



**PRIMARY YEARS PROGRAMME**  
EC 1 - Grade 5 CURRICULUM GUIDE



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# INTERNATIONAL SCHOOL BASEL

## MISSION AND MISSION GUIDING STATEMENTS

### MISSION

“We all want to learn more;  
We all do it in different ways;  
We all have fun learning;  
We all help.”

- *ISB Student*

### MISSION GUIDING STATEMENTS

#### “We all want to learn more”

- We support all our students to achieve educational excellence by discovering and developing their academic potential
- We foster the curiosity and creativity of each individual
- We empower our students to be future-ready, global citizens
- We encourage learning as a lifelong pursuit

#### “We all do it in different ways”

- We value inclusion of all learners
- We innovate and adjust our approaches to teaching and learning to address student needs
- We celebrate diversity as a strength and promote equal opportunity for all

#### “We all have fun learning”

- We offer an all-round education that serves the needs of the whole child
- We provide stimulating, connected, and relevant service learning opportunities within and beyond the classroom
- We inspire a sense of wonder in the world and optimism for the future

#### “We all help”

- We create safe, caring, and affirming learning spaces for our international community
- We cultivate collaborative, supportive, and positive partnerships
- We nurture the values of care, compassion, and responsible action
- We respect our personal, local, and global environments



# THE IB PRIMARY YEARS PROGRAMME (PYP)

The International Baccalaureate Primary Years Programme (PYP) is designed for students aged three years to twelve years. The programme provides a relevant, engaging, challenging and significant educational framework for all children, focusing on the whole growth of the developing child, encompassing social, physical, emotional, academic and cultural needs. The PYP prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them.

## 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. The IB Learner Profile is the IB mission statement translated into a set of learning outcomes for the 21st century. The attributes are values that should infuse all elements of the IB programmes and, therefore, the culture and ethos of all IB World Schools. We believe these attributes can help individuals and groups become responsible members of local, national and global communities.

As IB learners we 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.

### **Openminded**

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 CURRICULUM FRAMEWORK**

In the PYP, a balance is sought between acquisition of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes, and taking of responsible action. In order to achieve this balance, the curriculum framework consists of five essential elements: concepts, knowledge, skills, attitudes and action.

### **Knowledge**

Significant, relevant content we wish the students to explore and know about, taking into consideration their prior experience and understanding. Knowledge is both disciplinary, represented by traditional subject areas and transdisciplinary. The curriculum identifies a body of knowledge for each of the six core subjects of Language, Mathematics, Science, Social Studies, Arts and Physical, Social and Personal Education (PSPE).

### **Concepts**

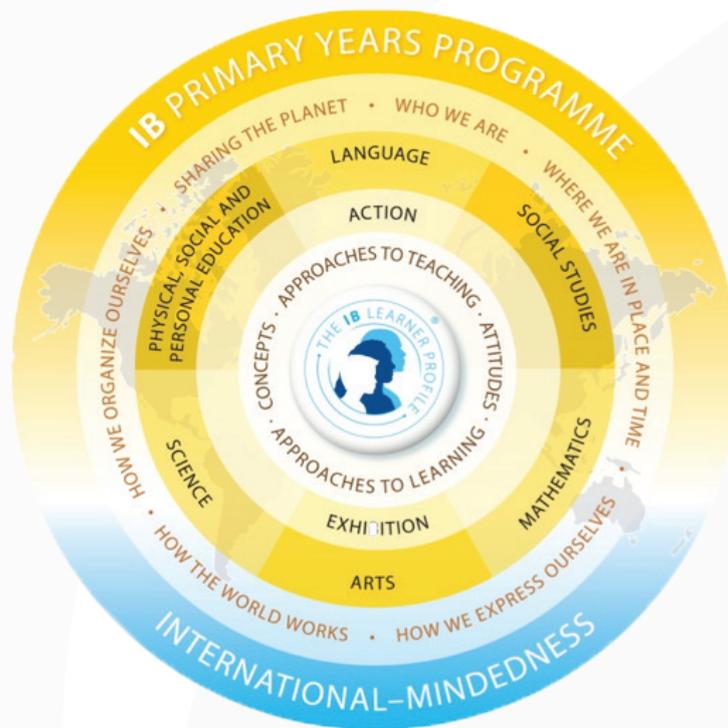
Powerful ideas that have relevance within the subject areas but also transcend them. Students explore concepts through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas.

### **Skills**

Those capabilities that the students need to demonstrate in order to succeed in a changing, challenging world. These skills may be disciplinary or transdisciplinary in nature and support student learning in life beyond the classroom.

### **Action**

Demonstrations of deeper learning in responsible behaviour through responsible action. Student action is a manifestation in practice of the other essential elements. Within the PYP framework there is an expectation that successful inquiry leads to responsible, thoughtful and appropriate action.



## A CONSTRUCTIVIST APPROACH

The PYP is committed to structured, purposeful inquiry that engages students actively in their own learning. The programme supports students' efforts to construct meaning from the world around them by:

- drawing on their prior knowledge
- providing provocation through new experiences
- providing opportunities for reflection and consolidation.

This approach respects students' developing ideas about how the world works. It encourages them to question, consider and refine their understanding of the social and natural world.

## THE PYP TRANSDISCIPLINARY THEMES

Learning is organised around six transdisciplinary themes which are considered worthy of inquiry regardless of the age of the student and are used to guide the teachers in designing the Units of Inquiry. Students study a sequence of transdisciplinary Units of Inquiry during the school year based around the following organising themes:

### Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

### 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 the interconnectedness of individuals and civilizations, from local and global perspectives.

### **How we express ourselves**

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

### **How the world works**

An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

### **How we organise ourselves**

An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.

### **Sharing the planet**

An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships

## **ASSESSMENT IN THE PYP**

Learning is viewed as a continuous journey. Teachers identify students' individual and group needs throughout the learning journey, using a wide range of assessment strategies to collect information on each of the essential elements of the curriculum; i.e. students' understanding of concepts, their acquisition of knowledge, mastery of skills, development of positive attitudes and ability to take responsible action. Teachers use the assessment data to plan the next steps in learning for each student. As well as ongoing teacher assessments, student self assessments form an important part of our assessment practices. Students are taught to reflect on their own learning and understanding of the concepts taught and to identify personal learning goals.

### **Assessment strategies:**

#### **Observations**

All children are observed regularly with the teacher focusing on varying aspects of the child, i.e. as an individual learner, as part of the whole class, in a small group situation, and in specific skill development.

#### **Performance tasks**

These are goal-directed tasks with predetermined criteria. They require the use of many skills and can be communicated using one's preferred multiple intelligence. They are authentic challenges that children can approach in numerous ways.

#### **Process-focused assessments**

Checklists and narrative descriptions are used to focus on skill development. The emphasis is on process and skill application rather than the product.

#### **Open-ended tasks**

Students are able to give individual responses to a problem or stimulus. They are required to apply their knowledge and skills to communicate their answers.

## REPORTING ON STUDENT LEARNING

We have many different ways for reporting on student learning throughout the year.

### **Seesaw**

We use Seesaw as a digital platform for sharing information about individual and class learning journeys. Teachers and students post regular updates about the learning that is taking place in class. It is vital that parents subscribe to their child's individual Seesaw Journal and to the class Seesaw Announcements so that they receive important information about their child's learning.

#### Seesaw Journals

Students' individual Seesaw journals document each student's learning journey as the year unfolds. Journals show the development of the essential elements of the PYP -knowledge, conceptual understanding, transdisciplinary skills, and the attributes of the learner profile- over time.

#### Seesaw announcements

Teachers use Seesaw Announcements to post weekly curriculum updates for parents. Announcements are posted every Friday, and possibly also mid week, depending on what is happening in the classroom that week.

### **Student Led conferences**

These are scheduled through the year and are marked on the school calendar at the beginning of the year. These are formal conferences, led by the students, where students (with support from teachers) report to parents on their learning and their personal goals.

### **Parent /Teacher conferences**

These may be scheduled by either parent or teacher at any time during the year, to discuss the progress or well being of a student. We value close and regular communication between home and school and find it important that these conferences can happen whenever and as often as needed, in response to the particular needs of an individual student or family. In addition to this, the school has set aside Parent-Teacher Conferences in November, and also as part of the March Student Led Conference.

### **Sharing Learning sessions**

These are specific to each class or sometimes year level, and usually happen towards the end of a unit of inquiry, when students are keen to share their new learning with an authentic audience. Sharing Learning sessions are typically planned by students and vary in format depending on the particular unit of inquiry and how and what the students wish to share. Class teachers will do their best to post information about sharing sessions one month before a sharing session is planned. These usually take place at the onset of the school day.

### **Written Reports**

Parents will receive formal written reports twice a year. These written reports should confirm what parents already know about their child's progress. Report cards should not be a surprise in content or achievement, rather they are a written summary of what parents already know from the many other formal and informal reporting sessions during the school year.



## HOME LEARNING

At ISB we believe that learning is enhanced when students make connections between what they are learning at school and their experiences at home. We call this Home Learning. Home Learning encourages students to develop independence and self direction which will support them throughout their lives. Play, after-school activities, family time and exercise are all learning engagements that are crucial in your child's development.

Home learning is most effective when there is close communication between home and school, so that students can make connections between the learning that takes place within and outside of school. Teachers work with students on generating ideas to support connections between home and school. These ideas are shared regularly with parents via Seesaw. Teachers will provide regular weekly opportunities for students to share their home learning experiences with peers.

Reading should be part of every student's home learning. Reading at home is an excellent means of developing thinking skills, increasing fluency, developing language skills and helping children develop confidence with their reading. German and Mother Tongue language should also be a regular part of home learning.

How much time each family spends on home learning will vary from family to family and from day to day. As a general guideline, we recommend grade level times ten minutes each day; i.e. 10 minutes in Grade 1, 20 minutes in Grade 2 and so on. We encourage parents to work with teachers to find a balance that works for their family. If you need additional support with Home Learning, please let your child's teacher know so they can help you.

## PYP EXHIBITION

In Grade 5, as the final year of the PYP, students carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community. The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the [IB learner profile](#) developed throughout their engagement with the PYP. It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

## PROGRAMME OF INQUIRY (POI)

The Programme of Inquiry provides an overview of the units of inquiry at each year level throughout the school year. Units of inquiry are developed around a central idea or enduring understanding, underpinned by a concept (in red on the Poi) which will drive the inquiries. Lines of inquiry help to frame the students investigations. Units of inquiry last anywhere from four to eight weeks. Teachers will keep parents informed through class blogs (Seesaw) about the learning that is taking place as the unit unfolds.

The Program of Inquiry is a dynamic document and may change throughout the year as teachers plan and reflect on units of inquiry. Units vary in length according to students' interests and inquiries. Please see the documentation below which was accurate as of June 2019. For the most recent version please see this link [ISB Programme of Inquiry 2019-20](#)

<p>TRANSDISCIPLINARY THEMES</p>	<p><b>WHO WE ARE</b></p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>	<p><b>WHERE WE ARE IN PLACE &amp; TIME</b></p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b>HOW WE EXPRESS OURSELVES</b></p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p><b>HOW THE WORLD WORKS</b></p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>HOW WE ORGANISE OURSELVES</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>SHARING THE PLANET</b></p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p>EC 1 - 2 (Units in EC run all year.)</p>	<p><b>Central Idea:</b> People explore their identities by sharing stories and experiences.</p> <p><b>Key Concepts:</b> connection, perspective</p> <p><b>Related Concepts:</b> <b>identities</b>, relationships</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- how sharing our stories and experiences helps us to understand ourselves and others</li> <li>- how each of us has multiple and dynamic identities</li> <li>- how the everyday practices of households are significant to our identities</li> </ul> <p><b>Discipline Connections:</b> Social Studies, PSE, PE (RC identities, “look what I can do!”)</p>	<p><b>Central Idea:</b> People communicate through symbolic languages.</p> <p><b>Key Concepts:</b> form, function</p> <p><b>Related Concepts:</b> <b>communication</b>, expression, representation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- symbols in the environment around us</li> <li>- how people use symbols to communicate</li> <li>- ways to use symbols to represent ideas</li> </ul> <p><b>Discipline Connections</b></p>	<p><b>Central Idea:</b> Humans construct and deconstruct to develop their scientific understandings.</p> <p><b>Key Concepts:</b> form, function, causation</p> <p><b>Related Concepts:</b> <b>construction</b>, deconstruction, problem solving (creativity)</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- constructions in the world around us</li> <li>- construction materials</li> <li>- effective construction and deconstruction techniques</li> </ul> <p><b>Discipline Connections</b> Science (material and matter)</p>	<p><b>Central Idea:</b> People use exploration to make connections with the natural world.</p> <p><b>Key Concepts:</b> connection, causation</p> <p><b>Related Concepts:</b> <b>exploration</b>, appreciation, impact, cause and effect,</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- natural environments</li> <li>- the ways in which we explore the natural environments</li> <li>- what impacts the natural world</li> </ul> <p><b>Discipline Connections</b> PE (RC exploration) Science (earth, space and living things)</p>		

<p>TRANSDISCIPLINARY THEMES</p>	<p><b>WHO WE ARE</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>	<p><b>WHERE WE ARE IN PLACE &amp; TIME</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b>HOW WE EXPRESS OURSELVES</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p><b>HOW THE WORLD WORKS</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>HOW WE ORGANISE OURSELVES</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>SHARING THE PLANET</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p>EC 3</p>	<p><b>1. Central Idea:</b> Awareness of personal characteristics, abilities and interests shapes an individual's identities.</p> <p><b>Key Concepts:</b> form, reflection</p> <p><b>Related Concepts:</b> <b>identities</b>, self awareness, <i>diversity</i></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- individual characteristics, abilities and interests</li> <li>- Similarities and differences between ourselves and others</li> <li>- personal identity</li> <li>- ourselves as learners</li> </ul> <p><b>Discipline Connections</b> PSPE PE (CI)</p>		<p><b>3. Central Idea:</b> Experimenting and exploring artistic tools and mediums allows us to extend and enjoy our creativity.</p> <p><b>Key Concepts:</b> form, function, reflection</p> <p><b>Related Concepts:</b> <b>experimentation</b>, mediums and tools, expression</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- the role of experimentation</li> <li>- different tools and mediums</li> <li>- connections between tools, mediums and the artist's intent</li> </ul> <p><b>Discipline Connections:</b> Arts Science (materials and matter)</p>	<p><b>2. Central Idea:</b> The Earth's natural cycles influence the behaviour of living things.</p> <p><b>Key Concepts:</b> change, causation, connection</p> <p><b>Related Concepts:</b> <b>cycles</b>, pattern, repetition</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- changes we observe in the world around us</li> <li>- changes and patterns we observe in cycles</li> <li>- how Earth's cycles influence living things</li> </ul> <p><b>Discipline Connections:</b> Arts (RC cycles, patterns, repetition) Science (earth and space, living things)</p>	<p><b>4. Central Idea:</b> People use community spaces in a variety of ways and for different purposes.</p> <p><b>Key Concepts:</b> form, function, causation</p> <p><b>Related Concepts:</b> <b>purpose</b>, space</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- shared spaces</li> <li>- how we behave in spaces</li> <li>- how we use spaces</li> </ul> <p><b>Discipline Connections</b> Social Studies (social and cultural organisation, environments) PE (CI all year, in diff PE spaces)</p>	

TRANSDISCIPLINARY THEMES	<p><b>WHO WE ARE</b></p> <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>	<p><b>WHERE WE ARE IN PLACE &amp; TIME</b></p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b>HOW WE EXPRESS OURSELVES</b></p> <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p><b>HOW THE WORLD WORKS</b></p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>HOW WE ORGANISE OURSELVES</b></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>SHARING THE PLANET</b></p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
Grade 1	<p><b>4. Central Idea:</b> The choices people make have an impact on their lives.</p> <p><b>Key Concepts:</b> causation, perspective, responsibility</p> <p><b>Related Concepts:</b> <b>choice</b>, impact, consequences</p> <p><b>Lines of Inquiry:</b> - choices we make - how our choices impact us and others - finding a balance that is good for each individual</p> <p><b>Discipline Connections:</b> PSE PE (RC choice)</p>	<p><b>6. Central Idea:</b> Our life journeys help us to understand the world around us and how we change over time.</p> <p><b>Key Concepts:</b> change, reflection, perspective</p> <p><b>Related Concepts:</b> <b>change over time</b>, time, evidence</p> <p><b>Lines of Inquiry:</b> - what changes and what stays the same - evidence of how we change over time - ways to represent and analyse change</p> <p><b>Discipline Connections:</b> Social Studies (Continuity and change through time)</p>	<p><b>5. Central Idea:</b> People use different forms of expression to convey their individuality as human beings.</p> <p><b>Key Concepts:</b> form, reflection</p> <p><b>Related Concepts:</b> <b>expression</b>, communicating, responding</p> <p><b>Lines of Inquiry:</b> - the diverse ways in which people express themselves - the different ways in which people respond to art - Using a creative process to express ideas and feelings</p> <p><b>Discipline Connections:</b> Arts</p>	<p><b>3. Central Idea:</b> People apply their understanding of forces to investigate and solve problems.</p> <p><b>Key Concepts:</b> function, causation</p> <p><b>Related Concepts:</b> <b>investigation</b>, forces, cause and effect</p> <p><b>Lines of Inquiry:</b> - forces around us - the ways in which people use their understanding of forces - how forces work</p> <p><b>Discipline Connections:</b> Science (Forces and energy) <b>PE</b> (CI apply understanding of forces in PE (ball handling, scooting etc)</p>	<p><b>1. Central Idea:</b> Systems are used and developed as part of daily life.</p> <p><b>Key Concepts:</b> function, connection, causation</p> <p><b>Related Concepts:</b> <b>systems</b>, organisation, purpose</p> <p><b>Lines of Inquiry:</b> - systems in our lives - why are systems used and developed - how systems work</p> <p><b>Discipline Connections:</b> Social Studies (human systems and economic activities)</p>	<p><b>2. Central Idea:</b> Through close observation, people can discover more about the natural environment and how humans impact it.</p> <p><b>Key Concepts:</b> form</p> <p><b>Related Concepts:</b> <b>observation</b>, discovery, consequence</p> <p><b>Lines of Inquiry:</b> - close observation of the environment around us - discoveries as a result of close observation - observations of how humans impact the environment</p> <p><b>Discipline Connections:</b> Science (living things, space)</p>

TRANSDISCIPLINARY THEMES	WHO WE ARE	WHERE WE ARE IN PLACE & TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANISE OURSELVES	SHARING THE PLANET
Grade 2	<p><b>1. Central Idea:</b> People continually develop as they reflect on their learning.</p> <p><b>Key Concepts:</b> reflection, change</p> <p><b>Related Concepts:</b> learning, growth, <b>development</b>, change over time</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- we learn all the time</li> <li>- we learn in many different ways</li> <li>- we make sense of our experiences through reflection</li> <li>- working towards a goal helps us grow</li> </ul> <p><b>Discipline Connections:</b> Social Studies PE (CI all year long)</p>	<p><b>5. Central Idea:</b> Human development impacts places and causes change over time.</p> <p><b>Key Concepts:</b> causation, change</p> <p><b>Related Concepts:</b> <b>change over time</b>, impact, human development</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- human development around us</li> <li>- ways in which places change over time</li> <li>- factors that impact change over time</li> </ul> <p><b>Discipline Connections:</b> Social Studies</p>	<p><b>2. Central Idea:</b> Through stories people express themselves in diverse ways and make connections.</p> <p><b>Key Concepts:</b> connection, reflection</p> <p><b>Related Concepts:</b> <b>diversity</b>, expression, storytelling,</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- ways people share stories</li> <li>- reasons people share stories</li> <li>- connections people make to stories</li> </ul> <p><b>Discipline Connections:</b> Social Studies PE (RC expression and diversity through composition and movement)</p>	<p><b>3. Central Idea:</b> People use their understanding of properties of materials in their everyday lives.</p> <p><b>Key Concepts:</b> form, function</p> <p><b>Related Concepts:</b> <b>properties</b>, choice</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- materials around us</li> <li>- the properties of materials</li> <li>- how people use their knowledge of materials</li> </ul> <p><b>Discipline Connections:</b> Science</p>	<p><b>4. Central Idea:</b> People have developed systems to communicate with each other for different purposes.</p> <p><b>Key Concepts:</b> causation, responsibility, perspective</p> <p><b>Related Concepts:</b> <b>communication</b>, systems, consequences</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- why people communicate</li> <li>- how do people communicate</li> <li>- what happens when communication breaks down</li> </ul> <p><b>Discipline Connections:</b> Social Studies</p>	<p><b>6. Central Idea:</b> Conserving biodiversity protects life on earth.</p> <p><b>Key Concepts:</b> causation, responsibility, perspective</p> <p><b>Related Concepts:</b> <b>protection</b>, biodiversity, balance</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- how people protect life on earth</li> <li>- biodiversity around us</li> <li>- conserving biodiversity</li> <li>- perspectives on protection</li> </ul> <p><b>Discipline Connections:</b> Science (living things)</p>

TRANSDISCIPLINARY THEMES	WHO WE ARE	WHERE WE ARE IN PLACE & TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANISE OURSELVES	SHARING THE PLANET
Grade 3	<p><b>3. Central Idea:</b> People’s beliefs and values influence their behaviour and help them understand society.</p> <p><b>Key Concepts:</b> perspective, causation</p> <p><b>Related Concepts:</b> <b>influence</b>, diversity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- things that influence values</li> <li>- how personal actions reflect values and beliefs</li> <li>- how values influence actions</li> <li>- other people’s values help us understand society</li> </ul> <p><b>Discipline Connections:</b> Social Studies (social organisation and culture) PSPE (identity)</p>	<p><b>1. Central Idea:</b> Interpretation of evidence contributes to understanding the past and present and helps to imagine the future.</p> <p><b>Key Concepts:</b> form, change, reflection</p> <p><b>Related Concepts:</b> <b>evidence</b>, chronology, evolution, timelines</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- interpretation of evidence</li> <li>- understanding the past</li> <li>- connections between past and present</li> <li>- imagining the future</li> </ul> <p><b>Discipline Connections:</b> Social Studies (continuity and change through time)</p>	<p><b>2. Central Idea:</b> Communication of ideas and emotions can provoke a response.</p> <p><b>Key Concepts:</b> function, form</p> <p><b>Related Concepts:</b> <b>communication</b>, inspiration, appreciation, creation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- an inquiry into responding to performance</li> <li>- different forms of communication through performance</li> <li>- using drama to provoke a response</li> </ul> <p><b>Discipline Connections:</b> Language Music (communicating through composition) PE (communicating through movement)</p>	<p><b>5. Central Idea:</b> People use their scientific understanding to design and construct to solve problems.</p> <p><b>Key Concepts:</b> form, function</p> <p><b>Related Concepts:</b> <b>design</b>, structure, force</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- how people use their knowledge of science to design structure</li> <li>- how a design fulfills a purpose (need)</li> <li>- how scientific thinking is used to solve structural design problems</li> </ul> <p><b>Discipline Connections:</b> Science (forces and energy, materials and matter)</p>	<p><b>4. Central Idea:</b> Needs and wants determine systems.</p> <p><b>Key Concepts:</b> connection, causation, perspective</p> <p><b>Related Concepts:</b> <b>needs and wants</b>, interconnectedness, systems</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- difference between needs and wants</li> <li>- how and why systems are developed</li> <li>- needs and wants of different communities</li> </ul> <p><b>Discipline Connections:</b> Social Studies (human systems and economic activities)</p>	<p><b>6. Central Idea:</b> The choices people make have an effect on the natural environment.</p> <p><b>Key Concepts:</b> causation, responsibility</p> <p><b>Related Concepts:</b> <b>consequences</b>, choice, impact, action</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- the choices people make</li> <li>- consequences of choices</li> <li>- how choices impact the environment</li> <li>- our responsibility for protecting and conserving the natural environment</li> </ul> <p><b>Discipline Connections:</b> Social Studies (human and natural environments, resources and the environment) Music</p>

<p>TRANSDISCIPLINARY THEMES</p>	<p><b>WHO WE ARE</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>	<p><b>WHERE WE ARE IN PLACE &amp; TIME</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p><b>HOW WE EXPRESS OURSELVES</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p><b>HOW THE WORLD WORKS</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>HOW WE ORGANISE OURSELVES</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>SHARING THE PLANET</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p>Grade 4</p>	<p><b>1. Central Idea:</b> We are inspired to achieve our goals.</p> <p><b>Key Concepts:</b> perspective, causation, connection</p> <p><b>Related Concepts:</b> <b>inspiration</b>, values, interests</p> <p><b>Lines of Inquiry:</b> - what inspires us - our beliefs and values - how people achieve their goals</p> <p><b>Discipline Connections:</b> PSPE Social Studies Art PE (RC influence, inspirations of sports personalities, goals in PE)</p>	<p><b>3. Central Idea:</b> Migration is a journey of challenges, risks and opportunities.</p> <p><b>Key Concepts:</b> causation, change, (perspective)</p> <p><b>Related Concepts:</b> <b>journeys</b>, migration, impact</p> <p><b>Lines of Inquiry:</b> - personal journeys - reasons for journeys - effects of journeys</p> <p><b>Discipline Connections:</b> Social Studies Music (RC influence, transitions) Mathematics (data)</p>	<p><b>6. Central Idea:</b> Poetry is a type of creative communication.</p> <p><b>Key Concepts:</b> form, perspective</p> <p><b>Related Concepts:</b> <b>creativity</b>, communication, expression</p> <p><b>Lines of Inquiry:</b> - responses to poetry - processes involved in writing poetry - ways of expressing poetic thought</p> <p><b>Discipline Connections:</b> Language Performing Arts</p>	<p><b>4. Central Idea:</b> People go through a process of scientific investigation to come to new discoveries and understandings.</p> <p><b>Key Concepts:</b> reflection, causation</p> <p><b>Related Concepts:</b> <b>investigation</b>, process, discovery</p> <p><b>Lines of Inquiry:</b> - process of investigation - new discoveries arising from investigation - how new discoveries develop our understanding of scientific principles</p> <p><b>Discipline Connections:</b> Science</p>	<p><b>5. Central Idea:</b> Borders are lines that separate and define.</p> <p><b>Key Concepts:</b> perspective, causation</p> <p><b>Related Concepts:</b> <b>borders</b>, boundaries, systems</p> <p><b>Lines of Inquiry:</b> - who makes borders - where borders exist - why borders exist - how borders separate and define</p> <p><b>Discipline Connections:</b> Social Studies PE (CI - borders and boundaries in sportsmanship, spaces)</p>	<p><b>2. Central Idea:</b> Conflict is influenced by the attitudes and actions of those involved.</p> <p><b>Key Concepts:</b> causation, responsibility, perspective</p> <p><b>Related Concepts:</b> <b>conflict</b>, attitudes, consequences</p> <p><b>Lines of Inquiry:</b> - types of conflict - causes of conflict - responses to conflict - consequences of conflict</p> <p><b>Discipline Connections:</b> Social Studies PE (RC conflict)</p>

TRANSDISCIPLINARY THEMES	WHO WE ARE	WHERE WE ARE IN PLACE & TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANISE OURSELVES	SHARING THE PLANET
Grade 5	<p><b>1. Central Idea:</b> Changes that people experience at different stages of their life affect their sense of self and the choices they make.</p> <p><b>Key Concepts:</b> change, reflection, responsibility</p> <p><b>Related Concepts:</b> <b>transition</b>, self image</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- changes that people experience</li> <li>- factors that contribute to sense of self</li> <li>- making informed choices</li> </ul> <p><b>Discipline Connections:</b> PSPE (identity; active living)</p>	<p><b>4. Central Idea:</b> People are motivated to explore what they consider an unknown.</p> <p><b>Key Concepts:</b> perspective, connection</p> <p><b>Related Concepts:</b> <b>exploration</b>, motivation, unknown, time, place</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- what motivates people to explore the unknown</li> <li>- how people explore in place and time</li> <li>- perspectives on what is considered unknown</li> </ul> <p><b>Discipline Connections:</b> Social Studies Science (space)</p>	<p><b>2. Central Idea:</b> through creative representation, Arts can express ideas and feelings and provoke a response.</p> <p><b>Key Concepts:</b> form, perspective</p> <p><b>Related Concepts:</b> <b>representation</b>, Arts, expression of ideas and feelings</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- the definition of Arts</li> <li>- expression of ideas and feelings</li> <li>- creating and responding</li> </ul> <p><b>Discipline Connections:</b> Arts (creating and responding (music is integrated and has a part in the sharing and showcase)) PSPE PE (CI movement and composition)</p>	<p><b>3. Central Idea:</b> Investigations of the earth's physical features and phenomena give evidence of change.</p> <p><b>Key Concepts:</b> form, causation, change</p> <p><b>Related Concepts:</b> <b>evidence</b>, transformation, investigation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- earth's physical features and phenomena</li> <li>- gathering, recording, and interpreting evidence</li> <li>- earth's changes</li> </ul> <p><b>Discipline Connections:</b> Science (earth and space) Maths (data, measurement) Social Studies (human and natural environments)</p>	<p><b>6. Central Idea:</b> People's interests provoke learning and lead to action.</p> <p><b>Key Concepts:</b> TBD</p> <p><b>Related Concepts:</b> <b>interests</b>, learning, action</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- lines of Inquiry are determined by individual groups regarding their chosen issue and Central Idea.</li> <li>- year level Lol</li> <li>- group Lol</li> <li>- individual Lol</li> </ul> <p><b>Discipline Connections:</b> TBD by students PE (CI - people's sports interests provoke learning and lead to action)</p>	<p><b>5. Central Idea:</b> People can make choices to responsibly manage the availability of resources.</p> <p><b>Key Concepts:</b> perspective, responsibility, reflection</p> <p><b>Related Concepts:</b> <b>availability</b>, choice, management</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- earth's finite and infinite resources</li> <li>- the impact of people's choices on the environment</li> <li>- the balance between meeting human needs and the use of limited resources</li> </ul> <p><b>Discipline Connections:</b> Science (materials and matter) Social Studies (resources and the environment)</p>



## IB CURRICULUM SCOPE AND SEQUENCE DOCUMENTS

The curriculum identifies a set of skills and body of knowledge for each of the six core subjects of Language, Mathematics, Science, Social Studies, Arts and Physical, Social and Personal Education (PSPE). These skills and bodies of knowledge are outlined in the IB PYP curriculum guide documents which describe the scope of each discipline and the sequence of learning as students progress through the school.

[IB PYP Arts Scope and Sequence](#)

[IB PYP Language Scope and Sequence](#)

[IB PYP PSPE Scope and Sequence](#)

[IB PYP Social Studies Scope and Sequence](#)

[ISB Junior School Handwriting Guidelines](#)

## ISB SUBJECT SPECIFIC CONTINUUM DOCUMENTS

(subjects reviewed by ISB from EC1 to grade 12)

[German Continuum Guide](#) (Junior School early phase 1 to phase 3)

[Science Continuum Guide](#) (Junior School phases 1 to 4)

[Mathematics Continuum Guide](#) (Phase 1 to phase 4)





“We all want to learn more;  
We all do it in different ways;  
We all have fun learning;  
We all help.”

- ISB Student

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