



Y3 Unit Overview -This document is designed to inform you of the learning planned for your child's next unit of inquiry. In addition, we offer you some optional ideas for you to consider sharing with your child, at home.

Where We Are in Place and Time

In their sixth unit the year 3 students are inquiring into the central idea **“Exploration and discovery lead to change.”** During this unit they will explore the concepts of **causation, change and perspective** and the related concepts of *exploration and discovery*. To facilitate learning, the children will be taught to use the skills of **synthesis**. The students will build their own ideas, rigorously investigate existing ideas and summarise their new understandings. Building on the previous unit, learners will again use the skill of constructing strong inquiry questions to collect data and anecdotal knowledge from history in order to search for clues as to what life was like for previous generations, how was it the same as their life and how it was different. Once they can do this they can then begin to log change between two eras. The children will use primary and secondary sources to find more indications of change and they will then inquire into **why** change has happened, **who** drove that change, **where** it took place, **why** it matters to us now, **what** difference that change has made and how they can try to predict the changes they will see in their lifetime. While undertaking this work the children will be encouraged and guided to use communication to engage in discussions, group work and in a final performance which will be the culmination of the Unit. Throughout the learning they will appreciate how discovery comes about as a consequence of exploration and that exploration is a basic, human need. The three lines of inquiry that the children will use to structure learning will allow the children to learn why people explore, how exploration, and the ensuing discoveries, have changed our lives and how to consider “progress” as both positive and negative, depending on one’s point-of view.

You may wish to support your child at home in the following ways:

KEY VOCABULARY Key vocabulary used in this unit will be:

time, place, year, timeline, calendar, clock, watch, minute, hour, past, future, measure, compare, difference, perspective, evidence, primary source, secondary source, museum, artifact, explore, discover, point-of-view

Please consider using your Mother Tongue to develop your child’s understanding of these words.

CONCEPTUAL QUESTIONS *This unit will be addressed through the lens of **causation, perspective and change**. Over the next few weeks try asking your child lots of questions to develop their ability to connect an event with the causation that brought that event about. Also, look at all sorts of practices and artifacts from “the olden days” and see if the children can suggest why those things might have changed and what drove that change. Finally, consider perspective and try to give real life examples of things that some people view as a good discovery while other people view it as bad (for example, Dr. Robert Oppenheimer felt his work on nuclear energy would bring free energy to the world, but instead it led to the creation of nuclear weapons).*

FUN THINGS TO DO *Visit any of Hong Kong’s excellent museums and look not just at the artifacts there, but also at **how** those are displayed and information about them shared. The children will be tasked with creating their own “Living Museum” and good quality display will be an important factor. Building on that, the children could start “getting into character”, thinking about a famous explorer/discoverer that they find interesting and might want to try representing in the Living Museum. They could learn about that person and start collecting costume parts thinking about what information will be important for the audience to hear.*

ACTION is a key element of the Primary Years Programme. We are always looking to see how children take their learning and apply it independently. This can take many forms - from a discussion about the Unit of Inquiry at home initiated by your child, role-play or even a request to bring a book or artifact in to school because it relates to the work we have been doing in school. Now that you know what the unit is all about please keep your eyes open for evidence of action and let us know!

Any action that you tell us about will be kept as part of your child’s records.

