

Primary School Programme of Inquiry 2019-2020

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
	<i>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.</i>	<i>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</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
Grade 5	PYP Exhibition	<p>An inquiry into: ...orientation in place and time</p> <p>Central Idea: Studying patterns over time often leads to well-informed conclusions.</p> <p>Lines of inquiry: 1. Recognizing distinguishing features 2. Predicting change using patterns 3. Generating conclusions</p> <p>Key Concepts: Form, Change, Connection</p> <p>Related Concepts: discovery, exploration, time</p> <p>Learner profile: Reflective, Knowledgeable, Thinker</p>	<p>An inquiry into: ...the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p>Central Idea: Being aware of our historical perspectives and biases may lead us to take responsible action.</p> <p>Lines of inquiry: 1. the causes and effects of historical and current inequalities 2. how varying perspectives are expressed 3. what motivates change makers to take action</p> <p>Key Concepts: Perspective, Responsibility, Causation</p> <p>Related Concepts: equality, rights & responsibilities, action, diversity, history, stereotypes, digital citizenship</p> <p>Learner profile: Open-minded, Caring</p>	<p>An inquiry into: ...the natural world and its laws; how humans use their understanding of scientific principles; the impact of scientific technological advances on society and on the environment</p> <p>Central Idea: Investigation allows for a deeper understanding of our world.</p> <p>Lines of inquiry: 1. Planning and carrying out investigations. 2. Properties of matter help us understand how things work. 3. People's added knowledge has impacts on society.</p> <p>Key Concepts: Causation, Form, Function</p> <p>Related Concepts: materials, properties of matter, structure</p> <p>Learner profile: Inquirers, Knowledgeable</p>	<p>An inquiry into: ...the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making</p> <p>Central Idea: Systems may evolve from changing human experiences.</p> <p>Lines of inquiry: 1.The influence various governments have on societal decision-making 2. How decisions are made in different civilizations 3. The different types of human-made systems</p> <p>Key Concepts: Form, Function, Change, Perspective</p> <p>Related Concepts: cultural norms, decision-making, rules & laws</p> <p>Learner profile: Thinkers, Communicators</p>	<p>An inquiry into: ...the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them</p> <p>Central Idea: Disruptions may alter the equilibrium of cycles.</p> <p>Lines of inquiry: 1. Matter and energy cycles to support life 2. Sustainable environments require balanced interactions 3. Global events influence the health of environments</p> <p>Key Concepts: Connection, Function, Causation</p> <p>Related Concepts: system (ecosystem), environment, energy, energy transfer (food web), matter, growth, cycle (recycle), sustainability, balance, decomposition</p> <p>Learner profile: Thinkers, Principled</p>
Grade 4		<p>An inquiry into: ...orientation in place and time; discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives</p> <p>Central Idea: Humans migrate in response to challenges, risks and opportunities.</p> <p>Lines of inquiry: 1. Reasons for exploration 2. How explorations have taken place over time 3. The consequences of explorations</p> <p>Key Concepts: causation, change, connection</p> <p>Related Concepts: migration, exploration, opportunities, geography</p> <p>Learner profile: Open-Minded, Caring, Reflective</p>	<p>An inquiry into: An inquiry into the ways in which we discover and express ideas...the ways in which we reflect on, extend and enjoy our creativity...</p> <p>Central Idea: The need for energy sparks innovation and creative problem solving.</p> <p>Lines of inquiry: 1. How energy is transformed into different forms 2. People's need for energy affects the environment in multiple ways 3. Innovative action can help conserve the Earth's resources</p> <p>Key Concepts: change, responsibility, causation</p> <p>Related Concepts: energy transfer, design process, innovation, action</p> <p>Learner profile: Thinker, Reflective, Open-minded</p>	<p>An inquiry into: ...the natural world and its laws; the impact of scientific technological advances on society and on the environment</p> <p>Central Idea: Recognizing patterns within our changing world can lead to new solutions.</p> <p>Lines of inquiry: 1. Identifying patterns in Earth's features 2. Cause and effect relationships of events on Earth 3. Engineering ethical solutions</p> <p>Key Concepts: Responsibility, Form, Causation</p> <p>Related Concepts: patterns, impact, cause/effect</p> <p>Learner profile: Knowledgeable, Thinker, Reflective</p>	<p>An inquiry into: ...societal decision-making; economic activities and their impact on humankind and the environment</p> <p>Central Idea: Economies rely on resources and choices to sustain societies.</p> <p>Lines of inquiry: 1. The availability of resources influences the economy 2. Economies connect people and societies 3. People regulate economies</p> <p>Key Concepts: Function, Connection, Responsibility</p> <p>Related Concepts: resources, economy, regulation</p> <p>Learner profile: Thinkers, Principled, Reflective</p>	<p>An inquiry into: ...rights and responsibilities in the struggle to share finite resources with other people and other living things</p> <p>Central Idea: Living things process and respond to information in different ways for survival.</p> <p>Lines of inquiry: 1. Structures of living things 2. Systems sense, process, and respond 3. Adaptation and survival</p> <p>Key Concepts: Causation, Function, Form</p> <p>Related Concepts: cause & effect, structures, functions, survival</p> <p>Learner profile: Knowledgeable, Communicator</p>
Grade 3		<p>An inquiry into: ...orientation in place and time; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives</p> <p>Central Idea: We adapt to the climate we live in.</p> <p>Lines of inquiry: 1. Difference between weather and climate 2. Types of climates 3. How people are affected by natural hazards</p> <p>Key Concepts: Form, Causation</p> <p>Related Concepts: past and present, weather, seasons, patterns, geography</p> <p>Learner profile: Inquirers, Knowledgeable, Communicator</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</p> <p>Central Idea: Mini Exhibition An inquiry process helps us explore our interests to share with others.</p> <p>Lines of inquiry: 1. There are diverse ways of self-expression 2. An inquiry process supports our exploration 3. Many strategies can help represent and enhance meaning</p> <p>Key Concepts: Connection, Perspective, Form</p> <p>Related Concepts: passion & interests, SDGs, inquiry cycle</p> <p>Learner profile: Communicator, Risk-Taker, Open-minded</p>	<p>An inquiry into: ...the natural world and its laws; the interaction between the natural world (physical and biological) and human societies</p> <p>Central Idea: Scientists and engineers plan investigations to understand the forces and interactions in the world.</p> <p>Lines of inquiry: 1. The qualities of a scientist and an engineer 2. Balanced and unbalanced forces 3. The observable and measurable patterns</p> <p>Key Concepts: Form, Function, Causation</p> <p>Related Concepts: forces & motion, investigations, patterns</p> <p>Learner profile: Inquirers, Knowledgeable, Thinkers, Reflective</p>	<p>An inquiry into: ...interconnectedness of human-made systems and communities; the structure and functions of organizations</p> <p>Central Idea: People can collaborate to organize society.</p> <p>Lines of inquiry: 1. Rights and responsibilities of people in a community 2. How organized communities function 3. Decision making</p> <p>Key Concepts: Causation, Function, Responsibility</p> <p>Related Concepts: responsibility, children's rights, justice & equity, decision making</p> <p>Learner profile: Communicators, Risk-Takers, Reflective</p>	<p>An inquiry into: ...communities and the relationship within and between them; access to equal opportunities</p> <p>Central Idea: Organisms adapt to their environment in order to survive.</p> <p>Lines of inquiry: 1. How organisms survive 2. Life cycles and traits 3. Environmental change</p> <p>Key Concepts: Form, Change, Connection, Responsibility</p> <p>Related Concepts: habitats, adaptations, survival</p> <p>Learner profile: Knowledgeable, Thinkers, Principled, Reflective</p>
Grade 2		<p>An inquiry into: ...orientation in place and time; personal histories; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives</p> <p>Central Idea: People from the past have shaped the present.</p> <p>Lines of inquiry: 1. How life has changed over time 2. Influential events 3. How we influence events</p> <p>Key Concepts: Causation, Change, Connection</p> <p>Related Concepts: interconnectedness, perspective, time, migration, opportunities</p> <p>Learner profile: Inquirers, Reflective, Open-minded</p>	<p>An inquiry into: ...the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p>Central Idea: Value is determined in different ways and involves decision making.</p> <p>Lines of inquiry: 1. How value is determined 2. The outcome of our choices 3. The role of economic institutions</p> <p>Key Concepts: Perspective, Causation, Function</p> <p>Related Concepts: value, choice, contribution</p> <p>Learner profile: Reflective, Principled, Balanced</p>	<p>An inquiry into: ...the natural world and its laws; the interaction between the natural world (physical and biological) and human societies</p> <p>Central Idea: People are knowledgeable about Earth's changes, and use solutions to adapt.</p> <p>Lines of inquiry: 1. Different ways Earth changes 2. Landforms & bodies of water 3. Constructing and using maps</p> <p>Key Concepts: Form, Change, Causation</p> <p>Related Concepts: time, natural vs man-made, process, solution</p> <p>Learner profile: Inquirer, Communicator</p>	<p>An inquiry into: ...interconnectedness of human-made systems and communities</p> <p>Central Idea: The Scientific Process helps organize investigations.</p> <p>Lines of inquiry: 1. The Scientific Process 2. Properties and states of matter</p> <p>Key Concepts: Form, Function, Change</p> <p>Related Concepts: states of matter, role of scientific communities, scientific method, properties</p> <p>Learner profile: Inquirer, Thinker</p>	<p>An inquiry into: ...rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them</p> <p>Central Idea: All living things are connected and need each other to survive.</p> <p>Lines of inquiry: 1. Importance of biodiversity in different ecosystems 2. How plants provide energy 3. How energy transfers between living things</p> <p>Key Concepts: Form, Connection, Causation</p> <p>Related Concepts: habitats, survival, pollination</p> <p>Learner profile: Thinker, Risk-Taker, Knowledgeable</p>
Grade 1		<p>An inquiry into: ...personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities</p> <p>Central Idea: Year-long unit An understanding of personal and social skills contributes to success in learning.</p> <p>Lines of inquiry: 1. Noticing and naming our own and others' feelings 2. Learning skills 3. Strategies for problem-solving with others</p> <p>Key Concepts: Responsibility, Reflection, Perspective</p> <p>Related Concepts: compassion & empathy, social problem-solving skills, friendships</p> <p>Learner profile: Principled, Caring, Balanced</p>	<p>An inquiry into: ...we discover and express ideas...the ways in which we reflect on, extend and enjoy our creativity</p> <p>Central Idea: Interest and passion can lead to growing knowledge and self-awareness.</p> <p>Lines of inquiry: 1. Taking risks to explore interests 2. Different ways to express creativity 3. How knowledge develops through perseverance</p> <p>Key Concepts: Perspective, Responsibility</p> <p>Related Concepts: collaboration, communication, commitment</p> <p>Learner profile: Open-minded, Risk-taker, Reflective</p>	<p>An inquiry into: ...the natural world and its laws; how humans use their understanding of scientific principles</p> <p>Central Idea: People use their understanding of scientific principles to communicate.</p> <p>Lines of inquiry: 1. Sound can be produced in different ways. 2. Light has properties that we can observe and describe. 3. We use tools and materials to communicate.</p> <p>Key Concepts: Form, Function, Causation</p> <p>Related Concepts: light, sound, communication, waves, vibration</p> <p>Learner profile: Inquirers, Communicators</p>	<p>An inquiry into: ...the interconnectedness of human-made systems and communities</p> <p>Central Idea: Goods and services allow people to satisfy their needs and wants.</p> <p>Lines of inquiry: 1. Local resources depend on geography. 2. Organizations/ Institutions provide goods and services for the community. 3. Where you live affects what goods and services can be provided.</p> <p>Key Concepts: Form, Connection, Perspective</p> <p>Related Concepts: environment, resources, economy</p> <p>Learner profile: Knowledgeable, Thinkers</p>	<p>An inquiry into: ...communities and the relationship within and between them</p> <p>Central Idea: Living things use their natural structures to grow and survive.</p> <p>Lines of inquiry: 1. The function of structures of living things. 2. Different organisms have similarities and differences. 3. Some human inventions mimic plant and animal structures.</p> <p>Key Concepts: Form, Function, Causation</p> <p>Related Concepts: plants, life cycles, offspring, resemblance</p> <p>Learner profile: Inquirers, Thinkers, Communicators</p>

<p>KG</p>	<p>An inquiry into: ...the nature of the self; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, what it means to be human. Year-long unit</p> <p>Central Idea: Building awareness of self and others promotes growth, wellbeing, and a sense of community.</p> <p>Lines of inquiry: 1. Recognizing and expressing emotions 2. How to build empathy 3. Recognizing differences between us 4. Accepting ourselves and others</p> <p>Key Concepts: Connection, Reflection, Responsibility, Perspective</p> <p>Related Concepts: feelings/emotions, community, decision-making, health & safety, communication</p> <p>Learner profile: Open-minded, Caring, Balanced, Reflective</p>	<p>An inquiry into: ...orientation in place and time; discoveries, explorations of humankind</p> <p>Central Idea: Artifacts help us ask questions about the past.</p> <p>Lines of inquiry: 1. Using different resources explore the past 2. Making generalizations about the past 3. Asking questions</p> <p>Key Concepts: Reflection, Perspective, Connection</p> <p>Related Concepts: artifacts, questioning, research tools, the past, sculptures, 2D-3D shapes</p> <p>Learner profile: Inquirer, Risk-taker, Reflective, Knowledgeable</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. Year-long unit</p> <p>Central Idea: We communicate and express ourselves in different ways.</p> <p>Lines of inquiry: 1. Different ways to express ideas 2. Functions of signs and symbols 3. Different perspective in stories 4. How we communicate with others</p> <p>Key Concepts: Form, Function, Connection, Perspective</p> <p>Related Concepts: story-telling, characters, points of view, symbols</p> <p>Learner profile: Communicators, Risk-takers, Reflective</p>	<p>An inquiry into: ...the natural world and its laws; the interaction between the natural world and human societies; how humans use their understanding of scientific principles</p> <p>Central Idea: Investigations allow people to problem solve and come to new understandings.</p> <p>Lines of inquiry: 1. How we explore and investigate 2. What we discover through our investigations 3. A design process can help us problem solve</p> <p>Key Concepts: Form, Causation, Change</p> <p>Related Concepts: story-telling, characters, points of view, symbols</p> <p>Learner profile: Inquirer, Thinker, Knowledgeable</p>	<p><i>Not required at this stage</i></p>	<p>An inquiry into: ...the struggle to share finite resources with other people and other living things</p> <p>Central Idea: Living things affect the environment in different ways.</p> <p>Lines of inquiry: 1. Living things have needs to live and grow. 2. The relationship between living things and the environment 3. We have responsibilities to care for our environment.</p> <p>Key Concepts: Change, Causation, Responsibility</p> <p>Related Concepts: choice, environment, cause and effect, needs, changes, empathy</p> <p>Learner profile: Principled, Caring, Reflective</p>
<p>PK2 Year-long units</p>	<p>An inquiry into: ...personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities</p> <p>Central Idea: Healthy relationships create nurturing communities.</p> <p>Lines of inquiry: 1. Carrying out daily routines with increasing independence 2. How our communities provide safe and caring environments 3. Building healthy relationships at school</p> <p>Key Concepts: Form, Causation, Responsibility</p> <p>Related Concepts: friendships, ownership, family members, identity, communities, culture</p> <p>Learner profile: Thinkers, Communicators, Principled, Caring, Reflective</p>	<p><i>Not required at this stage</i></p>	<p>An inquiry into: ... the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p>Central Idea: People use language to express their ideas, experiences, and culture.</p> <p>Lines of inquiry: 1. Different art forms convey meaning. 2. Stories tell us about the real and imagined worlds. 3. Culture is expressed in different forms.</p> <p>Key Concepts: Function, Connection, Perspective</p> <p>Related Concepts: language, communication, storytelling, cultures</p> <p>Learner profile: Communicators, Inquirers, Open-minded</p>	<p>An inquiry into: ...the natural world and its laws; how humans use their understanding of scientific principles</p> <p>Central Idea: Exploration leads to knowing more about the world.</p> <p>Lines of inquiry: 1. Our experiences connect us to the wider world. 2. Curiosity leads us to explore. 3. We can use different strategies to make our thinking visible.</p> <p>Key Concepts: Form, Connection, Change</p> <p>Related Concepts: exploration, designing, visible thinking, schedules & routines, theorizing</p> <p>Learner profile: Knowledgeable, Inquirers, Risk-takers</p>	<p><i>Not required at this stage</i></p>	<p>An inquiry into: ...rights and responsibilities in the struggle to share finite resources with other people and with other living things</p> <p>Central Idea: Resource sharing in learning spaces cultivates a sense of community and equity.</p> <p>Lines of inquiry: 1. Taking part in the care for the learning community 2. Understanding how one's choices affect others 3. Developing sense of their worlds by generating and testing working theories</p> <p>Key Concepts: Responsibility, Causation, Function</p> <p>Related Concepts: community, empathy, responsibility</p> <p>Learner profile: Principled, Balanced, Thinkers, Caring</p>
<p>PK1 Year-long units</p>	<p>An inquiry into: ...the nature of the self; human relationships including families, friends, communities, and cultures; rights and responsibilities</p> <p>Central Idea: A caring and secure environment connect learners to their community.</p> <p>Lines of inquiry: 1. Their own responsibilities at school 2. What makes a caring and secure environment 3. Different parts of the school community</p> <p>Key Concepts: Connection, Responsibility</p> <p>Related Concepts: family relationships, safety, classroom agreements, school life & routines, inclusivity</p> <p>Learner profile: Principled, Caring, Balanced</p>	<p><i>Not required at this stage</i></p>	<p>An inquiry into: ... the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p>Central Idea: Ideas can be expressed in different ways.</p> <p>Lines of inquiry: 1. We can represent our ideas in creative ways. 2. Stories expose us to our own and other's cultures. 3. Play promotes reciprocal interaction.</p> <p>Key Concepts: Perspective, Connection, Form</p> <p>Related Concepts: creating stories, imaginative play, art making, story-telling, visible thinking</p> <p>Learner profile: Communicators, Inquirers, Risk-Taker, Reflective, Open-minded</p>	<p>An inquiry into: ...the natural world and its laws</p> <p>Central Idea: Curiosity sparks interest in our environment.</p> <p>Lines of inquiry: 1. Our senses guide our exploration. 2. Materials behave in different ways. 3. We take risks to problem solve.</p> <p>Key Concepts: Form, Causation, Reflection</p> <p>Related Concepts: theorizing, properties of materials, problem solving</p> <p>Learner profile: Inquirers, Communicators</p>	<p><i>Not required at this stage</i></p>	<p>An inquiry into: ...rights and responsibilities in the struggle to share finite resources with other people and with other living things; peace and conflict resolution.</p> <p>Central Idea: Working together requires sharing and problem solving.</p> <p>Lines of inquiry: 1. Everyone has a voice. 2. Everyone has strengths and ideas. 3. Everyone contributes towards common goals.</p> <p>Key Concepts: Perspective, Responsibility</p> <p>Related Concepts: goal-setting, collaboration, communication</p> <p>Learner profile: Caring, Communicator, Open-Minded</p>
<p>Nursery Year-long units</p>	<p>An inquiry into: ...the nature of the self; human relationships including families, friends, communities, and cultures; rights and responsibilities</p> <p>Central Idea: A caring and secure environment helps learners understand who they are in a community.</p> <p>Lines of inquiry: 1. We are part of different communities. 2. Our daily routines help us keep healthy and safe. 3. Our communities provide safe and caring environments.</p> <p>Key Concepts: Reflection, Connection, Responsibility</p> <p>Related Concepts: learning spaces, classroom community, family, relationships, social norms</p> <p>Learner profile: Inquirers, Knowledgeable, Communicators, Principled, Caring, Balanced</p>	<p><i>Not required at this stage</i></p>	<p>An inquiry into: ... the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</p> <p>Central Idea: Learners express themselves through play.</p> <p>Lines of inquiry: 1. We communicate in different ways. 2. Play brings out a variety of emotions. 3. Recognizing patterns help in language development.</p> <p>Key Concepts: Perspective, Function, Form</p> <p>Related Concepts: music, verbal and non-verbal language, communication, empathy</p> <p>Learner profile: Inquirer, Communicator, Caring, Reflective</p>	<p>An inquiry into: ...the natural world and its laws</p> <p>Central Idea: Curiosity sparks interest in our environment.</p> <p>Lines of inquiry: 1. Our senses guide our exploration. 2. Materials behave in different ways. 3. We take risks to problem solve.</p> <p>Key Concepts: Form, Causation, Reflection</p> <p>Related Concepts: senses, properties of materials, perseverance</p> <p>Learner profile: Inquirer, Risk-Takers, Knowledgeable, Open-minded, Thinkers</p>	<p><i>Not required at this stage</i></p>	<p><i>Not required at this stage</i></p>

*Units are based upon previous year's units and are subject to change