

	<b>Who We Are</b> 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.	<b>Where We Are in Place and Time</b> 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.	<b>How We Express Ourselves</b> 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.	<b>How the World Works</b> 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.	<b>How We Organise Ourselves</b> 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.	<b>Sharing the Planet</b> 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.
<b>FC 24/25</b> <a href="#">YOTS</a>	<p><b>Central Idea:</b> Responsible choices help us feel safe.</p> <p><b>Key Concepts:</b> Responsibility, Causation, Connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Looking after ourselves (responsibility)</li> <li>People who help to keep us safe (connection)</li> <li>Choices make a difference (causation)</li> </ul>	<p><b>Central Idea:</b> Experiences help us make connections.</p> <p><b>Key Concepts:</b> Form, Connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The physical features and culture of our host country (form)</li> <li>The similarities and differences between countries (connection)</li> </ul>	<p><b>Central Idea:</b> Through the Arts, people express their ideas and feelings.</p> <p><b>Key Concepts:</b> Form, Function, Perspective</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Expressing ourselves through music, dance, and visual arts (form)</li> <li>Different media, styles, and techniques (function)</li> <li>The ways people respond when experiencing the Arts (perspective)</li> </ul>	<p><b>Central Idea:</b> Thinking like scientists can help us learn about the natural world.</p> <p><b>Key Concepts:</b> Form, Change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How scientists learn about the natural world (form)</li> <li>How things change over time (change)</li> </ul>		
<b>T.UOI</b>						
<b>RO</b>						
<b>FC 25/26</b>	<p><b>Central Idea:</b> Understanding our learning journey helps us grow.</p> <p><b>Key Concepts:</b> Form, Change, Perspective</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Different ways of learning (form)</li> <li>Different ways to share our learning (function)</li> <li>Recognising growth over time (change)</li> </ul>		<p><b>Central Idea:</b> Exploring resources helps us express our ideas and feelings.</p> <p><b>Key Concepts:</b> Function, Causation, Perspective</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Using different resources to express our ideas (function)</li> <li>Appreciating different art forms and perspectives (perspective / causation)</li> </ul>		<p><b>Central Idea:</b> Sharing responsibilities allows communities to function.</p> <p><b>Key Concepts:</b> Form, Function, Responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The roles that people have in a community (form)</li> <li>How members of a community work together (function)</li> <li>Different responsibilities in communities (responsibility)</li> </ul>	<p><b>Central Idea:</b> Sharing natural resources help living things to survive.</p> <p><b>Key Concepts:</b> Form, Connection, Responsibility</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>What are living things (form)</li> <li>How resources are shared between living things (connection)</li> <li>How the choices people make impact living things (responsibility)</li> </ul>

**2024- 2025 Programme of Inquiry - Parent Copy (Please note: The Programme of Inquiry is not a static document - it evolves and changes throughout the year.)**

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<b>KG</b> <b>YOTS</b>	<p><b>Central Idea:</b> Understanding identity impacts relationships.</p> <p><b>Key Concepts:</b> Form, Perspective, Connection</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>• Personal identity (form)</li> <li>• Appreciating others (perspective)</li> <li>• Personal choices in relationships (connection)</li> </ul>		<p><b>Central Idea:</b> People use creative ways to express ideas and feelings.</p> <p><b>Key Concepts:</b> Form, Connection Perspective,</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Ideas and feelings (form - what is like)</li> <li>• Sharing ideas and feelings creatively (connection - how is it linked to other things)</li> <li>• Appreciating and responding to others (perspective - what are the points of view)</li> </ul>		<p><b>Central Idea:</b> Each member of a community has responsibilities.</p> <p><b>Key Concepts:</b> Function, Connection, Responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Systems that help our community function (form)</li> <li>• How the parts of a system work together (function)</li> <li>• Our responsibilities within the community (responsibility)</li> </ul>	<p><b>Central Idea:</b> Appreciating living things connects humans with the environment.</p> <p><b>Key Concepts:</b> Form, Connection, Responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Identifying living things (form)</li> <li>• The connection between living things and their environment (connection)</li> <li>• What living things need to survive</li> </ul>
<b>T.UoI</b>						
<b>RO</b>						
<b>G1</b> <b>YOTS</b>	<p><b>Central Idea:</b> Balanced choices promote well-being.</p> <p><b>Key Concepts:</b> Form, Causation, Responsibility</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>• Healthy minds and bodies (form)</li> <li>• How choices affect physical and mental health (causation)</li> <li>• The impact of choices on ourselves and others (responsibility)</li> </ul>	<p><b>Central Idea:</b> Humans need natural resources to live.</p> <p><b>Key Concepts:</b> Form, Responsibility, Perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• What are natural resources (form)</li> <li>• How people can use natural resources responsibly (responsibility)</li> <li>• The way natural resources are used to reflect diversity and local conditions (perspective)</li> </ul> <p><b>**PARALLEL UNIT**</b></p>	<p><b>Central Idea:</b> Artists take inspiration from the world around them.</p> <p><b>Key Concepts:</b> Perspective, Form, Connection</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>• People’s unique responses to art (perspective)</li> <li>• Different types of art (form)</li> <li>• How experiences, feelings and knowledge influence art (connection)</li> </ul>	<p><b>Central Idea:</b> Machines help us within our community.</p> <p><b>Key Concepts:</b> Function, Change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Simple machines and how they work (function)</li> <li>• How machines help us to solve problems (change)</li> <li>• Understanding forces (function / causation)</li> </ul>	<p><b>Central Idea:</b> Communities can help us to appreciate diversity.</p> <p><b>Key Concepts:</b> Function, Connection, Causation</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>• The ways communities work (function)</li> <li>• The similarities and differences of people within a community (connection)</li> <li>• How our actions affect communities (causation)</li> </ul>	<p><b>Central Idea:</b> Humans need natural resources to live.</p> <p><b>Key Concepts:</b> Form, Responsibility, Perspective</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• What are natural resources (form)</li> <li>• How people can use natural resources responsibly (responsibility)</li> <li>• The way natural resources are used to reflect diversity and local conditions (perspective)</li> </ul> <p><b>**PARALLEL UNIT**</b></p>
<b>T.UoI</b>						
<b>RO</b>						

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<b>G2</b> <b>YOTS</b>	<p><b>Central Idea:</b> Personal interactions shape relationships.</p> <p><b>Key Concepts:</b> Function, Perspective, Responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Developing relationships (function)</li> <li>Considering others' points of view (perspective)</li> <li>Managing relationships (responsibility)</li> </ul>	<p><b>Central Idea:</b> Different cultures express values through traditions and artifacts.</p> <p><b>Key Concepts:</b> Form, Perspective, Connection</p> <p><b>An inquiry into:</b> Artifacts past and present (form) Cultural identity (perspective) How traditions are connected to past and present (connection)</p> <p><b>**PARALLEL UNIT**</b></p>		<p><b>Central Idea:</b> Life on Earth is supported by its position in the solar system.</p> <p><b>Key Concepts:</b> Causation, Connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Earth as part of the solar system (causation)</li> <li>The elements that support life on Earth (connection)</li> </ul>	<p><b>Central Idea:</b> Digital learners make choices when using technology.</p> <p><b>Key Concepts:</b> Function, Connection, Responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The purposes of digital technology (function)</li> <li>How we use digital technology to communicate (connection)</li> <li>The choices we have when using digital technology (responsibility)</li> </ul>	<p><b>Central Idea:</b> The world's oceans require conservation.</p> <p><b>Key Concepts:</b> Form, Connection, Change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The characteristics of the world's oceans (form)</li> <li>How humans and oceans depend on each other (connection)</li> <li>The impact of human actions on the world's oceans (responsibility)</li> </ul>
<b>T.UoI</b>						
<b>R.O.</b>						
<b>G3</b> <b>YOTS</b>	<p><b>Central Idea:</b> The different ways humans think and learn.</p> <p><b>Key Concepts:</b> Form, Function, Connection</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>Ourselves as learners (form)</li> <li>Understanding how mindset affects learning (perspective)</li> <li>Tools and strategies that can help us l</li> </ul>	<p><b>Central Idea:</b> Past civilizations shape present day systems and technologies.</p> <p><b>Key Concepts:</b> Form, Function, Change, Connection</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>The time and place of ancient civilizations (form)</li> <li>The history of innovations and their evolution (function/change)</li> <li>The connection between ancient inventions and present day innovations (connection)</li> </ul>	<p><b>Central Idea:</b> Creating and responding to the arts helps us express our thoughts, feelings, and understandings.</p> <p><b>Key Concepts:</b> Function, Form, Perspective</p> <p><b>An inquiry into :</b></p> <ul style="list-style-type: none"> <li>The contexts in which artworks were created (function)</li> <li>How learning about art develops appreciation (form)</li> <li>Personal preference in appreciation of arts (perspective)</li> </ul> <p><b>** PARALLEL UNIT **</b></p>	<p><b>Central Idea:</b> The effect of cycles in nature on humans and the environment.</p> <p><b>Key Concepts:</b> Change, Causation, Responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The natural world is shaped by cycles (change)</li> <li>The correlation between cycles and natural disasters (causation)</li> <li>The need for action after a natural disaster (responsibility)</li> </ul>	<p><b>Central Idea:</b> The increase and decrease in supply and demand determine the price of goods and services in market places.</p> <p><b>Key Concepts:</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Forces that affect people's livelihoods (causation)</li> <li>The connection between livelihoods and communities (connection)</li> <li>How we can create and manage budgets (function)</li> </ul>	<p><b>Central Idea:</b> The effect of cycles in nature on humans and the environment.</p> <p><b>Key Concepts:</b> Change, Causation, Responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The natural world is shaped by cycles (change)</li> <li>The correlation between cycles and natural disasters (causation)</li> <li>The need for action after a natural disaster (responsibility)</li> </ul> <p><b>** PARALLEL UNIT **</b></p>
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<b>G4 YOTS</b>	<p><b>Central Idea:</b> The choices we make determine overall well-being.</p> <p><b>Key Concepts:</b> Causation, Responsibility, Connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The impact our choices have on our well-being (causation)</li> <li>• Awareness of others well-being (responsibility)</li> <li>• Understanding how human differences and similarities can help nurture relationships (connection)</li> </ul>	<p><b>Central Idea:</b> Explorations can lead to discoveries, opportunities and new understandings.</p> <p><b>Key Concepts:</b> Change, Perspective, Responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The reasons for exploration (change)</li> <li>• Discoveries and new understandings (perspective)</li> <li>• Impact of exploration throughout time (responsibility)</li> </ul>	<p><b>Central Idea:</b> Passions drive our creativity.</p> <p><b>Key Concepts:</b> Perspective, Causation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How personal experiences influence and inspire us (causation)</li> <li>• Different ways people express themselves (perspective)</li> </ul>	<p><b>Central Idea:</b> Making sense of matter develops scientific knowledge and understanding.</p> <p><b>Key Concepts:</b> Form, Change, Causation,</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Materials and their properties (form)</li> <li>• Changes in matter can be reversible and irreversible (change)</li> <li>• How scientific method can be used to answer questions (causation)</li> </ul>	<p><b>Central Idea:</b> Systems of interconnected elements work together within communities.</p> <p><b>Key Concepts:</b> Function, Change, Connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Simple and complex systems (form)</li> <li>• How Muscat’s water demands are met (causation)</li> <li>• How different systems are connected to develop a successful community (function)</li> </ul>	<p><b>Central Idea:</b> Sustainable practices empower us to contribute to the wellbeing of the planet.</p> <p><b>Key Concepts:</b> Form, Causation, Responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Sustainable practices (form)</li> <li>• Identifying the impacts of human consumption (causation)</li> <li>• Possible solutions (responsibility)</li> </ul>
<b>T.UoI</b>						
<b>R.O.</b>						
<b>G5 YOTS</b>	<p><b>Central Idea:</b> Developed by students.</p> <p><b>Key Concepts:</b> Form, Connection, Perspective, Causation, Responsibility, Change</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>• Identity (form)</li> <li>• Diversity (connection / perspective)</li> <li>• Prejudice (causation / responsibility)</li> <li>• Discrimination (causation / change)</li> </ul> <p><b>** PARALLEL UNIT **</b></p>	<p><b>Central Idea:</b> Migration creates challenge, risk and opportunity.</p> <p><b>Key Concepts:</b> Causation, Perspective, Connection</p> <p><b>An inquiry into:</b></p> <ul style="list-style-type: none"> <li>• Reasons for migration (causation)</li> <li>• The impact and consequences of migration on the individual and societies over time (perspective / connection)</li> <li>• The different rights and responsibilities associated with migration (responsibility)</li> </ul> <p><b>** PARALLEL UNIT **</b></p>	<p><b>Central Idea:</b> Different means of communication are used to influence and persuade.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The techniques used to persuade choices (function)</li> <li>• The relationship between persuasive communicators and target audiences (connection)</li> <li>• Advertising influences choices (responsibility)</li> </ul> <p><b>** PARALLEL UNIT **</b></p>	<p><b>Central Idea:</b> Developed by students.</p> <p><b>Key Concepts:</b> Form, Function, Causation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The scientific process (form/function)</li> <li>• The laws of physics (form / function)</li> <li>• How independent variables generate results (causation)</li> </ul>	<p><b>PYPx</b></p> <p><b>All transdisciplinary themes</b> <b>Central ideas developed by students</b> <b>Key concepts selected by students</b></p>	<p><b>Central Idea:</b> Migration creates challenge, risk and opportunity.</p> <p><b>Key Concepts:</b> Causation, Perspective, Connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Reasons for migration (causation)</li> <li>• The impact and consequences of migration on the individual and societies over time (perspective / connection)</li> <li>• The different rights and responsibilities associated with migration (responsibility)</li> </ul> <p><b>** PARALLEL UNIT **</b></p>
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