



Neev Programme of Inquiry 2020-21

Age	An inquiry into: Who we are	An inquiry into: How the world works	An inquiry into: Where we are in place and time	An inquiry into: Sharing the planet	An inquiry into: How we express ourselves	An inquiry into: How we organize ourselves
Grade 1 6-7 yrs	<i>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; what it means to be human</i>	<i>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; the impact of scientific and technological advances on society and on the environment.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>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</i>	<i>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.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities of organizations; societal decision-making; economic activities and their impact on humankind and the environment</i>
	<p>Unit -1 -5 weeks</p> <p>Central idea: People may have different relationships, roles, and responsibilities that form a community.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Function ● Responsibility <p>Conceptual lens: Community</p> <p>Related concepts:</p> <ul style="list-style-type: none"> ● Community, ● Relationships, ● Roles <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Different communities that I am a part of. ● Roles and relationships people have in a community. ● Our responsibilities within a community. 	<p>Unit 3 - 6 weeks</p> <p>Central idea: Materials consist of matter that can be manipulated and changed for specific purposes.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Form ● Causation <p>Conceptual lens: Materials</p> <p>Related concepts:</p> <ul style="list-style-type: none"> ● Properties ● Manipulation ● Transformation <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Understand the properties of materials and matter ● States of matter and material can be transformed ● Manipulate matter and materials for a purpose 	<p>Unit 6 - 6 weeks</p> <p>Central idea: Knowing about our family history enables us to discover and form our identity.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Connection ● Perspective <p>Conceptual lens: Identity</p> <p>Related concepts:</p> <ul style="list-style-type: none"> ● History, ● Evidence, ● Identity <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● How evidence provides an insight into our family history ● How family history overtime makes my identity ● Curation of evidence informs my identity. 	<p>Unit 2 - 6 weeks</p> <p>Central idea: Living things have certain requirements in order to grow and survive</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Function ● Responsibility <p>Conceptual lens: Living Things</p> <p>Related concepts:</p> <ul style="list-style-type: none"> ● Characteristics ● Care ● Environment <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Characteristics and needs of living things around us ● Relationship between living things ● Our responsibility towards the living things in our environment. 	<p>Unit 5 - 7 weeks</p> <p>Central idea: Narratives can express thoughts and feelings and are used to communicate meaning.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Function ● Connection <p>Conceptual lens: Self-Expression</p> <p>Related Concepts-</p> <ul style="list-style-type: none"> ● Elements, ● Series, ● Creativity <p>Lines of Inquiry-</p> <ul style="list-style-type: none"> ● Elements of stories and how they engage the audience ● Fiction writers set out to write series ● Ways writers can extend and reflect on their writing 	<p>Unit 4 - 6 weeks</p> <p>Central idea: Nature's cycles can impact the way we live and what we do</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Change ● Causation <p>Conceptual lens: Nature's Cycles</p> <p>Related concepts:</p> <ul style="list-style-type: none"> ● Cycles, ● Pattern, ● Impact <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Different cycles we experience ● Cycles in nature go through a pattern ● How nature's cycles can have an impact.
	Learner Profile: Caring Principled Reflective	Learner Profile: Thinker Inquirer Risk-Taker	Learner Profile: Open-minded Principled Communicator	Learner Profile: Caring Knowledgeable Reflective	Learner Profile: Communicator Reflective	Learner Profile: Inquirer, Reflective, Principled



Neev Programme of Inquiry 2020-21

	ATL Skills: Social skills Self-Management skills	ATL Skills: Research skills Thinking skills	ATL Skills: Communication Skills Research Skills	ATL Skills: Thinking skills Social skills	ATL Skills: Communication skills Thinking skills	ATL Skills: Self -management, Research skills
	Subject Focus/Transdisciplinary Connection: Science Social Studies PSPE Visual Art	Subject Focus/Transdisciplinary Connection: Science PE Visual Art Music	Subject Focus/Transdisciplinary Connection: Social Studies Visual Art Language Hindi , French, Spanish Math	Subject Focus/Transdisciplinary Connection: Math Language PSPE	Subject Focus/Transdisciplinary Connection: PSPE Language	Subject Focus/Transdisciplinary Connection: Social Studies Science PHE, Math, Language,



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Age	An inquiry into: Who we are	An inquiry into: How the world works	An inquiry into: Where we are in place and time	An inquiry into: Sharing the planet	An inquiry into: How we express ourselves	An inquiry into: How we organize ourselves
Grade 2 7-8 yrs	<i>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; what it means to be human</i>	<i>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; the impact of scientific and technological advances on society and on the environment.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>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</i>	<i>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.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities of organizations; societal decision-making; economic activities and their impact on humankind and the environment</i>
	<p align="center">Unit -4 6 weeks</p> <p>Central Idea: Culture can shape our identity over time and build relationships</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Connection • Change <p>Conceptual Lens: Culture</p> <p>Related Concepts:</p> <ul style="list-style-type: none"> • Culture • Beliefs and values • Relationships <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Beliefs and values in my culture and others. • Diversity in cultures around us. • How cultures change over time. 	<p align="center">Unit -5 6 weeks</p> <p>Central idea: Different forces that we experience can be applied to make things work</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Function • Connection <p>Conceptual Lens : Forces</p> <p>Related Concepts-</p> <ul style="list-style-type: none"> • Forces • application <p>Lines of Inquiry - An inquiry into</p> <ul style="list-style-type: none"> • Different forces we experience around us • How forces function • How the application of different forces make our lives easier 	<p align="center">Unit -2 6 Weeks</p> <p>Central idea: The places in which people live often influence their lifestyle</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Causation <p>Conceptual Lens : Geography</p> <p>Related Concepts-</p> <ul style="list-style-type: none"> • Geography • Landforms • Lifestyle <p>Lines of Inquiry-</p> <ul style="list-style-type: none"> • The Geography of different places • Types and features of different landforms • Various lifestyles in different places 	<p align="center">Unit -3 6 weeks</p> <p>Central idea: Living things can adapt in order to survive.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Causation • Responsibility <p>Conceptual Lens : Adaptation</p> <p>Related concepts:</p> <ul style="list-style-type: none"> • Adaptation • Extinction (endangerment) • Survival <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The needs and adaptations features of living things • Why Living things can become endangered or extinct • The ways we can help living things survive 	<p align="center">Unit-1 7 weeks</p> <p>Central idea: Written language may be used creatively to express our opinions.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Function • Perspective <p>Conceptual Lens : Opinions</p> <p>Related concepts:</p> <ul style="list-style-type: none"> • Opinion • Evidence • Recommendation <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The strategies used to form opinions. • The ways writers make choices to support their opinions. • How writers provide recommendations to convince their audience to read. 	<p align="center">Unit-6 7 weeks</p> <p>Central Idea: Structures are designed to meet the needs of people.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Change <p>Conceptual Lens : Structures</p> <p>Related concepts:</p> <ul style="list-style-type: none"> • Structure • Design • Needs <p>Lines of Inquiry-</p> <ul style="list-style-type: none"> • Different structures in our daily lives • The design of structures around us • How we can improve the design of structures
	Learner Profile: Open-Minded Balanced	Learner Profile: Principled Risk-taker	Learner Profile: Knowledgeable Inquirers	Learner Profile: Caring Reflective	Learner Profile: Communicator Thinker	Learner Profile: Knowledgeable Thinker



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	ATL Skills: Research skills Social skills	ATL Skills: Social skills Self-Management skills	ATL Skills: Research skills Thinking skills	ATL Skills: Thinking skills Research skills	ATL Skills: Thinking Skills Communication skills	ATL Skills: Self- management skills Thinking skills
	Subject Focus/Transdisciplinary Connection: Social Studies PE Visual Art Music	Subject Focus/Transdisciplinary Connection: Math PE Art- forces, application Language	Subject Focus/Transdisciplinary Connection: Language Social Studies Visual Art-landforms(japanese,surrealism)	Subject Focus/Transdisciplinary Connection: Science Social Studies Language Math Visual Art(needs)	Subject Focus/Transdisciplinary Connection: Language Music Visual Art(opinion)	Subject Focus/Transdisciplinary Connection: Visual Art-integration with structure,design and needs Drama PE



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Age	An inquiry into: Who we are	An inquiry into: How the world works	An inquiry into: Where we are in place and time	An inquiry into: Sharing the planet	An inquiry into: How we express ourselves	An inquiry into: How we organize ourselves
Grade 3 8-9 yrs	<i>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; what it means to be human</i>	<i>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; the impact of scientific and technological advances on society and on the environment.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>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</i>	<i>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.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities of organizations; societal decision-making; economic activities and their impact on humankind and the environment</i>
	<p>Unit 2 (6 weeks) Central idea: Systems can be evolved to meet the needs of a community.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Connection • Responsibility <p>Conceptual Lens: Communities</p> <p>Related concepts:</p> <ul style="list-style-type: none"> • Community • System • Services <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The need for various systems in a community. • Various services in the community. • Roles and responsibilities of individuals in a community. 	<p>Unit 4 (6 weeks) Central idea: Life is a process of change that often influences all living things</p> <p>Key concepts-</p> <ul style="list-style-type: none"> • Function • Causation <p>Conceptual Lens: Life cycles</p> <p>Related concepts-</p> <ul style="list-style-type: none"> • Classification • Life Cycle • Environment <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Classification of living things • Life cycle of plants and animals • Environmental changes that can impact living things. 	<p>Unit 6 (5 weeks) Central Idea: Exploration may lead to discoveries and new opportunities</p> <p>Key Concepts</p> <ul style="list-style-type: none"> • Causation • Function • Change <p>Conceptual Lens: Exploration</p> <p>Related Concepts</p> <ul style="list-style-type: none"> • Exploration • Technology • Discoveries <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Reasons for exploration • How explorations have taken place over time • Consequences of exploration 	<p>Unit 5 (7 weeks) Central idea: Fresh water is essential to life, and is a limited resource for many people.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> • Form • Responsibility <p>Conceptual Lens: Limited resource</p> <p>Related concepts:</p> <ul style="list-style-type: none"> • Source • Distribution • Action <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Water & its sources • Availability and distribution of water • Our responsibility regarding water 	<p>Unit 1 (6 weeks) Central idea: Narratives are a creative form of expression that can convey personal experiences.</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Function • Perspective <p>Conceptual Lens: Expression</p> <p>Related Concepts:</p> <ul style="list-style-type: none"> • Moments • Strategy • Craft <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How writers choose ideas, feelings and moments from their personal experiences • The strategies of narrative writing • How writers apply their choices to craft their writing 	<p>Unit 3 (6 weeks) Central idea: Rocks are natural resources and can be used by people for various economic activities</p> <p>Key Concepts-</p> <ul style="list-style-type: none"> • Function • Connection • Causation <p>Conceptual Lens: Rocks</p> <p>Related Concepts-</p> <ul style="list-style-type: none"> • Types of rocks • Properties • Impact <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Formation of rocks & its types • Properties of rocks and minerals • How rocks and minerals are mined for a purpose
	Learner Profile: Principled Open-Minded	Learner Profile: Knowledgeable Thinker	Learner Profile: Open-minded Risk-taker	Learner Profile: Caring Knowledgeable	Learner Profile: Thinker Communicator	Learner Profile: Inquirer Thinker



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	ATL Skills: Thinking Skills Social Skills	ATL Skills: Research skills Thinking skills	ATL Skills: Self management Social Skills	ATL Skills: Research skills Self-Management Communication Skills	ATL Skills: Communication Thinking Skills	ATL Skills: Thinking skills Research Skills
	Subject Focus/Transdisciplinary Connection: Social Studies Language PSPE Visual Art PHE	Subject Focus/Transdisciplinary Connection: Science Language Drama Visual Art PHE	Subject Focus/Transdisciplinary Connection: Visual Art Language Social Studies PHE Drama	Subject Focus/Transdisciplinary Connection: Science Social Studies Math Language Visual Art	Subject Focus/Transdisciplinary Connection: Language Library Visual Art Music Drama	Subject Focus/Transdisciplinary Connection: Social Studies Math Language Visual Art
Age	An inquiry into: Who we are	An inquiry into: How the world works	An inquiry into: Where we are in place and time	An inquiry into: Sharing the planet	An inquiry into: How we express ourselves	An inquiry into: How we organize ourselves



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Grade 4 9-10 yrs	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; what it means to be human	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; the impact of scientific and technological advances on society and on the environment.	An inquiry into orientation in place and time ; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	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	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.	An inquiry into the interconnectedness of human-made systems and communities of organizations; societal decision-making; economic activities and their impact on humankind and the environment
	<p style="text-align: center;">Unit -1(6 Weeks)</p> <p>Central idea: Effective interactions between human body systems can contribute to health and survival.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Connection ● Responsibility <p>Conceptual Lens: Well- Being</p> <p>Related concepts:</p> <ul style="list-style-type: none"> ● Systems ● Interdependence ● Well-Being <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Body systems and how they work ● How body systems are interdependent ● Impact of lifestyle choices on the body 	<p style="text-align: center;">Unit -3 (6 Weeks)</p> <p>Central Idea: Conversion (conservation) and transformation of energy impacts the environment</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Form ● Change ● Causation <p>Conceptual Lens: Sustainability</p> <p>Related concepts:</p> <ul style="list-style-type: none"> ● Energy, ● Transformation ● Sustainability <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Different forms of energy ● How energy is transformed and used ● Alternative sources of energy and its impact on the environment 	<p style="text-align: center;">Unit -4 (5 Weeks)</p> <p>Central idea: Past civilizations can shape present day societies</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Function ● Connection <p>Conceptual Lens: learning from the past</p> <p>Related concepts:</p> <ul style="list-style-type: none"> ● Evidence ● History ● Civilization <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● How evidence and sources help us understand history ● Characteristics of past civilizations ● The significant events and inventions of past civilizations 	<p style="text-align: center;">Unit-2 (6 weeks)</p> <p>Central idea: The interdependence of living things influences the balance of an ecosystem.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Causation ● Responsibility <p>Conceptual Lens: Balance</p> <p>Related concepts:</p> <ul style="list-style-type: none"> ● Interdependence ● Ecosystem ● Balance <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Interdependence between living things in different ecosystems ● How an ecosystem can become imbalanced ● Ways to improve sustainability of different ecosystems 	<p style="text-align: center;">Unit -5 (6weeks)</p> <p>Central Idea: The use of light and sound often enhances a performance</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> ● Function ● Perspective <p>Conceptual Lens: Creative expression</p> <p>Related Concepts:</p> <ul style="list-style-type: none"> ● Light ● Sound ● Aesthetic Performance <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Exploring how light and sound work ● The use of light and sound in creating performances ● How our responses to a performance and aesthetics can differ 	<p style="text-align: center;">Unit -6(5 Weeks)</p> <p>Central idea: The demand and supply of goods and services can influence economic activities of a country</p> <p>Key concepts:</p> <ul style="list-style-type: none"> ● Function ● Causation <p>Conceptual Lens: Laws of Supply and Demand</p> <p>Related concepts:</p> <ul style="list-style-type: none"> ● Supply and demand ● Interdependence ● Economic activities <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● The laws of supply and demand ● The distribution of goods and services ● How Economic activities rely on the consumers and producers of a country
	Learner Profile: Knowledgeable Balanced	Learner Profile: Caring Knowledgeable Inquirer	Learner Profile: Inquirer Open-Minded Communicator	Learner Profile: Caring Reflective	Learner Profile: Communicator Open-Minded Risk-Taker	Learner Profile: Principled Thinker



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	ATL Skills: Research Skills Self Management	ATL Skills: Thinking Skills Research Skills	ATL Skills: Research Skills Communication Skills	ATL Skills: Research skills Communication skills	ATL Skills: Communication Skills Social Skills	ATL Skills: Thinking Skills Self Management Skills
	Subject Focus/Transdisciplinary Connection: Language: PE Math Art	Subject Focus/Transdisciplinary Connection: Music Language Math Art	Subject Focus/Transdisciplinary Connection: Language Math Art	Subject Focus/Transdisciplinary Connection: Language Math Music	Subject Focus/Transdisciplinary Connection: Language Hindi, French, Spanish Math Drama Music	Subject Focus/Transdisciplinary Connection: Language Math Drama
Age	An inquiry into: Who we are Unit 2	An inquiry into: How the world works Unit 3	An inquiry into: Where we are in place and time Unit 5	An inquiry into: Sharing the planet Unit 6	An inquiry into: How we express ourselves Unit 4	An inquiry into: How we organize ourselves Unit 1
Grade 5 10-11 yrs	<i>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; what it means to be human</i>	<i>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; the impact of scientific and technological advances on society and on the environment.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>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</i>	<i>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.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities of organizations; societal decision-making; economic activities and their impact on humankind and the environment</i>



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	<p align="center">Unit 2 (5 Weeks)</p> <p>Central idea: Nature of human evolution over time can influence resolution of personal conflicts</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Change Connection <p>Conceptual Lens: Evolution</p> <p>Related concepts:</p> <ul style="list-style-type: none"> Evolution Personal Conflict Resolution <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The stages of evolution of mankind Different factors affecting evolution Personal conflicts and its resolution 	<p align="center">Unit 3 (7 Weeks)</p> <p>Central idea: The changing nature of the Earth and its laws impact life on Earth</p> <p>Key Concepts-</p> <ul style="list-style-type: none"> Function/Connection Responsibility <p>Conceptual Lens: Sustainability</p> <p>Related Concepts-</p> <ul style="list-style-type: none"> Solar System Natural Laws Mitigation <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Position of Earth in the Solar System The changing nature of the Earth Human responses to the Earth's changes and its impacts 	<p align="center">Unit 5 (6 Weeks)</p> <p>Central idea: Human migration is often a response to challenges and opportunities.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Form Causation <p>Conceptual Lens: Migration</p> <p>Related concepts:</p> <ul style="list-style-type: none"> Migration Challenges and opportunities Impact <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different types of migration over time Reasons for migration Impacts of migration 	<p align="center">Unit 6 (6 Weeks)</p> <p>Central idea: The inequitable distribution of natural resources can lead to conflicts</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Causation Perspective <p>Conceptual Lens: conflict resolution</p> <p>Related concepts:</p> <ul style="list-style-type: none"> Natural Resources Distribution Conflict <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The distribution of natural resources Consequences of inequitable distribution of Natural Resources How resource management can lead to conflict resolution 	<p align="center">Unit 4 (8 Weeks)</p> <p>Exhibition unit</p> <p>The Exhibition planner will be created by the 5th Grade class later in the 2020 - 2021 school year</p> <p>Central idea:</p> <p>Key concepts:</p> <p>Related concepts:</p> <p>Lines of inquiry:</p>	<p align="center">Unit 1 (6 Weeks)</p> <p>Central idea: Decision making systems can influence the lives of citizens.</p> <p>Key concepts:</p> <ul style="list-style-type: none"> Function Responsibility <p>Conceptual Lens: Decision making</p> <p>Related Concepts:</p> <ul style="list-style-type: none"> Government systems Rights Impact <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different systems of decision making in the government How decision making impacts systems The rights and responsibilities of citizens
	<p>Learner Profile: Balanced Risk-Taker</p>	<p>Learner Profile: Principled Thinker</p>	<p>Learner Profile: Open-Minded Caring</p>	<p>Learner Profile: Reflective Open-minded</p>	<p>Learner Profile:</p>	<p>Learner Profile: Knowledgeable Communicator</p>
	<p>ATL Skills: Thinking Skills Self Management Skills</p>	<p>ATL Skills: Research Skills Thinking Skills</p>	<p>ATL Skills: Social skills Communication skills</p>	<p>ATL Skills: Research skills Social skills</p>	<p>ATL Skills:</p>	<p>ATL Skills: Research skills Communication Skills</p>
	<p>Subject Focus/Transdisciplinary Connection: Language Science Social Studies Performing Arts PSPE</p>	<p>Subject Focus/Transdisciplinary Connection: Science Social Studies Language Drama</p>	<p>Subject Focus/Transdisciplinary Connection: Social Studies Language Visual Arts Math Music</p>	<p>Subject Focus/Transdisciplinary Connection: Social Studies Math Language PSPE Music</p>	<p>Subject Focus/Transdisciplinary Connection: Hindi, French, Spanish ICT Language Math</p>	<p>Subject Focus/Transdisciplinary Connection: Social Studies Math Drama Language</p>



ACADEMY

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