



FORREST PRIMARY SCHOOL CONCEPT BASED PYP PLANNER 2025



Trans Theme		Collaborators	nicole.jaggers@ed.act.edu.au
Year Level		Duration	

UNPACKING THE TRANSDISCIPLINARY THEME DESCRIPTOR			
An inquiry into			
Key word:	Key word:	Key word:	Key word:
Definition:	Definition:	Definition:	Definition:
Key word:	Key word:	Key word:	Key word:
Definition:	Definition:	Definition:	Definition:

WHAT ARE OUR STUDENTS INTERESTED IN LEARNING? Acknowledging our students and establishing connections to past and future learning, inside and outside the programme of inquiry			
CONTEXT AND BACKGROUND OF STUDENTS	STUDENTS' PRIOR KNOWLEDGE	STUDENTS' PRIOR EXPERIENCES	STUDENTS' INTERESTS

WHY DOES THIS MATTER? How might the transdisciplinary theme and descriptor connect to the lives of students now and into the future? What really matters about this transdisciplinary theme to our students and community? <i>What real world problems do TEACHERS AND STUDENTS identify as important?</i>					
WHAT MATTERS?	ME	FAMILY	LOCAL	NATIONAL	GLOBAL
<i>Challenges (today)</i>					
<i>Opportunities (tomorrow)</i>					

Transdisciplinary Unit Web

Subject 1:	
Specified concept/s	Additional concepts

Subject 2:	
Specified concept/s	Additional concepts

Subject 3:	
Specified concept/s	Additional concepts

Subject 4:	
Specified concept/s	Additional concepts

BIG IDEA

CENTRAL IDEA

So what? How or why does this unit matter to students? How does the central idea support students' understanding of the transdisciplinary theme and BIG IDEA to which the theme is connected?

By the end of the unit, students will understand that...

Level 1: What?

Level 2: How or Why?

Level 3: So What?

LEARNER PROFILE AND ACTION

Through developing attributes of the learner profile, students grow in their ability to make informed, reasoned, ethical judgments and to exercise the flexibility, perseverance and confidence they need to bring about positive change in the learning community and beyond.

Participation	Advocacy	Social Justice	Social Entrepreneurship	Lifestyle Choice

Eg: Communicators How can I contribute to discussions and learning experiences? How can I take responsibility for my learning?

Lines of Inquiry

LINE OF INQUIRY: An inquiry into...			
Concepts <i>Students will understand that...</i>	Teacher Guiding Questions <i>3 - 5 Questions per Generalization</i> <i>(C) Conceptual, (F) Factual, & (D) Debatable</i>	Knowledge <i>Students will know...</i>	Skills <i>Students will be able to...</i>

**Add or delete rows as required to plan the line of inquiry

Formative Assessment

How will we know students have achieved the learning goals?

Knowledge, Skills or Understanding Assessed:	Assessment Task(s)	Link to Assessment Tool (rubric, checklist,...etc)

Learning Experiences

****Copy section above to repeat for each line of inquiry**

Reflection

To what extent did students develop their knowledge, skills, and understanding?

Examples of student questions asked during the unit and how these were incorporated into teaching and learning

Teacher reflections on attributes of the IB learner profile developed during the unit

Teacher reflections on learning goals and assessment tasks undertaken throughout the unit

How did students transfer understanding and/or take action?

Student reflections on the unit

What changes would you recommend if this unit were taught again?