flowers today? Where did you see them? Have you seen any insects? Where did you see them? Flowers and insects need each other. Without insects, there would be no flowers. And without flowers, insects would go hungry.</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into how living things impact each other.</p> <p><u>Global Context</u></p> <p>Fairness and Development</p> <p><u>Assessment for Learning Focus</u></p> <p>S1.02 Be able to pose simple scientific questions</p>

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		<p><u>Assessment for Learning Focus</u></p> <p>H1.05 Be able to order events and objects into a sequence</p>	<p>between themselves and other people</p>	<p>and suggest areas of improvement</p>	<p><u>Assessment for Learning Focus</u></p> <p>G1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols</p>	
International Assessment learning focus for Milepost 1	<p>1.04 Be able to respect one another's individuality and independence 1.05 Be able to work with each other where appropriate</p>					
Grade1 6- 7 years	<p><u>Unit Title</u></p> <p>Brainwave</p> <p><u>Big Idea from the IPC</u></p> <p>Our brain is special because it many amazing things. Once we understand how our brain works and what we can do to make it work even better, then we can improve the way that we learn.</p>	<p><u>Unit Title</u></p> <p>We Are What We Eat</p> <p><u>Big Idea from the IPC</u></p> <p>Food plays a vital role in history and culture throughout the world because food is essential to life. By learning about the different types and amounts of food our bodies need, we can plan healthier diets and enjoy longer lives.</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into how food is important around the world for many different reasons.</p>	<p><u>Unit Title</u></p> <p>Magic Toy Maker</p> <p><u>Big Idea from the IPC</u></p> <p>Toys come in many shapes and sizes. They are made of different materials but all are designed for us to have fun with, to learn new skills and to exercise our bodies and our imagination.</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into how toys are made of different materials but all are designed for us to have fun with, to learn new skills and to exercise our bodies and our imagination.</p>	<p><u>Unit Title</u></p> <p>Hooray, Let's Go on Holiday</p> <p><u>Big Idea from the IPC</u></p> <p>Holidays are special days when we take a rest from school and work. Our holidays in the past were very different from holidays today. Now that we can travel to all parts of the world and even space, who knows where we will go for our holidays in the future?</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into how one way we learn about the world</p>	<p><u>Unit Title</u></p> <p>Entertainment</p> <p><u>Big Idea from the IPC</u></p> <p>Have you heard the saying 'laughter is the best medicine'? Laughing and having fun are such an important part of our lives. We all love being entertained and enjoying ourselves. For a very long time, the circus has been a special place where people from many parts of the world, go to be entertained, laugh and have fun.</p> <p><u>Statement of Enquiry</u></p>	<p><u>Unit Title</u></p> <p>The Earth, Our Home</p> <p><u>Big Idea from the IPC</u></p> <p>All living things – plants, animals and people – have a home or somewhere to live that we call a 'habitat'. A habitat can be huge like the ocean or small like a leaf. A habitat could be a forest on the other side of the world or it could be a tree in our local area. Do you know any habitats?</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into how all living things –</p>

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		<p><u>Global Context</u></p> <p>Identities and Relationships</p> <p><u>Assessment for Learning Focus</u></p> <p>G1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways</p>	<p><u>Global Context</u></p> <p>Scientific and Technical Innovation</p> <p><u>Assessment for Learning Focus</u></p> <p>T1.02 Be able to plan what they are going to make</p>	<p>around us is through travel.</p> <p><u>Global Context</u></p> <p>Personal and Cultural Expression</p> <p><u>Assessment for Learning Focus</u></p> <p>G1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country</p>	<p>An inquiry into how people like to be entertained and how over time, entertainment has changed.</p> <p><u>Global Context</u></p> <p>Orientation in Space and Time</p> <p><u>Assessment for Learning Focus</u></p> <p>H1.06 Be able to identify differences between their own lives and those of people who have lived in the past</p>	<p>plants, animals and people – are connected and have a home or somewhere to live.</p> <p><u>Global Context</u></p> <p>Fairness and Development</p> <p><u>Assessment for Learning Focus</u></p> <p>S1.03 Be able to identify ways of finding out about scientific issues</p>
International Assessment learning focus for Milepost 1	<p>1.04 Be able to respect one another's individuality and independence</p> <p>1.05 Be able to work with each other where appropriate</p>					
Grade 2 7 - 8 years	<p><u>Unit Title</u></p> <p>Brainwave</p> <p><u>Big Idea from the IPC</u></p> <p>Every day we are learning lots of new and different things – gaining the knowledge, skills</p>	<p><u>Unit Title</u></p> <p>Living Together</p> <p><u>Big Idea from the IPC</u></p> <p>We all belong to many different communities – family, friends, sports teams, activity groups, etc. However,</p>	<p><u>Unit Title</u></p> <p>Material World</p> <p><u>Big Idea from the IPC</u></p> <p>Hundreds of different materials are used to make everyday objects. Some materials occur naturally, e.g. wood from trees while others</p>	<p><u>Unit Title</u></p> <p>Invention that Changed the World</p> <p><u>Big Idea from the IPC</u></p> <p>Inventions have transformed the way that we live our daily lives – from the simple paperclip to the</p>	<p><u>Unit Title</u></p> <p>Chocolate</p> <p><u>Big Idea from the IPC</u></p> <p>Wouldn't it be amazing if chocolate grew on trees? Well, it does! Wouldn't it be amazing if I said we were going to make some</p>	<p><u>Unit Title</u></p> <p>Saving Our World, the Rainforest</p> <p><u>Big Idea from the IPC</u></p> <p>Rainforests once covered 14% of our world's surface. Now they cover less than 5%. Every second, an</p>

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	<p>and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve our learning, we will be better equipped for meeting the many challenges ahead of us.</p>	<p>there is one thing that every community has in common – people. We must learn how to respect, support and work with other people if we hope to become valuable contributors to the communities that we are a part of.</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into who we are and the connections we have to each other.</p> <p><u>Global Context</u></p> <p>Identities and Relationships</p> <p><u>Assessment for Learning Focus</u></p> <p>G2.05 Be able to use geographical terms</p>	<p>are manmade in factories, e.g. plastic. Some materials are magnetic; some allow heat and electricity to pass through them. But with so many different materials to choose from, how do we decide which one to use?</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into where materials come from, why and how do we use them and how does this affect the planet?</p> <p><u>Global Context</u></p> <p>Scientific and Technical Innovation</p> <p><u>Assessment for Learning Focus</u></p> <p>S2.01e Be able to test ideas using evidence from observation and measurement</p>	<p>latest mobile device. By learning about the important inventions that have changed our world, we can discover how we could become great inventors too!</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into how inventions have changed the world over time</p> <p><u>Global Context</u></p> <p>Orientation in Space and Time</p> <p><u>Assessment for Learning Focus</u></p> <p>H2.04 Be able to give some reasons for particular events and changes</p>	<p>chocolate? Well, we are! And we're going to discover even more amazing things about chocolate...</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into how chocolate is produced and the role of the consumer in making responsible choices.</p> <p><u>Global Context</u></p> <p>Globalization and Sustainability</p> <p><u>Assessment for Learning Focus</u></p> <p>T2.02 Be able to design and make products to meet specific needs</p>	<p>area of rainforest the size of a football field is being destroyed. Some scientists believe that, if we lose our rainforests, we might put our whole planet at risk. What will we do to help save the rainforest?</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into rights and responsibilities in the struggle to share natural resources with living things.</p> <p><u>Global Context</u></p> <p>Fairness and Development</p> <p><u>Assessment for Learning Focus</u></p> <p>G2.10 Be able to express views on the features on an environment and the way it is being harmed or improved</p>
<p>International Assessment learning focus for Milepost 2</p>	<p>2.03 Be able to identify activities and cultures which are different from but equal to their own</p>					

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<p>Grade 3 8-9 years</p>	<p><u>Unit Title</u> Brainwave</p> <p><u>Big Idea from the IPC</u> Every day we are learning lots of new and different things – gaining the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve our learning, we will be better equipped for meeting the many challenges ahead of us.</p>	<p><u>Unit Title</u> Shaping Up!</p> <p><u>Big Idea from the IPC</u> Your body is the most valuable thing you will ever own. It's your job to keep your body fit and healthy because it has to last you a lifetime! We are going to find out how best you can do that.</p> <p><u>Statement of Enquiry</u> The attitudes we have and the choices we make affect our health.</p> <p><u>Global Context</u> Identities and Relationships</p> <p><u>Assessment for Learning Focus</u> S2.01b Be able to prepare a simple investigation which is fair, with one changing factor</p>	<p><u>Unit Title</u> Young Entrepreneurs</p> <p><u>Big Idea from the IPC</u> A business is more than just a product or a service. Behind every item that we buy, every service that we use, there is a story. Running a business involves many skills – creativity, leadership, teamwork, communication, budgeting, planning, design, customer awareness and so on. If we want to become the successful entrepreneurs of the future, then it is important that we understand the thought and hard work that goes into planning and setting up a business – and turning our ideas into a reality.</p> <p><u>Statement of Enquiry</u> An inquiry into how and why businesses design and sell products and services, and the impact these have on us.</p>	<p><u>Unit Title</u> Explorers and Adventurers</p> <p><u>Big Idea from the IPC</u> Do you love discovering new places? Yes? Well you might just be an explorer. Explorers are people who travel to new places in the world and discover new things that they didn't know existed. So much of what we know today about our world is because we have been explorers in the past. Being an explorer is exciting but scary at the same time. Could you be an explorer? Let's find out.</p> <p><u>Statement of Enquiry</u> The role of explorers in our world.</p> <p><u>Global Context</u> Orientation in Space and Time</p>	<p><u>Unit Title</u> Active Planet</p> <p><u>Big Idea from the IPC</u> The tectonic plates that form the Earth's crust are always moving. Even the smallest movement can cause huge earthquakes, volcanoes and tsunamis that devastate communities across wide areas. If we can understand what is happening underground we can learn to predict and protect ourselves in the future.</p> <p><u>Statement of Enquiry</u> An inquiry into the movement of the planet and its effects.</p> <p><u>Global Context</u> Scientific and Technical Innovation</p> <p><u>Assessment for Learning Focus</u></p>	<p><u>Unit Title</u> Bright Sparks</p> <p><u>Big Idea from the IPC</u> Electricity is an energy that flows along wires in our homes, schools, offices, towns and cities to power lights, televisions, computers, cars and trains, and hundreds of other things that we use every day. Let's find out what we can do with electricity.</p> <p><u>Statement of Enquiry</u> Electricity powers our homes, schools, cities and devices among hundreds of other things that we use every day. Electricity can be produced in many different ways. Let's find out why and how this is done.</p> <p><u>Global Context</u></p>

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			<p><u>Global Context</u></p> <p>Globalization and Sustainability</p> <p><u>Assessment for Learning Focus</u></p> <p>T2.08 Be able to suggest improvements to products in everyday use</p>	<p><u>Assessment for Learning Focus</u></p> <p>G2.09 Be able to use secondary sources to obtain geographical information</p>	<p>G2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p>	<p>Fairness and Development</p> <p><u>Assessment for Learning Focus</u></p> <p>S2.01d Be able to use simple scientific equipment</p>
International Assessment learning focus for Milepost 2	2.03 Be able to identify activities and cultures which are different from but equal to their own					
Grade 4 9 - 10 years	<p><u>Unit Title</u></p> <p>Brainwave</p> <p><u>Big Idea from the IPC</u></p> <p>Every day we are learning lots of new and different things – gaining the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve our learning, we will be better equipped for meeting the many</p>	<p><u>Unit Title</u></p> <p>Space Explorers</p> <p><u>Big Idea from the IPC</u></p> <p>We know that when we look up at our sky we will see the Sun, the Moon and the stars. We take them for granted. But why are they there? What do they do? How do they affect the Earth? Astronomy, like all sciences, is about asking questions. By becoming space explorers, we can find out more about our solar system and</p>	<p><u>Unit Title</u></p> <p>The Great, The Bold And The Brave</p> <p><u>Big Idea from the IPC</u></p> <p>The history of western civilization begins with the Greeks and the Romans. Their expanding empires helped to spread ideas about architecture, food, entertainment, literature, science, medicine and politics across the globe. As their empires ended, other cultures rose to prominence, absorbing and passing on their</p>	<p><u>Unit Title</u></p> <p>Earth as an Island</p> <p><u>Big Idea from the IPC</u></p> <p>Islands used to be isolated places, with unique cultures, geographical features and ecosystems. In today's increasingly interdependent global community, even the most remote of islands are being ever more affected by human existence. Explore the impact of humans on islands.</p>	<p><u>Unit Title</u></p> <p>Go with the Flow</p> <p><u>Big Idea from the IPC</u></p> <p>Rivers play a vital role in shaping the geography of our planet, providing nutrients, habitats, transport for people, plants and animals, and supplying us with energy to power machinery, and generate electricity. Rivers really are our most precious resource.</p>	<p><u>Unit Title</u></p> <p>Making New Materials</p> <p><u>Big Idea from the IPC</u></p> <p>We are surrounded by amazing materials that can be shaped, combined, condensed, frozen, melted and burned. In this unit, we are going to experiment with different kinds of materials, and become cooks, chemists and creators of new materials.</p>

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	<p>challenges ahead of us.</p>	<p>the deeper mysteries of the universe.</p> <p>Statement of Enquiry</p> <p>By becoming space explorers, we can find out more about our solar system and the deeper mysteries of the universe.</p> <p>Global Context</p> <p>Orientation in Space and Time</p> <p>Assessment for Learning Focus</p> <p>T3.05 Be able to gather and use information to suggest solutions to problems</p>	<p>own ideas and cultures – creating the world we know today.</p> <p>Statement of Enquiry</p> <p>The discoveries and developments of past civilizations continue to influence our lives today.</p> <p>Global Context</p> <p>Identities and Relationships</p> <p>Assessment for Learning Focus</p> <p>H3.14 Be able to describe how the history of one country affects that of another</p>	<p>Statement of Enquiry</p> <p>Islands used to be isolated places, with unique cultures, geographical features and ecosystems. The actions of our global community impact even the most remote islands.</p> <p>Global Context</p> <p>Globalization and Sustainability</p> <p>Assessment for Learning Focus</p> <p>G3.12 Be able to enquire into geographical factors and their effects on people's lives</p>	<p>Statement of Enquiry</p> <p>Rivers play a vital role in shaping the geography of our planet, providing nutrients, habitats, transport for people, plants and animals, and supplying us with energy to power machinery, and generate electricity. Rivers really are a precious resource.</p> <p>Global Context</p> <p>Fairness and Development</p> <p>Assessment for Learning Focus</p> <p>G3.22 Be able to explain how physical and human processes lead to similarities and differences between places</p>	<p>Statement of Enquiry</p> <p>The structure of materials can be transformed to produce new materials for a specific purpose.</p> <p>Global Context</p> <p>Scientific and Technical Innovation</p> <p>Assessment for Learning Focus</p> <p>S3.02a Be able to conduct scientific investigations posing scientific questions</p>
<p>International Assessment learning focus for Milepost 3</p>	<p>3.05 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups</p> <p>3.06 Be able to identify ways in which people work together for mutual benefit</p>					

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<p>Grade 5 10 - 11 years</p>	<p>Unit Title</p> <p>Brainwave</p> <p><u>Big Idea from the IPC</u></p> <p>Every day we are learning lots of new and different things – gaining the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve our learning, we will be better equipped for meeting the many challenges ahead of us.</p>	<p>Unit Title</p> <p>Here and Now, There and Then</p> <p><u>Big Idea from the IPC</u></p> <p>Some of you are lucky enough to have had the chance to live in more than one country. You can talk about your 'host country' and 'home country'. You will have learned so much from this experience – let's find out what you know and what more there is to learn ...</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into our 'Host', 'Home' or our 'Adopted Country', and what more there is to learn.</p> <p><u>Global Context</u></p> <p>Orientation in Space and Time</p> <p><u>Assessment for Learning Focus</u></p> <p>G3.24: Be able to communicate their knowledge and understanding of</p>	<p>Unit Title</p> <p>Fascinating Forces</p> <p><u>Big Idea from the IPC</u></p> <p>Forces are pushing and pulling at everything in our Universe. Even as we sit in our classroom, the walls and the ceiling are pushing and pulling at each other, while gravity and friction hold us in our seats. Let's find out more about forces!</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into the many different forces at work in our Universe.</p> <p><u>Global Context</u></p> <p>Scientific and Technical Innovation</p> <p><u>Assessment for Learning Focus</u></p> <p>S3.02c Be able to make systematic and accurate measurements from their observations</p>	<p>Unit Title</p> <p>Climate Control</p> <p><u>Big Idea from the IPC</u></p> <p>We all have a vital role to play in protecting and preserving our environment. As our population continues to grow, putting increased pressure on valuable resources, we – as global 'caretakers' – must act responsibly and with care to safeguard our planet for future generations.</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into Climate change and the vital role that we must play to protect and preserve our environment.</p> <p><u>Global Context</u></p> <p>Fairness and Development</p> <p><u>Assessment for Learning Focus</u></p> <p>G3.14: Be able to collect and record evidence to answer</p>	<p>Unit Title</p> <p>Switched On</p> <p><u>Big Idea from the IPC</u></p> <p>Control systems are all around us, from our mobile phones and MP3 players to computers, consoles and televisions. In fact, there are so many control systems in the world, we may not even realize how much we take them for granted. However, as technology develops and control systems become more intelligent, we have to ask ourselves what our society will be like in 50 or 100 years time. Will robots do everything for us?</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into technology and control systems and the impact they have on today's society and in the future.</p> <p><u>Global Context</u></p> <p>Globalization and Sustainability</p>	<p>Unit Title</p> <p>Growing Up</p> <p><u>Big Idea from the IPC</u></p> <p>As we grow-up, we need to understand our bodies and the changes that will happen, both on the inside and the outside, as we prepare to enter into adulthood.</p> <p><u>Statement of Enquiry</u></p> <p>An inquiry into the changes that will happen to our bodies, on the inside and the outside, as we prepare to enter into adulthood.</p> <p><u>Global Context</u></p> <p>Identities and Relationships</p> <p><u>Assessment for Learning Focus</u></p> <p>S3.03 Be able to gather evidence from a variety of sources</p>
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		geography in a variety of ways_		geographical questions	<u>Assessment for Learning Focus</u> T3.06 Be able to devise and use step-by-step plans	
International Assessment learning focus for Milepost 3	3.05 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups 3.06 Be able to identify ways in which people work together for mutual benefit					