



# Seisen International School Programme of Inquiry 2020-21



\*The Programme Of Inquiry is student driven, therefore this is a flexible document that may be changed and adapted throughout the academic year depending on the community of learners.



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
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; and what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	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	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; and the impact of scientific and technological advances on society and on the environment.	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	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.

## Kindergarten 3 Year cycle (2020-2021 is Year B in the cycle)








	Personal Identity		Feelings	Change		Living Things
	<p><b>Central Idea</b> People can learn more about who they are and how they can change</p> <p><i>An inquiry into the nature of the self; personal, physical, mental, social and spiritual health; human relationships including families, friends, and what it means to be human.</i></p>		<p><b>Central Idea</b> People express their feelings in many ways</p> <p><i>An inquiry into the ways in which we discover and express ideas, feelings, beliefs and values.</i></p>	<p><b>Central Idea</b> Weather and seasonal changes affect everyday life</p> <p><i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies.</i></p>		<p><b>Central Idea</b> Living things have needs in order to survive.</p> <p><i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things, access to equal opportunities.</i></p>
<p><b>KG</b> (3-6 Year Olds) <b>Year A</b></p>	<p><b>Key concepts:</b> change, connection, form</p> <p><b>Related concepts:</b> learning, growth, personal identity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>What people can do</li> <li>Ways people change</li> <li>How people are alike and different</li> </ul>		<p><b>Key concepts:</b> perspective, causation, responsibility</p> <p><b>Related concepts:</b> feelings, awareness, conflict resolution</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Identifying feelings</li> <li>Expressing feelings</li> <li>How people manage feelings and respond to others feelings</li> </ul>	<p><b>Key concepts:</b> function, change, causation</p> <p><b>Related concepts:</b> cycles, patterns</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Types of weather</li> <li>Seasonal changes</li> <li>How seasonal changes affect living things</li> </ul>		<p><b>Key concepts:</b> form, responsibility, connection</p> <p><b>Related concepts:</b> classification (living and nonliving), survival</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Characteristics of living things</li> <li>The needs of living things</li> <li>Our responsibility for the well-being of living things</li> </ul>
<b>Learner Profile Focus</b>	Religious Open-minded Risk takers Balanced		Communicators Principled Caring	Inquirers Knowledgeable Thinkers		Globally Minded Leaders Reflective
<b>SDGs</b>						



# Seisen International School Programme of Inquiry 2020-21



**(2020-2021 is Year B in the cycle)**






	<b>Health</b>  <b>Central Idea</b>  Our health can be influenced by the choices we make  <i>An inquiry into the nature of the self, personal, physical, mental, social and spiritual health and what it means to be human.</i>		<b>Play</b>  <b>Central Idea</b>  Through play we communicate and use our creativity to explore and discover.  <i>An inquiry into the ways in which we discover and express ideas, feelings, beliefs and values.</i>		<b>Communication</b>  <b>Central Idea</b> Signs and symbols can be used to communicate ideas and information to people  <i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making.</i>	<b>Conservation</b>  <b>Central Idea</b> Being a responsible member of the community involves conserving resources.  <i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things.</i>
<b>KG</b>  (3-6 Year Olds)  <b>Year B</b>	<b>Unit 1</b>  <b>Key concepts:</b> change, causation, responsibility  <b>Related concepts:</b> health, exercise, nutrition  <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>Well balanced diets</li> <li>Different forms of exercise</li> <li>How choices we make influence our health</li> </ul>		<b>Year Long</b>  <b>Key concepts:</b> perspective, form, function  <b>Related concepts:</b> play, imagination, communication <ul style="list-style-type: none"> <li>Different forms of play</li> <li>Using our creativity and senses when playing</li> <li>Communicating through play</li> </ul>		<b>Unit 2</b>  <b>Key concepts:</b> form, function, connection  <b>Related concepts:</b> communication, systems, symbols  <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>Signs and symbols around us</li> <li>Purposes of signs and symbols</li> <li>Ways signs and symbols help us to communicate locally and globally</li> </ul>	<b>Unit 3</b>  <b>Key concepts:</b> responsibility, change, connection  <b>Related concepts:</b> conservation, interdependence, resources  <b>Lines of Inquiry</b> <ul style="list-style-type: none"> <li>Our use of resources</li> <li>Actions we can take to conserve the resources we use</li> <li>Reasons to reduce, recycle, reuse and upcycle everyday resources</li> </ul>
<b>PYP Subject Focus</b>	Dance Music Art PE Language Science (Living Things)		Dance Music ICT PSPE Art PE Language Mathematics Social Studies (Social organisation & culture)		Dance Music ICT Art PE Language Mathematics Social Studies (Human Systems & Economic Activity, social organisation and culture)	Music Art Mathematics Science (Living Things) Social Studies (Resources and the environment) Language
<b>TD Skills Focus</b>	Self Management		Social Skills Communication		Communication Skills Thinking Skills	Research Skills Thinking Skills
<b>Learner Profile Focus</b>	Knowledgeable Balanced Reflective		Inquirers Open minded Risk takers		Religious Globally Minded Communicators	Leaders Thinkers Principled Caring
<b>SDGs</b>	 		 			 



# Seisen International School Programme of Inquiry 2020-21



**(2020-2021 is Year B in the cycle)**

	<p><b>Friendship</b></p> <p><b>Central Idea</b> Friends have qualities that can help each other learn and grow</p> <p><i>An inquiry into human relationships including friends, communities, and cultures; and what it means to be human.</i></p>	<p><b>Local Environment</b></p> <p><b>Central Idea</b> The local environment shapes how we live</p> <p><i>An inquiry into orientation in place and time, homes, and the relationships between and the interconnectedness of individuals and civilizations, from local perspectives.</i></p>	<p><b>Storytelling</b></p> <p><b>Central Idea</b> Stories can be told in many different ways</p> <p><i>An inquiry into the ways in which we express ideas, feelings, culture, beliefs and values; the ways in which we enjoy our creativity; our appreciation of the aesthetic.</i></p>	<p><b>Investigation</b></p> <p><b>Central Idea</b> Scientists investigate and discover how things work</p> <p><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.</i></p>		
<p><b>KG</b> (3-6 Year Olds) <b>Year C</b></p>	<p><b>Key concepts:</b> form, connection, responsibility</p> <p><b>Related concepts:</b> friendship, learning, respect</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Qualities of a good friend</li> <li>How friends help each other</li> <li>Way to make different friends</li> </ul>	<p><b>Key concepts:</b> Function, causation, responsibility</p> <p><b>Related concepts:</b> homes, natural/man made, local environments,</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Ways our local environments meets our needs and wants</li> <li>How location and culture influence our local environments</li> <li>Our responsibility towards local environments</li> </ul>	<p><b>Key concepts:</b> Connection, Function, perspective</p> <p><b>Related concepts:</b> communication, values, creativity</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Ways stories communicate ideas and values</li> <li>Different ways to express stories</li> <li>Stories from different cultures</li> </ul>	<p><b>Key concepts:</b> causation, function, change</p> <p><b>Related concepts:</b> science, investigation, discovery</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Thinking like a scientist</li> <li>Using our senses to observe, explore and investigate</li> <li>Investigating our own questions and reflecting on what we have learned</li> </ul>		
<p><b>Learner Profile Focus</b></p>	<p>Leaders Caring Balanced</p>	<p>Principled Reflective Open-minded</p>	<p>Religious Globally minded Communicator</p>	<p>Inquirer Knowledgeable Thinker Risk taker</p>		
<p><b>SDGs</b></p>		 				



# Seisen International School Programme of Inquiry 2020-21



## Grade 1











	<b>Relationships</b>	<b>History</b>	<b>Communication</b>	<b>Energy</b>	<b>Communities</b>	<b>Equal access</b>
	<p><b>Central Idea</b> We develop a sense of belonging through building relationships and exploring our identity</p> <p><i>An inquiry into the nature of the self; beliefs and values; personal, mental, social and spiritual health; human relationships including friends, communities, and what it means to be human.</i></p>	<p><b>Central Idea</b> Knowing about our family histories enables us to discover our cultural origins and develop historical awareness</p> <p><i>An inquiry into personal histories; and the relationships between and the interconnectedness of individuals,, from local and global perspectives.</i></p>	<p><b>Central Idea</b> People express ideas, feelings and emotions in many different ways.</p> <p><i>An inquiry into the ways in which we express ideas, feelings, beliefs and values.</i></p>	<p><b>Central idea</b> Exploration of light and sound offers opportunities to think like scientists.</p> <p><i>An inquiry into the natural world and its laws; how humans use their understanding of scientific principles; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p><b>Central Idea</b> Members of a community work together to meet common goals.</p> <p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making.</i></p>	<p><b>Central Idea</b> The unequal distribution of water around the world impacts communities</p> <p><i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; access to equal opportunities.</i></p>
<b>Grade 1 (6-7 Year Olds)</b>	<p><b>Key concepts:</b> form, function, perspective</p> <p><b>Related concepts:</b> identity, relationships, well-being</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Characteristics of good relationships</li> <li>Ways to build good relationships within our home, school and community</li> <li>Ways relationships contribute to our identity</li> </ul>	<p><b>Key concepts:</b> connection, change, perspective</p> <p><b>Related concepts:</b> time, history, significance</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Ways to find out about our past</li> <li>Documenting family and personal histories</li> <li>Ways lifestyles have changed over time</li> </ul>	<p><b>Key concepts:</b> perspective, function, causation</p> <p><b>Related concepts:</b> communication, expression, feelings</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Ways to communicate our ideas, feelings and emotions</li> <li>Communicating our ideas, feelings and emotions creatively</li> <li>Responding to other's ideas, feelings and emotions</li> </ul>	<p><b>Key concepts:</b> form, causation, change</p> <p><b>Related concepts:</b> transfer, energy (light &amp; sound), manipulation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The sources and properties of light and sound</li> <li>Ways to manipulate light and sound</li> <li>How light and sound can be used</li> </ul>	<p><b>Key concepts:</b> form, function, responsibility</p> <p><b>Related concepts:</b> community, organisation, contribution</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Reasons people live in a community</li> <li>Ways services support communities</li> <li>Our responsibility within a community</li> </ul>	<p><b>Key concepts:</b> causation connection, responsibility</p> <p><b>Related concepts:</b> fair conservation, equality</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Our water usage</li> <li>Access to water around the water and its impact</li> <li>Our responsibility as global citizens to achieve fair water distribution</li> </ul>
<b>PYP Subject Focus</b>	Social Studies Language PSPE Dance Music Art PE Religion	Social Studies ICT Language Mathematics Dance Music Japanese Religion Art	Social Studies Dance Music PSPE Japanese Art PE Religion Language	Science ICT Dance Music Art Religion Mathematics Language	Social Studies ICT Dance Music Japanese Mathematics Art Religion	Social Studies Science Art Religion Mathematics
<b>Approaches to Learning</b>	Social Skills Self Management	Research skills	Self Management	Research skills	Communication Skills	Self Management Thinking Skills
<b>Learner Profiles</b>	Religious Caring Balanced	Inquirers Reflective	Communicators Open minded	Thinkers Risk takers	Leaders Principled	Globally Minded Knowledgeable
<b>SDGs</b>						



# Seisen International School Programme of Inquiry 2020-21



## Grade 2

	<b>Learning Community</b>	<b>Celebrations &amp; Traditions</b>	<b>Imagination</b>	<b>Materials &amp; Matter</b>	<b>Entrepreneurship</b>	<b>Habitats</b>
	<p><b>Central Idea</b> Our approach to learning and interactions with others can help create a positive learning community</p> <p><i>An inquiry into human relationships including friends, communities, and cultures; rights and responsibilities; and what it means to be human.</i></p>	<p><b>Central Idea</b> Celebrations and traditions connect people locally and globally.</p> <p><i>An inquiry into orientation in place and time; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p><b>Central Idea</b> People can express their imaginative ideas creatively</p> <p><i>An inquiry into the ways in which we discover and express ideas, nature, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity.</i></p>	<p><b>Central Idea</b> Materials have properties which can be manipulated for different purposes.</p> <p><i>An inquiry into the natural world and its laws; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p><b>Central Idea</b> Understanding how markets operate can inspire entrepreneurship.</p> <p><i>An inquiry into the interconnectedness of human-made systems and communities; economic activities and their impact on humankind and the environment</i></p>	<p><b>Central Idea</b> The survival of living things is dependent on the habitat in which they live</p> <p><i>An inquiry into rights and responsibilities in the struggle to share finite resources with other living things; communities and the relationships within and between them.</i></p>
<b>Grade 2 (7-8 Year Olds)</b>	<p><b>Key concepts:</b> connection, responsibility, perspective</p> <p><b>Related concepts:</b> learning, community, mindset</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Being active and engaged learners</li> <li>Ways collaboration and interaction can support our well-being and learning</li> <li>How we can contribute to a positive learning community</li> </ul>	<p><b>Key concepts:</b> connection, form, perspective</p> <p><b>Related concepts:</b> traditions, values, celebrations</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Celebrations and traditions in our community</li> <li>The features of local and global celebrations</li> <li>The origin, story and history of different celebrations</li> </ul>	<p><b>Key concepts:</b> perspective, change</p> <p><b>Related concepts:</b> inspiration, creativity, imagination</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Ways to develop our imagination</li> <li>Using our imagination to create</li> <li>How collaboration affects creativity</li> </ul>	<p><b>Key concepts:</b> form, causation, change</p> <p><b>Related concepts:</b> properties, classification, materials</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Properties and uses of materials</li> <li>How materials can be changed (changes of matter)</li> <li>How change of materials impacts our world</li> </ul>	<p><b>Key concepts:</b> function, form, connection</p> <p><b>Related concepts:</b> trade, business</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Types of marketplaces around the world and how they meet community needs</li> <li>Ways marketplaces operate</li> <li>How consumer choices affect entrepreneur decisions</li> </ul>	<p><b>Key concepts:</b> function, causation, responsibility</p> <p><b>Related concepts:</b> interdependence, habitat, impact</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Features of national and global habitats</li> <li>Ways habitats meet the needs of living things</li> <li>Human responsibility towards the sustainability of habitats</li> </ul>
<b>PYP Subject Focus</b>	Social Studies ICT Dance Music PSPE Art PE Religion Language	Social Studies Dance Music Japanese Art Religion Language	Social Studies ICT Dance Music Art PE Religion Language	Social Studies Science Art Religion Mathematics Language	Social Studies ICT Japanese Art Religion Mathematics Language	Social Studies Science Art Religion Language
<b>Approaches to Learning</b>	Social Skills Self Management Skills	Research Skills Thinking Skills	Communication Skills	Research Skills	Thinking Skills Social Skills	Research Skills
<b>Learner Profiles</b>	Principled Caring Reflective	Religious Open minded	Risk takers Balanced	Inquirers Thinkers	Communicators Leaders	Knowledgeable Globally minded
<b>SDGs</b>	 			 	 	 



# Seisen International School Programme of Inquiry 2020-21



## Grade 3

	<b>Well-being</b>	<b>Inventions</b>	<b>Cultural expression</b>	<b>Forces/Structures</b>	<b>Systems</b>	<b>Diversity</b>
	<p><b>Central Idea</b> Balance in our lives can promote health and well-being</p> <p><i>An inquiry into personal, physical, mental, social and spiritual health; rights and responsibilities; and what it means to be human.</i></p>	<p><b>Central Idea</b> Inventions have influenced the way we live today and have implications for the future</p> <p><i>An inquiry into orientation in place and time; the discoveries, of humankind.</i></p>	<p><b>Central Idea</b> Culture, beliefs and values can be expressed through the performing arts</p> <p><i>An inquiry into the ways in which we discover and express ideas, culture, beliefs and values; the ways in which we reflect on our creativity; our appreciation of the aesthetic.</i></p>	<p><b>Central Idea</b> People apply their understanding of forces to invent, design and create</p> <p><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.</i></p>	<p><b>Central Idea</b> Human made systems are created to support the needs of communities</p> <p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making.</i></p>	<p><b>Central Idea</b> Life within different habitats is sustained and enriched by plant diversity</p> <p><i>An inquiry into rights and responsibilities in the struggle to share finite resources with other living things.</i></p>
<b>Grade 3 (8-9 Year Olds)</b>	<p><b>Key concepts:</b> causation, responsibility, change</p> <p><b>Related concepts:</b> balance, choices, well being</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Different forms of health (personal, physical, mental, social &amp; spiritual)</li> <li>The impact of our choices on well-being</li> <li>Ways to maintain health &amp; well-being</li> </ul>	<p><b>Key concepts:</b> form, function, change</p> <p><b>Related concepts:</b> Inventions, impact</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Inventors and inventions throughout history</li> <li>The impact of inventions on our lives</li> <li>How circumstances lead to the creation of important inventions</li> </ul>	<p><b>Key concepts:</b> connection, perspective, causation</p> <p><b>Related concepts:</b> diversity, culture, expression</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Ways beliefs and values are expressed through performing arts</li> <li>Appreciating the diversity of performing arts</li> <li>Ways to create a performance to express our beliefs, values or culture</li> </ul>	<p><b>Key concepts:</b> function, form, causation</p> <p><b>Related concepts:</b> forces, mechanics, structures</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Different types of forces</li> <li>Forces in mechanical inventions or structures</li> <li>Environmental factors that influence the mechanical design of inventions or structures</li> </ul>	<p><b>Key concepts:</b> perspective, connection, function</p> <p><b>Related concepts:</b> network, systems, organisations</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Reasons people construct organisations and system</li> <li>Systems we use and how they work (e.g. postal, transport, digital, school, hospital, recreation, emergency services, water systems)</li> <li>How systems connect the world and promote progress</li> </ul>	<p><b>Key concepts:</b> causation, connection, responsibility</p> <p><b>Related concepts:</b> interrelationship, sustainability, habitats</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Plants within different habitats</li> <li>The interrelationship between plants and other living things</li> <li>Ways to sustain plant life</li> </ul>
<b>PYP Subject Focus</b>	Science ICT PE Dance PSPE Japanese Art Religion	Social Studies Dance Music Japanese Art PE Religion Language	Social Studies Dance Music Japanese Art Religion Language	Science Dance ICT Art PE Religion Mathematics	Social Studies ICT PSPE Religion Mathematics	Social Studies Science Japanese Art Religion Mathematics Language
<b>Approaches to Learning</b>	Social Skills Self Management Skills	Research Skills Thinking Skills	Communication Skills Social Skills	Thinking Skills Communication Skills	Social Skills Self Management Skills	Research Skills Self Management Skills
<b>Learner Profiles</b>	Principled Balanced Leaders	Thinkers Reflective	Religious Globally Minded Open minded	Inquirers Risk takers	Communicators Knowledgeable	Knowledgeable Caring
<b>SDGs</b>						



# Seisen International School Programme of Inquiry 2020-21



## Grade 4

	<b>Systems</b>	<b>Exploration</b>	<b>Symbolism</b>	<b>Weather Systems</b>	<b>Sustainability</b>	<b>Earth's Resources</b>
	<p><b>Central Idea</b> The interactions between human body systems contribute to health and survival.</p> <p><i>An inquiry into the nature of the self; physical, mental health; rights and responsibilities; and what it means to be human.</i></p>	<p><b>Central Idea</b> Exploration can lead to discoveries, opportunities and new understandings.</p> <p><i>An inquiry into orientation in place and time; journeys; the explorations and migrations of humankind; from local and global perspectives.</i></p>	<p><b>Central Idea</b> People use symbolism in art to express complex and meaningful themes</p> <p><i>An inquiry into the ways in which we 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></p>	<p><b>Central Idea</b> Change in weather and climate impact human societies in a variety of ways</p> <p><i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p><b>Central Idea</b> Food security is dependent upon sustainable production and consumption practices</p> <p><i>An inquiry into the interconnectedness of human-made systems and communities; societal decision-making; economic activities and their impact on humankind and the environment.</i></p>	<p><b>Central Idea</b> People's actions can protect or deplete the Earth's resources and may lead to conflict</p> <p><i>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.</i></p>
<b>Grade 4 (9-10 Year Olds)</b>	<p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Related concepts:</b> systems, healthcare, interactions</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Body systems and how they work</li> <li>How body systems are connected</li> <li>Access to medical advances contributing to health</li> </ul>	<p><b>Key concepts:</b> causation, perspective, change</p> <p><b>Related concepts:</b> impact, discoveries, exploration</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Reasons for explorations</li> <li>Explorations throughout time</li> <li>The consequences of past and future exploration</li> </ul>	<p><b>Key concepts:</b> form, function, perspective</p> <p><b>Related concepts:</b> expression, symbolism, themes</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Variety of themes reflected through art</li> <li>Different perspectives and interpretations of art</li> <li>Creating symbolic art to express yourself</li> </ul>	<p><b>Key concepts:</b> form, change, Causation</p> <p><b>Related concepts:</b> weather, climate, systems</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Measuring and predicting weather</li> <li>The impact of and response to extreme weather events</li> <li>Sources of climate change and its impact</li> </ul>	<p><b>Key concepts:</b> Function, Causation, Responsibility</p> <p><b>Related concepts:</b> Sustainability, consumption, impact</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Access to food around the world</li> <li>Methods of food production and their impact on people and the environment</li> <li>Sustainable practices in food production and consumption</li> </ul>	<p><b>Key concepts:</b> causation, connection, responsibility</p> <p><b>Related concepts:</b> resources, equal access, conflict</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Earth's Resources (renewable &amp; non-renewable)</li> <li>How the use and retrieval of Earth's resources may lead to conflict</li> <li>The impact of people's choices on the sustainability of Earth's resources (including energy)</li> </ul>
<b>PYP Subject Focus</b>	Science ICT PE PSPE Dance Japanese Art Religion	Social Studies ICT Dance Music Japanese Art Religion Language Mathematics	Social Studies Art Dance Music PE Religion Language	Science Japanese Art Religion Mathematics Language	Social Studies Art Religion	Social Studies Science Religion Mathematics
<b>Approaches to Learning</b>	Thinking skills Social skills	Research Skills	Communication Skills Thinking Skills	Social skills (collaboration)	Research Skills	Self Management
<b>Learner Profiles</b>	Inquirer Balanced	Thinkers Risk takers	Religious Communicators Open minded	Knowledgeable Reflective	Globally Minded Caring	Leaders Principled
<b>SDGs</b>						



# Seisen International School Programme of Inquiry 2020-21



## Grade 5

	<b>Identity</b>	<b>Civilization</b>	<b>Change</b>	<b>Earth &amp; Space</b>	<b>Human rights</b>	<b>Biodiversity</b>
	<p><b>Central Idea</b> Our identity and thinking can be influenced and expressed through media.</p> <p><i>An inquiry into the nature of the self; personal, mental, social health; human relationships, rights and responsibilities; and what it means to be human.</i></p>	<p><b>Central Idea</b> A range of evidence can help us understand connections between past civilizations and present day societies.</p> <p><i>An inquiry into orientation in place and time; and the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p><b>Central Idea</b> Changes people experience during adolescence can affect their evolving sense of self.</p> <p><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></p>	<p><b>Central Idea</b> Advances in technology have enhanced our understanding of the Earth and its place in the universe.</p> <p><i>An inquiry into the natural world and its laws; and the impact of scientific and technological advances on society and on the environment.</i></p>	<p><b>Central Idea</b> The structure and function of organisations can promote or deny equality and justice.</p> <p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making.</i></p>	<p><b>Central Idea</b> Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p><i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things.</i></p>
<b>Grade 5 (10-11 Year Olds)</b>	<p><b>Key concepts:</b> function, perspective, responsibility</p> <p><b>Related concepts</b> - media, influence, identity</p> <ul style="list-style-type: none"> <li>Our online identities and global footprints</li> <li>Types of media, their power and impact</li> <li>How perspective influences our interpretation of messages in the media</li> </ul>	<p><b>Key concepts:</b> form, change, connection</p> <p><b>Related concepts:</b> analyses, societies, civilizations</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Characteristics of civilizations and societies</li> <li>Connections between past and present societies</li> <li>Ways to uncover history through a variety of sources (storytelling, symbolism &amp; artifacts)</li> </ul>	<p><b>(Exhibition will be in place of this unit)</b> <b>**The PSPE part of the programme will still be taught throughout Semester One</b></p> <p><b>Key concepts:</b> change, responsibility, perspective</p> <p><b>Related concepts:</b> maturity, self image, well-being</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The physical, emotional and intellectual changes that occur throughout adolescence</li> <li>Factors that contribute to well-being during adolescence</li> </ul> <p>Building a positive self image</p>	<p><b>Key concepts:</b> form, change, causation</p> <p><b>Related concepts:</b> exploration, space, systems</p> <ul style="list-style-type: none"> <li>Earth and its place in the universe</li> <li>The earth's physical features and how they form and change</li> <li>The impact of space exploration</li> </ul>	<p><b>Key concepts:</b> perspective, responsibility, function</p> <p><b>Related concepts:</b> rights, justice, equality</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>The UN convention on the rights on the child</li> <li>How governments and Non Government Organisations promote or deny human rights</li> <li>Ways people and organisations can advocate for equality and justice</li> </ul>	<p><b>Key concepts:</b> change, connection, causation</p> <p><b>Related concepts:</b> biodiversity, interdependence, conservation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>Ways in which living organisms are interdependent within an ecosystem</li> <li>The consequences of imbalance within ecosystems</li> <li>Actions that can conserve (protect) the balance of ecosystems</li> </ul>
<b>PYP Subject Focus</b>	Social Studies ICT PE Art PSPE Music Japanese Religion Language	Social Studies Art Religion Mathematics Language	Science ICT - Exhibition Music Japanese Art PE Religion	Social Studies Science Art Religion Mathematics	Social Studies PSPE Religion Language	Social Studies Science Art Religion Mathematics
<b>Approaches to Learning</b>	Social Skills Communication Skills	Thinking Skills Social Skills	Self Management Skills Social Skills	Research Skills Thinking Skills	Thinking Skills Communication Skills	Research Skills Self Management Skills
<b>Learner Profiles</b>	Communicators Open Minded Reflective	Inquirers Religious	Balanced Communicator Caring	Knowledgeable Risk Takers	Globally Minded Leaders Caring	Thinkers Balanced Principled
<b>SDGs</b>	