

Introduction

The curriculum at The British Schools is founded in the belief that student learning is best done when it is authentic – relevant to the real world – where the learning is not confined within the boundaries of traditional subject areas but is supported and enriched by them.

The Units of Inquiry provide a written set of objectives – that also take into account what prior learning children have and how best they will develop their learning further. The acquisition of knowledge and skills and the development of meaning and understanding are done through exploration and investigation, where the learning experiences are engaging, relevant and challenging.

What is inquiry-based learning? Inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meaning and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a solution or to support a position or point of view. The knowledge is usually presented to others and may result in some sort of action.

Units of Inquiry

YEAR GROUP: Kinder

In Kinder, the students will look at the following Units of Inquiry:

1. My Big School – focused on the experience of coming to a new school; sharing previous experiences and learning of new routines, common agreements and habits. A time of adaptation where they start developing relationships with children and teachers.
2. Peek a Boo! I can feel you! – looking into nature; how it changes, how animals, plants and people can feel those changes and have to adapt.
3. Atchoo! Bless you! – a unit focused on physical health; what it means to be healthy, who looks after people's health, where people go to receive attention, and the importance of prevention in the early years
4. One, two, three, four and one more to grow! – looking at ourselves in the growing process; changes in body, mind and emotions. Also doing a comparative study some animals' growing process.
5. Good morning sunshine, good night darkness! – an inquiry into light and darkness; how light influences and regulates our lives and exploring the feelings that light and darkness provoke in us.

The 6th Unit changes according to special events that occur in the year. This year this unit will be organized around the football world cup. The inquiry will be into what it means to win and fail, the training of sports-women/men and football main characteristics; kit, logo and rules.

Units of Inquiry

YEAR GROUP: Prep

In Prep, students will look at the following Units of Inquiry:

1. Friends and Me - focused on feeling part of a group and getting to know each other, on making friends and keeping them. Also being aware of themselves, their body and their family.
2. Let's go for a ride! – investigate the evolution of specific means of transport and in different parts of the World; make comparisons, finding similarities and differences in their characteristics and uses.
3. World Cup – an inquiry into what it means to win and fail, the training of sports-women/men and football main characteristics; kit, logo and rules. Also investigate where in the World the different teams come from.
4. Nursery Rhymes – discover what Nursery Rhymes are and why we learn them; make comparisons between Nursery Rhymes and traditional songs from Uruguay and other countries, e.g. UK. Use this knowledge to develop language and storytelling skills.
5. Life is in the Air! – an exploration into living and non living things in our environment: characteristics, needs, similarities and differences. Inquiry to plants and animals in Uruguay; what it means to care for them and what they do for us.
6. High in the Sky! – a unit focused on the importance of the sun for life on Earth: Sun as a source of energy, day and night, planets, the sky, safety in the sun.

Units of Inquiry

YEAR GROUP: Form 1

In Form 1, students will look at the following Units of Inquiry:

1. Moving up – which follows the lines of inquiry of changes in routines, rules, rights and responsibilities both at home and at school
2. Celebrations – a unit on the variety of celebrations people experience throughout their lives and the similarities and differences between these between people and cultures
3. The world around us – an exploration into our senses and how we use the five senses to find out about the world we live in
4. Toys – looking at the lines of inquiry as to how toys move, what they are made from and how they have changed over time
5. Water – a unit of inquiry focusing on water preservation, where water comes from and what it is used for

Our sixth Unit of Inquiry often changes due to international events such as the Royal Wedding, The world Cup and so on.

Units of Inquiry

YEAR GROUP: Form 2

In Form 2, students will look at the following Units of Inquiry:

1. Changes – a focus on how our body changes
2. Mate or Tea, Good for you, Good for me – an exploration in the cultural similarities and difference between Uruguay and the United Kingdom
3. Animals – this Unit of Inquiry focuses on animal characteristics and their classification
4. Electricity – an inquiry into the sources and uses of electricity, developing the line of inquiry of its dangers
5. My Play – an exploration into the making of a 'Play' which culminates in the Form 2 Presentation to parents
6. Our sixth Unit of Inquiry often changes due to international events such as the Royal Wedding, The world Cup and so on.

Units of Inquiry

YEAR GROUP: Form 3

In Form 3, students will look at the following Units of Inquiry:

1. The Local Area: our locality can be described through physical and human features which are observable. These can affect the environment and can be managed for the better or the worse
2. Food now and Then: the way we prepare, eat and store food has changed a great deal from the times of our grandparents. Food technology plays a main role in it, sometimes for good, but not always!
3. The World Cup
4. Why do People Invade and Settle: throughout history, people have left their homeland to settle in another country for different reasons.
5. A local event - investigating transformation in Montevideo: throughout history cities/our city have needed to evolve and modernise.

Units of Inquiry

YEAR GROUP: Form 4

In Form 4, students will look at the following Units of Inquiry:

1. Environmental Awareness: disposing of waste products such as paper, waste food and plastics can be a problem unless they are reused, recycled or reduced
2. Our Local Area: a town centre caters for the needs of its residents and visitors in different ways. Our town centre has certain features to make people's lives easier and happier.
3. The World Cup

4. The Age of Exploration: to be an explorer, you need to have certain attributes that you show in your missions of exploration. Explorers of all times have shown these attributes.
5. The Victorians: most children in Victorian Times had difficult lives which provoked changes for everyone

Units of Inquiry

YEAR GROUP: Form 5

In Form 5, students will look at the following Units of Inquiry:

1. Getting from A to B- Transport: As transport grows, environment and safety change
2. FIFA world cup: Innovation in sport can lead to changes in society and cultures.
3. The value of water - Water changes our lives through patterns over time
4. The growth of ancient civilizations around rivers - Rivers have had a significant impact on civilization
5. Famous people who influence changes in our thinking during the 19th century - World maps change through significant events in history.

Units of Inquiry

YEAR GROUP: Form 6

In Form 6, students will look at the following Units of Inquiry:

1. Social aspects of the 20th Century conflicts – Social images provide powerful messages for peace in the future.
2. FIFA world cup 2014 - How modern cultures have evolved the game of football
3. Famous people who influenced changes in our thinking in the 20th and 21st Century – Good and bad people influence change through thinking.
4. Challenges of the 21st Century – Technology and natural resources are essential challenges for our future.
5. The perfect environment - the central idea will be established by the students.