



**Seven Peaks School  
Programme of Inquiry**

	<b>Who We Are</b>	<b>Where We Are In Place and Time</b>	<b>How We Express Ourselves</b>	<b>How the World Works</b>	<b>How We Organize Ourselves</b>	<b>Sharing the Planet</b>
	<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>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>

Pre-School	<p><b>Central Idea:</b> The world can be explored with our senses</p> <p><b>Lines of Inquiry:</b> -How our senses are used -Causes for loss of senses -Human adaptations</p> <p><b>Key Concepts:</b> Form, Change, function</p> <p><b>Related Concepts:</b> Development, Identity, Self</p> <p><b>Learner Profile:</b> Reflective Open-minded Risk Taker</p> <p><b>ATL's</b> Research Communication</p>	<p><b>Central Idea:</b> People may have roles in communities</p> <p><b>Lines of Inquiry:</b> -The different roles in communities (form) -Why we have different roles (causation) -How people in communities work together (connection)</p> <p><b>Key Concepts:</b> Connection, causation, form,</p> <p><b>Related Concepts:</b> Communities, roles</p> <p><b>Learner Profile:</b> Knowledgeable Inquirer Thinker</p> <p><b>ATL's</b> Thinking Social</p>	<p><b>Central Idea:</b> Feelings may influence our ideas and actions.</p> <p><b>Lines of Inquiry:</b> -Different types of feelings (form) -Everyone experiences various feelings (perspective, reflection) -The effect of feelings (causation)</p> <p><b>Key Concepts:</b> Form, Causation, Perspective</p> <p><b>Related Concepts:</b> Communication, Cooperation, Expression</p> <p><b>Learner Profile:</b> Caring, communicators</p> <p><b>ATL's</b> Social Self Management</p>			<p><b>Central Idea:</b> Living things may benefit from each other</p> <p><b>Lines of Inquiry:</b> -The needs living things have -How living things help each other -How living things change over time</p> <p><b>Key Concepts:</b> Form, Responsibility, Change, Connection</p> <p><b>Related Concepts:</b> Discovery, Interaction, Movement</p> <p><b>Learner Profile:</b> Caring, Balanced</p> <p><b>ATL's</b> Research Communication</p>
PreK	<p><b>Central Idea:</b> Learning about ourselves helps us understand others.</p> <p><b>Lines of Inquiry:</b> -Our physical characteristics and abilities -How people are alike and different -The effect of</p>	<p><b>Central Idea:</b> The survival of living things is dependent on the habitat in which they live</p> <p><b>Lines of Inquiry:</b> -How living things survive (function) -Different types of homes and habitats (form)</p>	<p><b>Central Idea:</b> Celebrations are expressions of cultural values and traditions.</p> <p><b>Lines of Inquiry:</b> -Why people celebrate -Features of celebrations -How celebrations are the same around the</p>			<p><b>Central Idea:</b> People may use and take care of their local environments in different ways.</p> <p><b>Lines of Inquiry:</b> -How humans interact with the Earth -Ways to reduce, reuse, and recycle -How food and the</p>

	<p>feelings</p> <p><b>Key Concepts:</b> Form, Connection, Perspective, Causation</p> <p><b>Related Concepts:</b> Identity, Relationships</p> <p><b>Learner Profile:</b> Caring, Open-minded,</p> <p><b>ATL's:</b> Social Self Management</p>	<p>-The effects of habitat loss (Causation)</p> <p><b>Key Concepts:</b> Form, Function, Causation</p> <p><b>Related Concepts:</b> Interdependence, Habitats</p> <p><b>Learner Profile:</b> Communicator, Knowledgeable Principled</p> <p><b>ATL's:</b> Thinking</p>	<p>world</p> <p><b>Key Concepts:</b> Connection, Form, Perspective, Causation</p> <p><b>Related Concepts:</b> Diversity, Traditions</p> <p><b>Learner Profile:</b> Inquirer, Risk Taker , Thinker</p> <p><b>ATL:</b> Research</p>			<p>environment are connected</p> <p><b>Key Concepts:</b> Responsibility, Function, Change</p> <p><b>Related Concepts:</b> Impact, Journeys</p> <p><b>Learner Profile:</b> Caring, Balanced, Reflective</p> <p><b>ATL's</b> Communication Social</p>
K	<p><b>Central Idea:</b> Living things have certain requirements in order to grow and stay healthy.</p> <p><b>Lines of Inquiry:</b> -Characteristics of living things -What living things need to grow and be healthy --The responsibility to keep our bodies healthy</p> <p><b>Key Concepts:</b> Responsibility, change, form</p> <p><b>Related Concepts:</b> Growth, Needs</p> <p><b>Learner Profile:</b> Balanced,, Reflective</p> <p><b>ATL's:</b> Communication Thinking</p>		<p><b>Central Idea:</b> People take actions to solve problems</p> <p><b>Lines of Inquiry:</b> -Why people take action -How to take action -People who have taken action</p> <p><b>Key Concepts:</b> Responsibility, Causation, function</p> <p><b>Related Concepts:</b> Expression</p> <p><b>Learner Profile:</b> Communicator, Open-Minded, Risk Taker</p> <p><b>ATL's</b> Social, communication</p>	<p><b>Central Idea:</b> Forces can affect motion</p> <p><b>Lines of Inquiry:</b> -Types of forces and simple machines -How changes in forces affect motion -How people use forces and simple machines in their lives</p> <p><b>Key Concepts:</b> Form, Function, Connection, change</p> <p><b>Related Concepts:</b> Motion, Interactions</p> <p><b>Learner Profile:</b> Inquirer, Knowledgeable</p> <p><b>ATL's</b> Self Management, Research</p>		<p><b>Central Idea:</b> There are many different types of communities and cultures in the world.</p> <p><b>Lines of Inquiry:</b> -Communities -Caring and sharing of resources -Cultural differences in communities</p> <p><b>Key Concepts:</b> Form, Function, Perspective</p> <p><b>Related Concepts:</b> Community</p> <p><b>Learner Profile:</b> Principled, Caring, Thinker,</p> <p><b>ATL's</b> Self management Communication</p>

1	<p><b>Central Idea:</b> Childrens' responsibilities may change with roles they perform</p> <p><b>Lines of Inquiry:</b> -Different roles students have -Different roles have different responsibilities -How cooperation can accomplish tasks</p> <p><b>Key Concepts:</b> Responsibility, Connection Form</p> <p><b>Related Concepts:</b> Relationships, identity</p> <p><b>Learner Profile:</b> Risk Taker, Caring</p> <p><b>ATL:</b> Social, Self management</p>	<p><b>Central Idea:</b> Knowledge of our heritage helps us understand how we are connected to others.</p> <p><b>Lines of Inquiry:</b> -Family heritage -Celebrations -How we learn from our Families</p> <p><b>Key Concepts:</b> Perspective, Connection, Function</p> <p><b>Related Concepts:</b> traditions, Identity, Family</p> <p><b>Learner Profile:</b> Reflective, Open-Minded</p> <p><b>ATL:</b> Thinking, Research</p>	<p><b>Central Idea:</b> People tell stories to explain natural phenomena</p> <p><b>Lines of Inquiry:</b> -Sun, moon and stars -Seasonal patterns -Legend and origin stories</p> <p><b>Key Concepts:</b> Form, Change, Perspective</p> <p><b>Related Concepts:</b> Cycles, stories, patterns</p> <p><b>Learner Profile:</b> Knowledgeable Thinker</p> <p><b>ATL:</b> Research, Communication</p>	<p><b>Central Idea:</b> Energy can help us communicate.</p> <p><b>Lines of Inquiry:</b> -Light and sound -How energy affects matter -How we communicate</p> <p><b>Key Concepts:</b> Form, function, causation</p> <p><b>Related Concepts:</b> Waves</p> <p><b>Learner Profile:</b> Communicator Inquirer</p> <p><b>ATL:</b> Communication, research</p>	<p><b>Central Idea:</b> People may use money in many different ways.</p> <p><b>Lines of Inquiry:</b> -What money is -Needs and wants -Sources of payment -Money around the world</p> <p><b>Key Concepts:</b> Responsibility Function Form</p> <p><b>Related Concepts:</b> Systems, Consumption, geography</p> <p><b>Learner Profile:</b> Principled Balanced</p> <p><b>ATL:</b> Self-Management, Social</p>	<p><b>Central Idea:</b> Humans can mimic plants and animals to solve problems.</p> <p><b>Lines of Inquiry:</b> -How adaptations are used -Problems that people and nature may face -What humans can learn from plants and animals</p> <p><b>Key Concepts:</b> Form, Function, Connection</p> <p><b>Related Concepts:</b> Technology,</p> <p><b>Learner Profile:</b> Thinker</p> <p><b>ATL:</b> Thinking Self -Management</p>
2	<p><b>Central Idea:</b> History shapes communities</p> <p><b>Lines of Inquiry:</b> -Cultural and historical influences -How communities are impacted by their history -How people contribute to communities</p>	<p><b>Central Idea:</b> Geography Changes over time</p> <p><b>Lines of Inquiry:</b> -Why landforms change over time -Changes in the earth's surface -Uses for maps</p> <p><b>Key Concepts:</b> Causation, Change,</p>	<p><b>Central Idea:</b> Beliefs and Values can be expressed through the arts</p> <p><b>Lines of Inquiry:</b> -Artistic mediums -How art expresses culture -Reasons people create art -Emotional responses to art</p>	<p><b>Central Idea:</b> The way matter behaves may determine its use</p> <p><b>Lines of Inquiry:</b> -Properties of matter -How Matter Changes -How Matter is used</p> <p><b>Key Concepts:</b> Change, Form, Function</p> <p><b>Related Concepts:</b> Properties,</p>	<p><b>Central Idea:</b> Economic systems affect our everyday lives.</p> <p><b>Lines of Inquiry:</b> -Goods and Services -Saving and Spending -The effects of economic hardship on people and communities</p> <p><b>Key Concepts:</b></p>	<p><b>Central Idea:</b> Water is a limited resource that is essential to life.</p> <p><b>Lines of Inquiry:</b> -The role of water in the environment -Water Conservation -The relationship between water management and the environment</p>

	<p><b>Key Concepts:</b> Form, Causation, responsibility</p> <p><b>Related Concepts:</b> Traditions, Diversity, Identity,</p> <p><b>Learner Profile:</b> reflective, caring</p> <p><b>ATL's:</b> Communication, Research</p>	<p>Function, connection</p> <p><b>Related Concepts:</b> Geography, Transformation</p> <p><b>Learner Profile:</b> Inquirer, reflective</p> <p><b>ATL's:</b> Thinking Skills</p>	<p><b>Key Concepts:</b> Causation, Form, Perspective, Function</p> <p><b>Related Concepts:</b> Communication, Symbolism</p> <p><b>Learner Profile:</b> Risk Taker, Open-Minded</p> <p><b>ATL's:</b> Self Management Communication</p>	<p>Transformation, Similarities, Differences</p> <p><b>Learner Profile:</b> Knowledgeable, Thinker</p> <p><b>ATL's:</b> Thinking Skills</p>	<p>Form, Causation, Perspective</p> <p><b>Related Concepts:</b> Interdependence, Community</p> <p><b>Learner Profile:</b> Communicator, Balanced</p> <p><b>ATL's:</b> Social, Self-Management</p>	<p><b>Key Concepts:</b> Function, Responsibility, Connection</p> <p><b>Related Concepts:</b> Conservation, Resources, Distribution</p> <p><b>Learner Profile:</b> Caring, Principled</p> <p><b>ATL's:</b> Research Social</p>
3	<p><b>Central Idea:</b> Beliefs and values may cause people to take action</p> <p><b>Lines of Inquiry:</b> -What determines our beliefs and values -Actions that change the world -Influential people around the world</p> <p><b>Key Concepts:</b> Causation, function, Change</p> <p><b>Related Concepts:</b> Identity, Opinion</p> <p><b>Learner Profile:</b> Reflective, Risk-Taker</p> <p><b>ATLs</b> Research, Communication skills</p>	<p><b>Central Idea:</b> Human settlement may be influenced by geographic features</p> <p><b>Lines of Inquiry:</b> -Characteristics of regions -the role of technology in determining regions -Challenges and opportunities regions present</p> <p><b>Key Concepts:</b> Form, Causation, Perspective, Change</p> <p><b>Related Concepts:</b> Geography, Settlement</p> <p><b>Learner Profile:</b> Inquirer, Knowledgeable</p> <p><b>ATLs</b> Social skills, Thinking Skills</p>	<p><b>Central Idea:</b> Stories are created and expressed in a variety of ways for many purposes</p> <p><b>Lines of Inquiry:</b> -Purposes of stories -Story structure and elements of written stories -Different expressions of the same story</p> <p><b>Key Concepts:</b> Form, Connection, Perspective, Cause</p> <p><b>Related Concepts:</b> Values, Beliefs, Expression</p> <p><b>Learner Profile:</b> Communicator, Open-Minded</p> <p><b>ATLs</b> Communication</p>	<p><b>Central Idea:</b> Investigating forces allow humans to understand and manipulate the world around them.</p> <p><b>Lines of Inquiry:</b> -Different types of forces and interactions -How magnets are used -How people use forces to their advantage in daily life</p> <p><b>Key Concepts:</b> Form, Function, Connection</p> <p><b>Related Concepts:</b> Patterns, interactions</p> <p><b>Learner Profile:</b> Thinker</p> <p><b>ATL's</b> Self Management,</p>	<p><b>Central Idea:</b> Consumers have an impact on the world around them.</p> <p><b>Lines of Inquiry:</b> -The relationship between producers and consumers -Entrepreneurs -The impact consumers and products have on the world and the environment</p> <p><b>Key Concepts:</b> Responsibility, Connection</p> <p><b>Related Concepts:</b> Relationships, Consumption Economics</p> <p><b>Learner Profile:</b> Principled, Caring</p> <p><b>ATL's</b> Self Management, Social Skills</p>	<p><b>Central Idea:</b> An organism's success depends on its interaction with the natural world.</p> <p><b>Lines of Inquiry:</b> -Life Cycles of Organisms -How and why organisms adapt for survival -How human actions affect the natural world</p> <p><b>Key Concepts:</b> Function Change Connection</p> <p><b>Related Concepts:</b> Conservation, Cycles, behaviors, Interdependence</p> <p><b>Learner Profile:</b> Knowledgeable Balanced</p> <p><b>ATLs</b> Research, Thinking Knowledgeable</p>

4	<p><b>Central Idea:</b> Interactions between human body systems contribute to health and survival</p> <p><b>Lines of Inquiry:</b> -How body systems work -How body systems are interdependent -Choices that affect body systems</p> <p><b>Key Concepts:</b> Connection, Causation, Function</p> <p><b>Related Concepts:</b> Identity, Interdependence, Composition</p> <p><b>Learner Profile:</b> Principled, Balanced</p> <p><b>ATL</b> Research Self Management</p>	<p><b>Central Idea:</b> Challenges and opportunities may lead to migration.</p> <p><b>Lines of Inquiry:</b> -Reasons for migration -Benefits and consequences to migration -How technology affects migration</p> <p><b>Key Concepts:</b> Causation, Perspective, Function</p> <p><b>Related Concepts:</b> Teamwork, Geography</p> <p><b>Learner Profile:</b> Thinker, Risk-Taker</p> <p><b>ATL</b> Social Communication</p>	<p><b>Central Idea:</b> Conflict may arise when beliefs and values are expressed differently</p> <p><b>Lines of Inquiry:</b> -Differences in belief systems -Representations of conflict -conflict resolution (or lack thereof)</p> <p><b>Key Concepts:</b> Causation, Perspective</p> <p><b>Related Concepts:</b> Religion, Acceptance</p> <p><b>Learner Profile:</b> Reflective Thinker</p> <p><b>ATL</b> Thinking Communication</p>	<p><b>Central Idea:</b> Energy can be used to help people</p> <p><b>Lines of Inquiry:</b> -Forms of energy -Transformation of energy</p> <p>-Human responsibility for energy use</p> <p><b>Key Concepts:</b> Form, Function, Change</p> <p><b>Related Concepts:</b> Forms of Energy, Innovation</p> <p><b>Learner Profile:</b> Inquirer, Knowledgeable</p> <p><b>ATL</b> Research Thinking</p>	<p><b>Central Idea:</b> Governments are organizations that provide structure for societies.</p> <p><b>Lines of Inquiry:</b> -Types of government -How governments work -The responsibility of citizens in government</p> <p><b>Key Concepts:</b> Form, Function, Connection</p> <p><b>Related Concepts:</b> Roles, Identity, Organizations</p> <p><b>Learner Profile:</b> Open-Minded</p> <p><b>ATL</b> Research Communication</p>	<p><b>Central Idea:</b> People respond to Earth's changes in different ways</p> <p><b>Lines of Inquiry:</b> -Changes in the earth over time -Human responsibilities for Earth changes -How beliefs and values affect human responses</p> <p><b>Key Concepts:</b> Change, Responsibility, Perspective</p> <p><b>Related Concepts:</b> Sustainability, Environment</p> <p><b>Learner Profile:</b> Communicator, Caring</p> <p><b>ATL</b> Research Self Management</p>
5	<p><b>Central Idea (PYP Exhibition):</b> Children face many challenges to their physical, mental, and spiritual health</p> <p><b>Lines of Inquiry:</b> -Global or local Issues that affect health, well being, happiness -Resources for these issues</p>	<p><b>Central Idea:</b> Exploration may lead to challenges and opportunities</p> <p><b>Lines of Inquiry:</b> -Reasons for exploration -The impact of discovery -Changes in beliefs and values</p> <p><b>Key Concepts:</b> Causation, perspective, change</p>	<p><b>Central Idea:</b> We communicate through a variety of ways to share our knowledge of the universe</p> <p><b>Lines of Inquiry</b> -The Solar System (form) - How patterns communicate information (function, connection) -How writing expresses</p>	<p><b>Central Idea:</b> Making observations can lead to discovery</p> <p><b>Lines of Inquiry:</b> -Molecular structure -How matter changes -Discoveries past and present</p> <p><b>Key Concepts:</b> Form, Change</p> <p><b>Related Concepts:</b> Observation, Properties</p>	<p><b>Central Idea:</b> The development of governmental systems may reflect ongoing circumstances</p> <p><b>.Lines of Inquiry:</b> -Colonization and its effects (function and causation) -Governmental systems (form) -Conflict resolution</p> <p><b>Key Concepts:</b></p>	<p><b>Central Idea:</b> Responsible stewardship of the earth is essential to life</p> <p><b>Lines of Inquiry:</b> -Earth's spheres and biomes (form) -the interdependence of organisms (connection) -Human responsibilities to the Earth (responsibility)</p>

	<p>-Ideas to improve or fix the issue</p> <p><b>Key Concepts:</b> Form Causation Responsibility</p> <p><b>Related Concepts:</b> Global health concerns</p> <p><b>Learner Profile:</b> All of them!</p> <p><b>Atl's</b> All of them!</p>	<p><b>Related Concepts:</b> Migration, Patterns, exploration</p> <p><b>Learner Profile:</b> Risk-Taker Open-Minded</p> <p><b>Atl's</b> Research Skills Thinking Skills</p>	<p>perspective (perspective)</p> <p><b>Key Concepts:</b> Form, Perspective, Function, connection</p> <p><b>Related Concepts:</b> Systems</p> <p><b>Learner Profile:</b> Communicator, Balanced</p> <p><b>Atl's</b> Thinking Skills Communication Skills</p>	<p><b>Learner Profile:</b> Inquirer, Knowledgeable</p> <p><b>Atl's</b> Social Skills Self Management</p>	<p>Function, Causation</p> <p><b>Related Concepts:</b> History, Impact</p> <p><b>Learner Profile:</b> Thinker, Reflective</p> <p><b>ATL's</b> Research, communication, social</p>	<p><b>Key Concepts:</b> Form, Connection, Responsibility</p> <p><b>Related Concepts:</b> Interconnection, Systems</p> <p><b>Learner Profile:</b> Caring, Thinker</p> <p><b>ATL's</b> Research, Self Management</p>
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