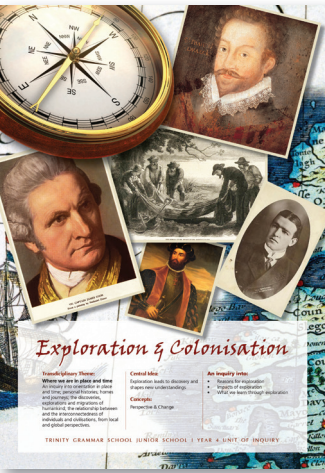


So how is it different from the NSW Education Standards Authority (NESA) Curriculum?

It isn't different. The PYP is an educational framework which delivers the NESA curriculum outcomes.

Below is an example of a Year 4 Unit of Inquiry to explain how it works:

Unit of Inquiry:  
Exploration and Colonisation



NESA Curriculum outcomes achieved in this Unit:

Learning across the curriculum	
English	EN2-1A, EN2-2A, EN2-3A, EN2-4A EN2-5A, EN2-6B, EN2-7B, EN2-8B EN2-9B, EN2-10C, EN2-11D, EN2-12E
Types of text	Imaginative Informative - Historical recount
Speaking & Listening	<b>Oral Historical Recount</b> Uses adjectives to describe who and what in the recount. Listens actively, showing an ability to ask relevant questions to seek an explanation or more information from the speaker. Recounts events to the class, showing evidence of prior planning through selection of key events. Describes people, places, objects and events in more detail in oral recounts. Uses common language features of recount such as subject-verb agreement and noun-pronoun agreement, time connectives. Uses a wider range of conjunctions and adverbial phrases to indicate time and location. <b>Speech Competition</b> Identifies audience and purpose of speech competition.
Comprehension	<b>Reorganising</b> Outlining and summarising Classifying and organising Use of referents Questioning <b>Inferential</b> Locating information from maps, graphs etc. Interpreting events / actions to make inferences Predicting & hypothesising <b>Vocabulary</b> Determining the meaning of unknown words from the context clues <b>Literal</b> Finding information
Grammar & Punctuation	Time connectives & conjunctions. Adverbs and adverbial phrases. Use of past tense. Noun groups. Difference between direct and reported speech.
Mathematics	MA2-9MG, MA2-17MG, MA2-5NA, MA2-6NA, MA2-8NA, MA2-18SP, MA2-1VWM, MA2-2VWM, MA2-3VWM, MA2-4NA, MA2-7NA, MA2-10MG, MA2-1VWM, MA2-2VWM, MA2-3VWM
Science   History & Geography	HT2-3, HT2-4, HT2-5, GE2-2, GE2-4
Drama	DRAS2.1, DRAS2.2, DRAS2.3
Music	MUS2.1, MUS2.2, MUS2.3, MUS2.4
Visual Arts	VAS2.2, VAS2.4
PDHPE	COS2.1, DMS2.2, INS2.3, MOS2.4, PSS2.5, ALS2.6, GSS2.8, GDS2.9, IRS2.11, PHS2.12
Mandarin	2.U1.1, 2.U1.2, 2.U1.3, 2.U1.4, 2.MLC.1, 2.MLC.2, 2.MBC.1, 2.MBC.2, 2.CUS1.3, 2.CUS1.4

PYP Inquiry Learning Framework used to achieve the NESA Outcomes:

Transdisciplinary Theme	<b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilisations, from local and global perspectives.
Central Idea	Exploration leads to discovery and shapes new understandings.
Concepts	Perspective Change
Lines of Inquiry	Reasons for exploration Impacts of exploration What we learn through exploration
Learner Profile	Open-minded Inquirers Communicators Risk Takers
Thinking Skills	Analysis Evaluation
Social Skills	Accepting responsibility Resolving conflict
Reasearch Skills	Recording data Interpreting data Presenting research findings
Communication Skills	Listening Speaking Reading Writing
Self Management Skills	Time management



PRIMARY YEARS PROGRAMME AT TRINITY  
TRINITY GRAMMAR SCHOOL IS AN AUTHORISED IBO WORLD SCHOOL



## The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

### Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### Risk-takers

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### Balanced

We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile © International Baccalaureate Organization 2013



# come on our journey to the world of inquiry

The Primary Years Programme  
at Trinity Grammar School

Trinity Grammar School understands the importance of laying the foundation for a quality education from the beginning. From the significant foundation years of schooling, boys are provided with opportunities to develop in Mind, Body and Spirit. The boys' needs are met by a differentiated, inquiry based curriculum, delivered by motivated, creative and caring classroom teachers using exceptional facilities and resources.

At the core of this is the International Baccalaureate Primary Years Programme (PYP) which guides boys to become independent learners. The PYP, for students from Pre-Kindergarten to Year 6, focuses on the development of the whole child, in the classroom and also in the world outside. It offers a framework that meets the academic, social, physical, emotional and cultural needs of each child.

The PYP is a comprehensive approach to teaching and learning, with a global perspective. It draws on research and best practice from a range of national systems with a wealth of knowledge and experience from international schools. This creates a relevant, engaging, challenging and significant educational framework for all children.



At the heart of the PYP is structured inquiry as a vehicle for learning. Inquiry based learning gives ownership of learning to the students and develops their research and critical thinking skills. It allows them to pursue their own interests and make meaningful connections with what they are learning to their home, community and the world.

Each unit of inquiry explores a different globally significant theme, as shown on the outside of the model. Teachers and students use key questions that are concept-based to structure the units of inquiry. This allows for integration of the six different disciplines (subject areas). As a result they acquire and apply trans-disciplinary skills while developing an understanding of these important concepts. The development of explicit attitudes and the expectation of socially responsible behaviour are at the core of the inquiry model.

The overall aim of the PYP is that the students become internationally minded. Underpinning all that the students do and learn are ten attributes called The Learner Profile.

By implementing such a programme at Trinity Grammar School, in both the Junior and Preparatory Schools, we will continue to offer cutting edge education to our students.

## The Learner Profile

Students will strive to become:

inquirers  
knowledgeable  
thinkers  
communicators  
open-minded  
balanced  
principled  
caring  
risk-takers  
reflective