

Berlin British School - Programme of Inquiry 2023-2024

	Who we are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	Where we are in place and time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	How we express ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	How the world works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	How we organise ourselves An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
K1 3-4 yrs	K1 All About Me		K1 Patterns All Around	K1 Investigations	K1 Our Food	
	Central Idea: Everyday I can learn about who I am and what I can do.		Central Idea: Patterns are all around us and help us make sense of the world	Central Inquiry: We investigate in different ways to become more knowledgeable.	Central Idea: Our food comes from many sources and is processed and transported in different ways.	
	Lines of inquiry <ul style="list-style-type: none"> Who I am What makes me the same and different from others What I can do How I grow and change 		Lines of Inquiry: <ul style="list-style-type: none"> Patterns in the physical world Patterns in language and maths Patterns in art and music How patterns can help us predict 	Lines of Inquiry: <ul style="list-style-type: none"> How wondering, asking and answering questions helps us learn more How we can learn from each other's predictions, knowledge and experiences Different ways of finding out information 	Lines of Inquiry: <ul style="list-style-type: none"> Sources of our food The processes food goes through before we eat it How food gets to us 	
	Key Concepts Form Related Concepts Identity, Relationships		Key Concepts Form, Function, Connection Related Concepts Pattern, Repetition	Key Concepts Form, Function, Change Related Concepts Evidence, Behaviour	Key Concepts Form, Change, Causation Related Concepts Growth, Systems	
	Learner Profile Attributes Caring, Reflective		Learner Profile Attributes Communicator, Inquirer	Learner Profile Attributes Inquirer, Knowledgeable, Risk Taker	Learner Profile Attributes Inquirer, Knowledgeable	
	Subject Focus PSPE, Maths, Arts		Subject Focus Music, Languages, Art, Maths	Subject Focus Science, Languages	Subject Focus Science, Languages, Maths	
K2 4-5 yrs	K2 Friends and Family		K2 Emotions	K2 Light and Colour		K2 Mini-beasts
	Central Idea: We learn from the people in our community.		Central Idea: Emotions can be expressed through the Arts	Central Idea: Understanding the properties of colour and light allows people to use them in different ways		Central Idea: Mini-beasts are an important part of life in the habitat in which they live.
	Lines of Inquiry: <ul style="list-style-type: none"> The different ways we learn 		Lines of Inquiry: <ul style="list-style-type: none"> Different types of emotions 	Lines of Inquiry: <ul style="list-style-type: none"> Sources of light 		Lines of Inquiry: <ul style="list-style-type: none"> Woodland habitats

	<ul style="list-style-type: none"> The people in our community How and what we learn from others 		<ul style="list-style-type: none"> How our experiences affect our emotions How feelings and emotions are shared through music, drama, dance and language 	<ul style="list-style-type: none"> The properties of light Colour and how we perceive it 		<ul style="list-style-type: none"> The needs, characteristics and behaviours of mini-beasts Life cycles of mini-beasts Human impact on animal habitats
	<p>Key Concepts Form, Connection</p> <p>Related Concepts Identity, Relationships, Community</p>		<p>Key Concepts Perspective, Causation</p> <p>Related Concepts Interpretation, Culture</p>	<p>Key Concepts Function, Causation</p> <p>Related Concepts Colour theory, Energy</p>		<p>Key Concepts Form, Responsibility, Change</p> <p>Related Concepts Ecosystem, Growth, Interdependence</p>
	<p>Learner Profile Attributes Reflective, Open minded</p>		<p>Learner Profile Attributes Communicator, Reflective</p>	<p>Learner Profile Attributes Thinker, Knowledgeable</p>		<p>Learner Profile Attributes Caring, Inquirer</p>
	<p>Subject Focus PSPE, Language, Maths</p>		<p>Subject Focus Arts, Language, PSPE</p>	<p>Subject Focus Science, Arts</p>		<p>Subject Focus Science, Language, Maths</p>
K3 5-6 yrs	K3 Me and My Senses	K3 Personal Histories	K3 Celebrations	K3 Materials	K3 Transport	K3 Waste
	Central Idea: We use our senses to find out about the world	Central Idea: Documenting personal histories allows us to reflect on and celebrate who we are and where we've come from.	Central Idea: Celebrations are a recognition of significant events for people around the world	Central Idea: Materials come from different sources and their properties influence how they are used.	Central Idea: Different types of transportation systems help us go from one place to another	Central Idea: Choices we make in our use of resources can help preserve the environment
	Lines of Inquiry: <ul style="list-style-type: none"> How we use our senses How we learn new things with our senses How people experience with world without one of the senses 	Lines of Inquiry: <ul style="list-style-type: none"> Ways of documenting personal history Personal change from birth to present Reflecting on past experience Significant people and places in my life 	Lines of Inquiry: <ul style="list-style-type: none"> The events people celebrate The different ways people celebrate significant events The similarities and differences between the celebrations of different cultures The role of the Arts in celebrations 	Lines of Inquiry: <ul style="list-style-type: none"> Sources of everyday materials. Properties of different materials. How different materials are used 	Lines of Inquiry: <ul style="list-style-type: none"> The features of different modes of transport How transport systems help us live our lives How transportation has changed over time 	Lines of Inquiry: <ul style="list-style-type: none"> The waste we make and what happens to it How different materials can be reused and recycled. How our family, school and local Berlin community deal with their waste How our choices impact the environment
	Key Concepts Connection, Function, Form	Key Concepts Change, Connection Reflection	Key Concepts Perspective, Connection, Form	Key Concepts Form, Function, Change	Key Concepts Form, Function, Change	Key Concepts Responsibility, Causation, Form
	Related Concepts Communication, Safety, Interdependence	Related Concepts Chronology, Memories, History	Related Concepts Similarities, Differences, Beliefs	Related Concepts Properties and uses of materials	Related Concepts Chronology, Systems	Related Concepts Conservation, Pollution
	Learner Profile Attributes Communicator, Risk Taker	Learner Profile Attributes Reflective, Thinker	Learner Profile Attributes Open minded, Communicator	Learner Profile Attributes Inquirer, Knowledgeable	Learner Profile Attributes Knowledgeable, Reflection	Learner Profile Attributes Caring, Principled
Subject Focus Science, PSHE - Health	Subject Focus Social Studies - History	Subject Focus Social Studies, The Arts	Subject Focus Science	Subject Focus Social Studies, Maths	Subject Focus Science, Social Studies	
Grade 1 6-7 yrs	Grade 1 Healthy Choices	Grade 1 Changing Earth	Grade 1 Signs and Symbols	Grade 1 Forces	Grade 1 Our School and Community	Grade 1 Endangered Animals

	<p>Central Idea: Making balanced choices about daily routines enables us to have a healthy lifestyle.</p>	<p>Central Idea: The surface of the earth is constantly changing through natural and human actions</p>	<p>Central Idea: Messages and ideas can be expressed through different verbal and non-verbal ways</p>	<p>Central Idea: People use simple machines everyday to make their work and lives easier.</p>	<p>Central idea People in communities work together to help and support each other</p>	<p>Central Idea: Once a species is extinct, it can never be brought back again</p>
	<p>Lines of Inquiry: What our bodies need to be healthy</p> <ul style="list-style-type: none"> • Daily habits and routines (hygiene, rest, play, diet) • How balance is essential to a healthy lifestyle • Consequences of choices 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The structure of the earth • Geographical features. • How the surface of the earth changes over time • The impact of changes in the earth's surface on human communities 	<p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How people communicate without words • The different ways we can express thoughts and emotions without words (form) • How we adapt our forms of communication to suit our audience (perspective) 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Different forces and their effect • Types of simple machines • How simple machines make everyday life easier. 	<p>Lines of inquiry</p> <ul style="list-style-type: none"> • The structure of our school community • Our responsibilities as a community member • Roles and responsibilities in the wider community 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Characteristics of different animals • The needs of different types of animals • Reasons animals become threatened, endangered and extinct
	<p>Key Concepts Form, Causation</p> <p>Related Concepts Balance, Energy, diet</p>	<p>Key Concepts Form, Causation, Change</p> <p>Related Concepts Landscape, Erosion,</p>	<p>Key Concepts: Form, Function, Causation</p> <p>Related Concepts Symbol, Body Language, Communication, Audience</p>	<p>Key Concepts Form, Function, Connection</p> <p>Related Concepts Force, Invention, Efficiency</p>	<p>Key concepts Function, Responsibility, Connection</p> <p>Related concept Community, Systems, Roles, Support</p>	<p>Key Concepts Causation, Responsibility, Perspective</p> <p>Related Concepts Conservation, Adaptation, Ecosystem/Habitat</p>
	<p>Learner Profile Attributes Balanced, Reflective</p>	<p>Learner Profile Attributes Knowledgeable, Inquirers</p>	<p>Learner Profile Attributes Communicator, Thinker</p>	<p>Learner Profile Attributes Knowledgeable, Inquirer</p>	<p>Learner Profile Attributes Communicator, Caring</p>	<p>Learner Profile Attributes Caring, Knowledgeable, Principled</p>
	<p>Subject Focus Science</p>	<p>Subject Focus Social Studies</p>	<p>Subject Focus Languages, Visual Art</p>	<p>Subject Focus Science</p>	<p>Subject Focus Social Studies</p>	<p>Subject Focus Science, Social Studies</p>
Grade 2 7-8 yrs	<p>Grade 2 Culture</p>	<p>Grade 2 Exploration</p>	<p>Grade 2 Traditional Stories</p>	<p>Grade 2 Lifecycles (Year Long Unit)</p>	<p>Grade 2 Trade</p>	<p>Grade 2 Water</p>
	<p>Central Idea: Developing an understanding of cultures encourages open mindedness and respect for others</p>	<p>Central Idea: Exploration leads to discovery and new understandings</p>	<p>Central Idea: People's beliefs and values are expressed through traditional stories</p>	<p>Central Idea: All plants go through a process of change</p>	<p>Central Idea: There are systems in place which allow people to buy and sell goods and services</p>	<p>Central Idea: Water is a limited resource that is essential for all life</p>
	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Features of our own cultures • Similarities and differences between cultures • Expected actions and behaviours in different cultures 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Why people explore • What we learn through exploration • How exploration is carried out 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The different forms through which stories can be told • How traditions, values and beliefs are passed on through traditional stories 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The parts and functions of plants • The conditions that plants need to grow • The changes that happen in the lifecycle of plants 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Goods and services • Systems of production and transportation of goods. • Consumer choice • Environmental effects of trade 	<p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Where water comes from • The use and distribution of water across the globe • Our responsibilities with regards to water
	<p>Key Concepts Form, Perspective</p> <p>Related Concepts Culture, Diversity, Respect, Manners</p>	<p>Key Concepts Causation, Perspective, Change</p> <p>Related Concepts Discovery, Exploration</p>	<p>Key Concepts Form, Function, Reflection</p> <p>Related Concepts Communication, Storytelling, Tradition</p>	<p>Key Concepts Form, Change, Causation</p> <p>Related Concepts Lifecycle Growth, Transformation</p>	<p>Key Concepts Connection, Change, Responsibility</p> <p>Related Concepts Cooperation, Fair-trade, Production</p>	<p>Key Concepts Responsibility, Reflection, Connection</p> <p>Related Concepts Conservation, Water cycle</p>
	<p>Learner Profile Attributes Inquirer, Open Minded</p>	<p>Learner Profile Attributes Inquirers, Risk-Taker</p>	<p>Learner Profile Attributes Communicators, Open minded</p>	<p>Learner Profile Attributes Thinker, Knowledgeable</p>	<p>Learner Profile Attributes Communicators, Principled</p>	<p>Learner Profile Attributes Caring, Principled</p>
<p>Subject Focus Social studies, PSPE</p>	<p>Subject Focus Social studies, Maths</p>	<p>Subject Focus Social studies, Language, Art</p>	<p>Subject Focus Science, Language</p>	<p>Subject Focus Social studies, Maths</p>	<p>Subject Focus Science, Social studies, Maths</p>	

Grade 3 8-9 yrs	Grade 3 <u>Body Systems</u>	Grade 3 <u>Ancient Civilisations</u>	Grade 3 <u>New Media</u>	Grade 3 <u>The Earth in Space</u>	Grade 3 <u>Advertising</u>	Grade 3 <u>Weather and Climate</u> (Year Long Unit)
	Central Idea: The human body is made up of different systems that work together to keep us alive and healthy.	Central Idea: Past civilizations shape present day systems and technologies	Central Idea: Digital technology can provide powerful tools to express and share our ideas.	Central Idea: The position and movement of a planet within the Solar System determine the conditions found there.	Central Idea: Advertising is a powerful tool that influences people's choices.	Central Idea: Many factors contribute to changes in weather and climate
	Lines of Inquiry: <ul style="list-style-type: none"> Body systems and how they work How the body systems are interdependent What body systems need to be healthy and function optimally The impact of lifestyle choices on the body systems 	Lines of Inquiry: <ul style="list-style-type: none"> Systems and technologies of past civilizations that have survived. How these were developed and continue to be used. 	Lines of Inquiry: <ul style="list-style-type: none"> The technology used to communicate and express ideas. How we interpret other people's ideas Our responsibilities when using digital technology. 	Lines of Inquiry: <ul style="list-style-type: none"> The conditions on planet Earth and the planets in the solar system The impact of the movement and position of the Earth within the solar system The role of gravity in the solar system 	Lines of Inquiry: <ul style="list-style-type: none"> Different forms of advertising. The purpose of advertising. Techniques of advertising. How advertising can affect our choices 	Lines of Inquiry: <ul style="list-style-type: none"> Weather and its features How we measure and predict the weather How humans can impact the weather How the changes in climate affects living things
	Key Concepts Form, Function, Responsibility Related Concepts System, Interdependence, Health	Key Concepts Change, Connection, Form, Related Concepts Continuity, System, Innovation	Key Concepts Form, Perspective, Responsibility, Related Concepts Communication, Technology	Key Concepts Form, Causation Related Concepts: Systems, Seasons, Gravity, Orbit, Rotation, Interdependence	Key Concepts Perspective, Function, Connection Related Concepts Communication, Target Audience	Key Concepts Responsibility, Causation, Change Related Concepts Weather, Climate, Seasons
	Learner Profile Attributes Balanced, Thinker	Learner Profile Attributes Inquirer, Reflective	Learner Profile Attributes Communicator, Risk Taker	Learner Profile Attributes Knowledgeable, Inquirer	Learner Profile Attributes Communicator, Reflective	Learner Profile Attributes Knowledgeable, Caring
	Subject Focus Science, PSHE	Subject Focus Social Studies, Science	Subject Focus Arts, PSHE	Subject Focus Science, Language	Subject Focus Social Studies, Arts	Subject Focus Science, Social Studies
Grade 4 9-10 yrs	Grade 4 <u>Values and Beliefs</u>	Grade 4 <u>Inventions and Innovations</u>	Grade 4 <u>Visual Arts</u>	Grade 4 <u>Energy</u>	Grade 4 <u>Government</u>	Grade 4 <u>Ecosystems</u>
	Central Idea: People's values and beliefs can inform the way they lead their lives	Central Idea: People's lives are changed by human inventions and innovations	Central Idea: The visual arts offer a variety of ways to explore and express ideas and feelings.	Central Idea: Energy is harnessed in different ways for a range of purposes.	Central Idea: National and local governments have responsibilities to organize and develop their communities.	Central Idea: Human interaction with the environment can affect the balance of ecosystems.
	Lines of Inquiry: <ul style="list-style-type: none"> What we value and believe How beliefs and values influence how we behave Features major belief systems 	Lines of Inquiry: <ul style="list-style-type: none"> Important inventions through time The impact of inventions on everyday life How human needs lead to a process of invention and innovation 	Lines of Inquiry: <ul style="list-style-type: none"> Different forms of art that are used to express ideas and values The design process in creating a piece of art How artists can change how people feel or think 	Lines of Inquiry: <ul style="list-style-type: none"> Forms of energy and its use How energy is transferred The impact of energy use 	Lines of inquiry: <ul style="list-style-type: none"> Different types and forms of government How national and local governments function Government responsibilities 	Lines of Inquiry: <ul style="list-style-type: none"> The components of an ecosystem Interdependence and adaptations in ecosystems Factors that affect the balance of an ecosystem
Key Concepts Perspective, Connection Related Concepts Beliefs, Values, Culture, Religion	Key Concepts Change, Function, Reflection Related Concepts Efficiency, Technological Advances, Chronology	Key Concepts Form, Function, Perspective Related Concepts Values, creativity, audience	Key Concepts Form, Function, Change Related Concepts Conservation of energy, Forms of energy, Work	Key Concepts Form, Function, Responsibility Related Concepts Government, Democracy, Dictatorship, Budget, System	Key Concepts Responsibility, Connection, Causation Related Concepts Adaptation, Interdependence, Ecosystem	

	<u>Learner Profile Attributes</u> Open Minded, Reflective	<u>Learner Profile Attributes</u> Knowledgeable, Inquirer	<u>Learner Profile Attributes</u> Communicators, Reflective	<u>Learner Profile Attributes</u> Thinker, Inquirer	<u>Learner Profile Attributes</u> Principled, Open minded	<u>Learner Profile Attributes</u> Caring, Principled
	<u>Subject Focus</u> Social Studies, PSHE	<u>Subject Focus</u> Social Studies, Science	<u>Subject Focus</u> Visual Art, Languages	<u>Subject Focus</u> Science, Maths	<u>Subject Focus</u> Social Studies	<u>Subject Focus</u> Science, Social Studies
Grade 5 10-11 yrs	Grade 5 <u>Changes</u> Year Long Unit	Grade 5 <u>Migration</u>	Grade 5 <u>Performance</u>	Grade 5 <u>Materials and Matter</u>	Grade 5 <u>The Journey of Stuff</u>	Grade 5 <u>EXHIBITION</u>
	<u>Central Idea:</u> As they grow up, people experience physical and emotional changes which affect their evolving identity.	<u>Central Idea:</u> Human migration is a response to challenges, risks and opportunities.	<u>Central Idea:</u> Across cultures, places and times people have connected with others through dramatic performances.	<u>Central Idea:</u> Understanding the way materials behave and interact determines how people use them.	<u>Central Idea:</u> Understanding production and waste management systems allows people to make more informed choices about their use of resources	<u>Central Idea:</u> To be decided
	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> • The physical changes that occur during puberty. • The emotional changes that may occur as a result of these physical changes • Habits and routines that help people manage these changes 	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> • The reasons why people migrate • Where people migrate from and to. • The effects of migration on communities, cultures and individuals. • The impact migration has on individuals and families. 	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> • Dramatic performance from different times and cultures • Different ways performance can be enjoyed and interpreted • The process involved in creating a dramatic performance 	<u>Lines of Inquiry:</u> <ul style="list-style-type: none"> • Properties of solids, liquids and gases. • Changes that occur in different materials • How materials are used based upon their properties. 	<u>Lines of inquiry:</u> <ul style="list-style-type: none"> • How basic resources can be recycled • How waste is managed locally and globally • The environmental and human benefits and costs of recycling 	<u>Lines of Inquiry</u> To be decided
	<u>Key Concepts</u> Form, Function, Change, <u>Related Concepts</u> Growth, Identity, Puberty	<u>Key Concepts</u> Change, Perspective, Causation <u>Related Concepts</u> Push and Pull Factors, Migration	<u>Key Concepts</u> Function, Perspective <u>Related Concepts</u> Entertainment, communication, imagination, interpretation, performance.	<u>Key Concepts</u> Form, Change, Function <u>Related Concepts</u> Change of state, Properties, Behaviour	<u>Key Concepts</u> Function, Causation, Responsibility <u>Related Concepts</u> Systems, Environment, Sustainability	<u>Key Concepts</u> To be decided <u>Related Concepts</u> To be decided
	<u>Learner Profile Attributes</u> Open Minded, Balanced, Reflective	<u>Learner Profile Attributes</u> Open-minded, Caring	<u>Learner Profile Attributes</u> Risk Takers, Communicator	<u>Learner Profile Attributes</u> Inquirer, Knowledgeable	<u>Learner Profile Attributes</u> Inquirer, Knowledgeable, Thinker, Communicator	<u>Learner Profile Attributes</u> All
	<u>Subject Focus</u> Science, PSHE	<u>Subject Focus</u> Social Studies, Maths	<u>Subject Focus</u> Social Studies, Arts	<u>Subject Focus</u> Science, Maths	<u>Subject Focus</u> Social Studies, Science	<u>Subject Focus</u> All subjects

*Units may change