

### 1. What is our purpose?

#### To inquire into the following:

- **Trans-disciplinary theme**

Where We Are In place and Time

An Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries; explorations and migrations of humankind; the relationships between and inter-connectedness of individuals and civilisations, from local perspective

- **Central Idea**

The geographic location affects the progress and resources of a country.

#### Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

*Students will do a case study of Batam. Why is Batam so progressive? They will do research on the internet or newspaper to find information. We assess students understanding that Batam geographic location affects its progress using diagnostic notes, formative, and summative tools.*

*Tools: Rubric*

Class/grade: 3`

Age group: 8-9

School: Sekolah Mutiara Harapan

School code: 7633

Teacher(s): Eva & Kirra

Date: 10th January - 25th Feb. 2011

Proposed duration: 7 weeks

### 2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasised within this inquiry?

*form, causation, connection*

What lines of inquiry will define the scope of the inquiry into the central idea?

- *Maps and their function*
- *The geographical features of our province*
- *Impact of different land features to the progress of each place*

What teacher questions/provocations will drive these inquiries?

1. *What is a map and how does it help us?*
2. *What kind of landforms do we see in Indonesia?*
3. *What resources can we find in our province?*
4. *What is the geographic location of Indonesia and its benefit?*

Provocation: *Map, land water form pictures*

## Planning the inquiry

### 3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”  
What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

*Students stick their name on the map based on the place they come from, using string.*

*Construct a classroom map to see students mapping skills.*

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

*Reading maps to find the geographical features of Riau Province.*

### 5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

*Book: This Earth Vol.1; Field trip to Equator-Ukui*

How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?

*Guest Speaker- Mr. Jhoni (Kondisi geografis mempengaruhi mata pencaharian dan jumlah penduduk)*

### 4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions

**Form: Land forms**

*Exploring landforms.(group work)*

*Reading maps to find different types of landforms in Indonesia.(group work)*

*Fieldtrip to the Equator (latitude and longitude)*

**Causation and connection:** *Impact of different land features on the progress of each place*

*Case study of Kerinci- why do we have a mill in Kerinci and not in Jakarta? (Guest speaker from RAPP)*

*Summative: Case study of Batam or students can choose a place that they know well.*

*Guest speaker (Mr. Jhoni)- Letak geografis mempengaruhi mata pencaharian dan jumlah penduduk*

**ENGLISH:** *Information reports*

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

**Profile:**

*Thinker-students will use their map reading skill to do a comparative study of two provinces*

*Knowledgeable-Students will use maps to gain more data or facts about one place*

**Attitude:**

*Cooperation-working in groups*

*Enthusiasm-enjoying learning and willingly putting the effort into the process of learning*

**Skills:**

*Thinking and Research skill*

*- Gaining specific facts, ideas, and vocabulary related to geographic locations  
- gather information from a variety of sources such as maps, books and ICT*

## Reflecting on the inquiry

### 6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

*Students were able to find a place based on the latitude and longitude. They could explain the benefits of Indonesia in terms of geographical location and its development.*

How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.

*We could improve the assessment task if we changed it into a group presentation on exploring a landform and its development.*

What was the evidence that connections were made between the central idea and the trans-disciplinary theme?

*Geography is an orientation in place and time; the discoveries; explorations and migrations of humankind.*

### 7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

a) develop an understanding of the concepts identified in "What do we want to learn?"

#### **Form: Land forms**

- *In group work students explored a landform, did research, wrote a report and presented it to the class.*
- *From map reading activity, students found different types of landforms in Indonesia.*
- *We went on a field trip to the equator to learn about the equator, compass, latitude and longitude.*

#### **Causation and connection:**

- *Students learnt the Impact of different land features to the job people do.*
- *Case study of Kerinci- why do we have Mill in Kerinci not in Jakarta? (learnt about the development of a place)*
- *Summative: Case study of Batam or students can choose a place that they know well.*
- *Guest speaker (Mr. Jhoni)- Letak geografis mempengaruhi mata pencaharian dan jumlah penduduk*

b) demonstrate the learning and application of particular transdisciplinary skills? develop particular attributes of the learner profile and/or attitudes?

#### Profile:

*Thinker-students did case study of the development of Kerinci's town centre. Knowledgeable-Students used maps, books in the library and internet to gain more data or facts about a place*

#### Attitude:

*Cooperation-worked in groups, exploring landforms. Enthusiasm-enjoying learning and willingly putting the effort into the process of learning*

#### Skills:

*Thinking and Research skill  
Students used their research skill to gather information from a variety of sources such as maps, books and internet and used their thinking skill to write the research report.*

## Reflecting on the inquiry

### 8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

*SQ: Why do we need a map? ...led to learning about maps and their function, the compass, latitude and longitude.*

At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

*TQ: What is the geographic location of Indonesia and its benefit? ...led to understanding of the central idea*

### What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

*One student question arose. That question showed his critical thinking and his ability to reflect about the geographic location. The question is "Higher places are closer to the sun, but why does a mountain have cold weather?" (Kiki)*

### 9. Teacher notes

*Nowadays the geographic location of a place does not really influence the progress of a country. Many other factors such as education, human resources which manage our natural resources and politics affect the progress of a country.*