

Programme of Inquiry
2020-2021

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	WEEK 34 August 19 th May 6 th -June 19 th Finish up All Year Unit	Week 37 September 9 th	Week 43 October 19 th	Week 2 January 6 th	Week 9 March 1 st	Week 16 April 19 th
P Y P - 5	<p>How we organise ourselves: Exhibition</p> <p>Taking action transforms systems and communities.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Responsibility of community members Individual perspective informs action Individuals connect through communities <p>Key Concepts: Perspective, Connection, Responsibility</p> <p>Related concepts: Communities, Systems, Transformation, Organisation</p> <p>Related Subjects: All</p> <p>ATLs: All</p> <p>Learner Profile: All</p>	<p>Who we are:</p> <p>Physical forms adapt and change over time.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Natural selection as a foundation of the theory of evolution How diversity is the result of evolution The transformative power of evolution <p>Key Concepts: Function, Causation, Change,</p> <p>Related concepts: Adaption, Timbre, Transformation, Survival, Well-being</p> <p>Related Subjects: Science, Language, Maths, Music, PSPE</p> <p>ATLs: Research and Self-management skills</p> <p>Learner Profile: Thinkers, Communicators, Open-minded</p>	<p>Where we are in place and time:</p> <p>Migration transforms communities and influences culture.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The reason people migrate The establishment of new communities The impact of migration on communities <p>Key Concepts: Perspective, Change, Connection</p> <p>Related concepts: Migration, Culture, Geography, Position</p> <p>Related Subjects: Social Studies, Language(Danish) Maths</p> <p>ATLs: Self-management and Thinking skills</p> <p>Learner Profile: Knowledgeable, Principled, Balanced</p>	<p>How we express ourselves:</p> <p>Media informs expression, influences culture and can transform people's beliefs and values.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Media as a form of expression Positive and negative effects of media The cultural effects of media <p>Key Concepts: Form, Perspective, Responsibility</p> <p>Related concepts: Communication, Influence, Expression, Well-being</p> <p>Related Subjects: The Arts, Language, Social Studies, PSPE, Maths, Music,</p> <p>ATLs: Thinking and Social skills</p> <p>Learner Profile: Thinkers, Risk-takers, Communicators</p>	<p>How the world works:</p> <p>The properties of matter determine its classification.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Properties and phases of matter The form of the periodic table The scientific method is an essential part of discovery <p>Key Concepts: Form, Function, Change</p> <p>Related concepts: Properties, Classification, Data, Illustrations, Symbols</p> <p>Related Subjects: Science, Language, Maths</p> <p>ATLs: Research and Thinking skills</p> <p>Learner Profile: Inquirers, Reflective</p>	<p>Sharing the planet:</p> <p>Conflicts impact the structure of communities.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Conflicts result from a variety of causes Connection between different types of conflict Conflict resolution takes many forms <p>Key Concepts: Connection, Causation,</p> <p>Related concepts: Consequences, Conflict, Responsibility, Rights, Communication</p> <p>Related Subjects: Social studies, Language, PSPE, Maths, Danish</p> <p>ATLs: Social, Thinking, Communication skills</p> <p>Learner Profile: Caring, Balanced, Reflective</p>
P Y P - 4	<p>Sharing the planet:</p> <p>Responsible choices help to take care of the Earth.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The right of all living things to a sustainable environment How personal choices affect the environment Our responsibility towards the interconnected balance of the planet <p>Key Concepts: Responsibility, Causation,</p> <p>Related concepts: Preservation, Initiative, Sustainability,</p>	<p>Where we are in place and time:</p> <p>The structure of the Solar System helps us understand our place in the universe.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Earth's place in the Solar System How Earth relates to other celestial bodies in the Solar System How Technology aids understanding of the Solar System 	<p>Who we are:</p> <p>Beliefs and values encourage connections among people.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The role of beliefs and values in people's lives How beliefs influence behavior Different people's perspectives <p>Key Concepts: Function, Connection, Perspective</p> <p>Related concepts: Tradition, identity, Culture, Beliefs and Values</p>	<p>How we express ourselves:</p> <p>Performance is a means of expression that impacts people.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How and why people express themselves through performance The role an audience plays in a performance Performance is an outlet for creativity <p>Key Concepts: Function, Perspective</p> <p>Related concepts: Creativity, Structure, Purpose</p>	<p>How the world works:</p> <p>Energy may be converted, transformed and used to support human progress.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The main types of energy How we use energy How energy changes from one form to another <p>Key Concepts: Causation, Change,</p> <p>Related concepts: Properties, Transformation, Motion, Process</p>	<p>How we organise ourselves:</p> <p>Humans organize themselves to structure society.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The function of organisations Different characteristics of leaders The rights and responsibilities of members of society <p>Key Concepts: Perspective, Responsibility, Function</p> <p>Related concepts: Behaviour, Cooperation, Roles, Persuasion</p>



	<p>Related Subjects: Science, Social Studies, Maths, Language (Danish), Music, PSPE</p> <p>ATLs: Self management and Communication skills</p> <p>Learner Profile: Balanced, Reflective, Caring</p>	<p>Key Concepts: Connection, Form, Change</p> <p>Related concepts: Systems, Interaction, Pattern</p> <p>Related Subjects: The Arts, Science, Language, Maths</p> <p>ATLs: Research and Self-management skills</p> <p>Learner Profile: Inquirers, Knowledgeable</p>	<p>Related Subjects: Social Studies, Maths, Language, PSPE, the Arts</p> <p>ATLs: Research and Social skills</p> <p>Learner Profile: Inquirers, Principled, Open-minded</p>	<p>Related Subjects: The Arts, Language (Danish), Maths, PSPE</p> <p>ATLs: Communication, Thinking skills</p> <p>Learner Profile: Communicators, Risk-takers</p>	<p>Related Subjects: Science, Social Studies, Maths, Language, PSPE,</p> <p>ATLs: Thinking and Research skills</p> <p>Learner Profile: Inquirers, Thinkers, Balanced</p>	<p>Related Subjects: Social studies, PSPE, Maths, Language (Danish), Music</p> <p>ATLs: Communication and Social skills</p> <p>Learner Profile: Communicators, Reflective</p>
<p>P Y P - 3</p>	<p>How we express ourselves:</p> <p>The creative process develops our imagination and expresses our identity.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different mediums are used to share imagination How style can be influenced by others How our identity can be expressed throughout our creations <p>Key Concepts: Form, Perspective,</p> <p>Related concepts: Style, Identity, Inspiration</p> <p>Related Subjects: The Art (Music) Language (Danish), Maths, PSPE</p> <p>ATLs: Thinking and Communication skills</p> <p>Learner Profile: Open-minded, Risk-takers, Reflective</p>	<p>Who we are:</p> <p>Interactions between body systems contribute to our health.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Function of different body systems How different body systems are connected How our choices impact the body systems and the physical health <p>Key Concepts: Function, Connection,</p> <p>Related concepts: Systems, Interdependence, Comparison, Well-being</p> <p>Related Subjects: PSPE, Science, Language, Maths,</p> <p>ATLs: Research and Thinking skills</p> <p>Learner Profile: Knowledgeable, Balanced, Inquirers</p>	<p>Where we are in place and time:</p> <p>Exploration leads to discovery and develops new understanding.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Reasons for exploration (historical and personal) What we learn through exploration (historical and personal) How exploration helps us grow <p>Key concepts: Causation, Change</p> <p>Related concepts: Curiosity, Goal, Organization, Growth</p> <p>Related Subjects: Social studies, PSPE, Language (Danish), Maths, the Arts</p> <p>ATLs: Research and Communication skills</p> <p>Learner Profile: Inquirers, Open-minded, Risk-takers</p>	<p>How the world works:</p> <p>Simple machines transfer force, which makes our lives easier.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Types of simple machines and their changing applications in the world How simple machines transfer force Why the Engineering Process drives change <p>Key Concepts: Function, Change</p> <p>Related concepts: Interaction, Cause & Effect, Sequences</p> <p>Related Subjects: Science, Maths, Language</p> <p>ATLs: Research and Self-management skills</p> <p>Learner Profile: Knowledgeable, Thinkers, Caring</p>	<p>Sharing the planet:</p> <p>Living things share the limited water on Earth.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How water moves above, on, and below the Earth's surface Effects of distribution and availability of usable water Shared responsibility to protect our water sources <p>Key Concepts: Connection, Function</p> <p>Related concepts: Interdependence, Cycles, Sustainability</p> <p>Related Subjects: Science, Language, Maths, Social Studies, Music</p> <p>ATLs: Thinking and Social skills</p> <p>Learner Profile: Thinkers, Reflective</p>	<p>How we organise ourselves:</p> <p>Economic systems can meet the needs of individuals and communities.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How consumers make choices Interdependence of supplies and demands Responsibility of making informed choices by consumers <p>Key Concepts: Connection, Responsibility</p> <p>Related concepts: trade, values, behaviour</p> <p>Related Subjects: Social studies, Language (Danish), Maths, the Arts</p> <p>ATLs: Research and Self-management skills</p> <p>Learner Profile: Communicators, Principled</p>



<p>P Y P - 2</p>	<p>Who we are:</p> <p>Choices contribute to well being.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Our responsibility for our own and others' well being Strategies for supporting social, emotional, and physical well being <i>This LOI will be created by the students</i> <p>Key Concepts: Causation, Responsibility</p> <p>Related concepts: Balance, well-being, Relationships</p> <p>Related Subjects: Language (Danish), PSPE, Maths, the Arts: Music,</p> <p>ATLs: Self-management, Social skills</p> <p>Learner Profile: Balanced, Caring, Reflective</p>	<p>How we express ourselves:</p> <p>We communicate our identity in different ways.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different methods of communication The value of diversity Relationships between identity and expression <p>Key Concepts: Function, Perspective</p> <p>Related concepts: Communication, Diversity, Safety, Identity</p> <p>Related Subjects: Language, The Arts, Maths, PSPE, Social Studies</p> <p>ATLs: Social and Communication skills</p> <p>Learner Profile: Communicators, Open-minded, and Risk-takers</p>	<p>How we organise ourselves:</p> <p>Communities respond to people's needs.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How systems help to organize communities The needs and wants of a community Community workers and residents <p>Key Concepts: Connection, Form, Function</p> <p>Related concepts: Systems, Roles, Behaviour, Pattern</p> <p>Related Subjects: Social Studies, PSPE, Language (Danish), Maths</p> <p>ATLs: Research and Communication skills</p> <p>Learner Profile: Communicator,s Principled, Risk-takers</p>	<p>How the world works:</p> <p>Technology drives change.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Technology in daily life Technology over time Technology and sustainability <p>Key Concepts: Causation, Perspective</p> <p>Related concepts: Technology, Change</p> <p>Related Subjects: Social Studies, Language, Maths,</p> <p>ATLs: Self management and Thinking skills</p> <p>Learner Profile: Knowledgeable, Open-Minded and Reflective</p>	<p>Where we are in place and time:</p> <p>Civilisations and culture change over time.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Shared characteristics of civilizations Contributions of past civilizations Similarities and differences between modern and past civilizations <p>Key Concepts: Connection, Function,</p> <p>Related concepts: Progress, Time, Location,</p> <p>Related Subjects: Social Studies, The Arts, Language, Maths</p> <p>ATLs: Research, Self-management and Thinking skills</p> <p>Learner Profile: Inquirers, Knowledgeable, Thinkers</p>	<p>Sharing the planet:</p> <p>Living things shape ecosystems.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The interaction between living things and their ecosystems Different ecosystems and their resources The rights and responsibilities for keeping a balanced ecosystem <p>Key Concepts: Connection, Responsibility, Form</p> <p>Related concepts: Interdependence, Interaction, Resources, Living vs. non-living</p> <p>Related Subjects: Science, Language (Danish), Maths,</p> <p>ATLs: Research and Self-management skills</p> <p>Learner Profile: Thinkers, Balanced, Principled, Inquirers,</p>
<p>P Y P - 1</p>	<p>How we organise ourselves:</p> <p>Working together helps us all get along with each other and build a community of learners.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Ways of working together-cooperation Roles and responsibilities in our learning community How to find solutions to conflict <p>Key Concepts: Connection, Responsibility, Causation</p> <p>Related concepts: Conflict, Community Communication, Cooperation, Roles</p> <p>Related Subjects: Language, PSPE, Social Studies, Maths, the Arts</p> <p>ATLs: Communication and Thinking skills</p> <p>Learner Profile: Thinkers, Caring, Reflective</p>	<p>Who we are:</p> <p>Celebrations and traditions show what we value.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Traditions in my family Traditions reflect our values Similarities and differences between different celebrations <p>Key Concepts: Connection, Function, Perspective</p> <p>Related concepts: Values, Celebrations, Diversity</p> <p>Related Subjects: Language (Danish), PSPE, Maths, the Arts</p> <p>ATLs: Social and Communication skills</p> <p>Learner Profile: Communicators, Open-minded</p>	<p>Where we are in place and time:</p> <p>Geography orients us by showing us our placement and time in the world.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different content of maps and the way they are organised Reasons for orienting ourselves Change of the world over time <p>Key Concepts: Perspective, Function, Connection</p> <p>Related concepts: Organisation, Navigation, Geography</p> <p>Related Subjects: Social Studies, Language (Danish), Maths</p> <p>ATLs: Thinking and Self-management skills</p> <p>Learner Profile: Knowledgeable Balanced, Thinkers</p>	<p>Sharing the planet:</p> <p>Materials behave and interact in certain ways, which determines how people use them.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Materials vary and take different forms Materials interact to serve different purposes Materials can be transformed (recycled, reused, etc.) <p>Key Concepts: Change, Form, Function</p> <p>Related concepts: Properties, Interaction, Uses of materials,</p> <p>Related Subjects: Science, Language, Maths, Music</p> <p>ATLs: Self-management and Thinking skills</p> <p>Learner Profile: Inquirers, Principled Reflective</p>	<p>How we express ourselves:</p> <p>We express ideas, feelings and values through stories.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different forms of stories Different reasons for creating stories Similarities and differences between stories around the world <p>Key Concepts: Causation, Form, Connection</p> <p>Related concepts: Order, Values, Ideas, Structure</p> <p>Related Subjects: The Arts, Language, Maths, PSPE, Music</p> <p>ATLs: Communication and Research skills</p> <p>Learner Profile: Communicators, Open-minded, Risk-takers</p>	<p>How the world works:</p> <p>We understand life and nature by observing cycles.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Similarities and differences between cycles and patterns Cycles in our surroundings How cycle parts interact <p>Key Concepts: Causation, Change, Responsibility</p> <p>Related concepts: Cycles, Observation, Pattern, Transformation</p> <p>Related Subjects: Science, Language (Danish), Maths, PSPE, Music</p> <p>ATLs: Research and Social skills</p> <p>Learner Profile: Inquirers, Caring, Knowledgeable</p>



P Y P - K	<p>(Aug 15th-Sept 2nd); (Jan 7th-Feb 5th); (April 27th- Jun 18th)</p> <p>All Year Unit</p> <p>How we express ourselves:</p> <p>We express ourselves through play.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How we connect through play How to express feelings and ideas Through Arts we share our perspectives <p>Key Concepts: Connection, perspectives</p> <p>Related concepts: Creativity, Expression, Imagination</p> <p>Related Subjects: Language, Maths, PSPE, the Arts, Music</p> <p>ATLs: Social and Communication skills</p> <p>Learner Profile: Communicators; Reflective; Risk-takers,</p>	<p>Unit 2: September 2nd week 36</p> <p>Who we are:</p> <p>We maintain a well-balanced life by being healthy.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Who I am How my relationships contribute to my well-being Caring for myself and others in my community <p>Key Concepts: Causation, Connection</p> <p>Related concepts: Identity, Relationships, Well-being</p> <p>Related Subjects: Language, Maths, Social Studies, PSPE , Music</p> <p>ATLs: Social, Communication skills</p> <p>Learner Profile: Caring; Principled; Open-Minded, Balanced</p>	<p>Unit 3: November 2nd week 46</p> <p>Where we are in place and time:</p> <p>We seek shelters for our needs and wants.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> What a home is Where people live and what their homes are like How environment impacts different shelters <p>Key Concepts: Function, Form</p> <p>Related concepts: Environment (climate and geography), Shapes, Shelter</p> <p>Related Subjects: Social Studies, Language, Maths, Visual Art</p> <p>ATLs: Self-management, Thinking and Research skills</p> <p>Learner Profile: Inquirers; Knowledgeable; Thinkers</p>	<p>Unit 4: February 17th week 8</p> <p>Sharing the planet:</p> <p>We share habitats with other living-things.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Attributes of living things Living things within a habitat Taking care of our environment <p>Key Concepts: Change, Responsibility</p> <p>Related concepts: Relationships, Communities, Adaptation</p> <p>Related Subjects: Language, Maths, Science, Visual Arts, Music, PSPE</p> <p>ATLs: Research and Thinking skills</p> <p>Learner Profile: Inquirers; Caring; Principled</p>		
P Y P - P K 4	<p>Unit 1: August 17th week 34</p> <p>All Year Unit</p> <p>How we organise ourselves:</p> <p>Patterns help us understand our daily routines and stories.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> How daily routines help us understand our lives Observing patterns in our surroundings Using patterns and sequences to tell stories <p>Key Concepts: Causation, Connection, Change</p> <p>Related Concepts: Order, Prediction, Sequence, Safety, Well-being</p> <p>Related Subjects: Maths, Language, Music, PSPE</p>	<p>Unit: 2 Week 44 October 26th</p> <p>How we express ourselves:</p> <p>We use our words, bodies and creations to express ourselves and make connections with each other.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Why and how we express ourselves How we read others' emotions Using emotions to take actions <p>Key Concepts: Perspective, Form Responsibility,</p> <p>Related concepts: Point of view, Communication, Creativity, Well-being</p> <p>Related Subjects: The Arts, Language, Maths, PSPE, Social studies</p>	<p>Unit 3: Week 2 January 11th</p> <p>Who we are:</p> <p>We celebrate our similarities and differences.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How we are different and the same Including our similarities and differences in our everyday play Celebrating and sharing our differences <p>Key Concepts: Connection, Change, Perspective</p> <p>Related concepts: Diversity, Image, Identity, Comparison, Data</p> <p>Related Subjects: Language, PSPE, Maths, Social Studies, Music</p> <p>ATLs: Research, Social and Communication skills</p>	<p>Unit 4: week 15 April 12</p> <p>How the world works</p> <p>We find answers to our personal questions through exploration and research.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Types of personal interest and questions How we find out what we want to know Presenting our research findings <p>Key Concepts: Function, Connection, Perspective</p> <p>Related concepts: Process, Discovery, Organisation, Curiosity</p> <p>Related Subjects: Science, Language, Maths, Social Studies</p> <p>ATLs: Research, Thinking and Self-management skills</p>		



	<p>ATLs: Research, Thinking, Communication, Self-management skills</p> <p>Learner Profile: Thinkers, Communicators, Risk-takers, Principled</p>	<p>ATLs: Self-management, Social and Communication skills</p> <p>Learner Profile: Communicators, Caring, Reflective</p>	<p>Learner Profile: Inquirers, Knowledgeable, Open-minded, Balanced</p>	<p>Learner Profile: Inquirers, Risk-takers, Reflective, Knowledgeable</p>		
<p>P Y P - P K 3</p>	<p>Week 36 September 2nd All Year Unit How we express ourselves</p> <p>Play lets us develop friendships, inquire and enjoy our creativity.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Relationships are built through play Why we respect resources in and out of the classroom Exploring my world through role-play <p>Key Concepts: Connection, Perspective, Responsibility</p> <p>Related concepts: Relationships, Systems, Values & Opinion, Rights, Well-being</p> <p>Related Subjects: PSPE, Language, Maths, Visual Arts, Drama, Music</p> <p>ATLs: Communication, Self-management and Social skills</p> <p>Learner Profile: Inquirers, Communicators, Caring, Reflective, Risk-takers</p>	<p>Unit 2: September 30th week 40 Who we are:</p> <p>We learn about who we are through our physical body, feelings and families.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Parts of my body Exploring & expressing feelings My place in my family <p>Key Concepts: Form, Function</p> <p>Related concepts: Self, Identity, Connection, Self-regulation, Growth</p> <p>Related Subjects: Maths, Language, PSPE, Visual Arts, Music</p> <p>ATLs: Research, Self-management and Communication skills</p> <p>Learner Profile: Inquirers, Communicators, Caring, Reflective</p>	<p>Unit 3: January 20th week 4 Where we are in place and time:</p> <p>Where I am from and the journeys I take help me discover and understand the world we live in.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Where I am from Where I live Explorations of our journeys <p>Key Concepts: Perspective, Function</p> <p>Related concepts: Ownership, Discovery, Community</p> <p>Related Subjects: Maths, Language, Social studies, Music</p> <p>ATLs: Thinking and Social and Communication skills</p> <p>Learner Profile: Knowledgeable, Open-minded, Thinkers and Balanced</p>	<p>Unit 4: April 15th week 16 How the world works:</p> <p>Shadow and light define our day and the world around us.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How light makes shadows Why shadows & light happen How light helps us in our daily life <p>Key Concepts: Form, Function, Change</p> <p>Related concepts: Forms of energy, Cause and effect</p> <p>Related Subjects: Science, Language, Maths, Music</p> <p>ATLs: Research and Thinking skills</p> <p>Learner Profile: Inquirers, Risk-takers and Principled</p>		