

2024-2025 Programme of Inquiry

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANISE 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; 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; 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; 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.
Grade 5	<p>Central Idea: Awareness of biases may lead to action.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Causes and effects of biases and stereotypes. How varying perspectives are expressed. What motivates change makers to take action. <p>Specified concepts: Responsibility, Causation, Perspective</p> <p>Additional concepts: Equality, Diversity, Action</p> <p>Learner Profile: Open-minded, Caring, Risk-Takers</p>	<p>Central Idea: Technology helps us explore new frontiers.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The demand for new and improved technologies. Application of technology for problem-solving. Testing and evaluating engineering and design solutions. <p>Specified concepts: Form, Function Connection</p> <p>Additional concepts: Design, Solution, Progress</p> <p>Learner Profile: Inquirers, Risk-Raker, Reflective</p>	<p>PYP Exhibition</p>	<p>Central Idea: Investigations of materials provide an understanding that allow further opportunities.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Properties of matter and how they change. How investigations provide solutions and further questions. Impacts of new knowledge on people and their environment. <p>Specified concepts: Function, Causation, Connection</p> <p>Additional concepts: Investigation, Materials, Discoveries, Innovation</p> <p>Learner Profile: Inquirers, Communicators</p>	<p>Central Idea: Systems may evolve from changing human experiences.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Different types of human-made systems. Factors that influence the development in societies. How decisions are made in different societies. <p>Specified concepts: Function, Change, Form</p> <p>Additional concepts: Cultural Norms, Decision-Making, Rules & Laws</p> <p>Learner Profile: Communicators, Thinkers</p>	<p>Central Idea: Living things coexist in a delicate balance.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Matter and energy cycles support life. The interdependence of components within an ecosystem. Global events influence the health of environments. <p>Specified concepts: Change, Connection, Responsibility</p> <p>Additional concepts: Energy, Ecosystem, Interdependence</p> <p>Learner Profile: Thinkers, Principled, Caring</p>
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<p>Grade 4</p>	<p>Central Idea: Our beliefs and values help us overcome challenges.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Goal setting as a catalyst for change. • Emotional management builds empathy, understanding and resilience. • Challenges provide opportunities for growth and empowerment. <p>Specified concepts: Perspective, Change, Connection</p> <p>Additional concepts: Identity, Beliefs & Values, Cultural Norms</p> <p>Learner Profile: Open-minded, Reflective, Balanced</p>	<p>Central Idea: Exploring migration stories builds understanding of people and places.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Reasons for migration (past, present, future). • The impact of migration on people and places. • Our migration stories build understanding of our identities. <p>Specified concepts: Causation, Change, Perspective</p> <p>Additional concepts: Migration, Impact, Story telling</p> <p>Learner Profile: Inquirers, Communicators, Open minded</p>	<p>Central Idea: Creative solutions come from recognizing changing patterns.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Identifying changes in our world. • The consequences of change. • Designing and engineering solutions. <p>Specified concepts: Form, Causation, Responsibility</p> <p>Additional concepts: Landforms, Weathering, Erosion, Deposition, Design Cycle</p> <p>Learner Profile: Knowledgeable, Thinkers, Reflective</p>	<p>Central Idea: Living things process and respond to information in different ways for survival.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Internal and external structures of living things. • The ways systems sense, process, and respond to external factors. • Resources affect changes in living things. <p>Specified concepts: Function, Causation, Form</p> <p>Additional concepts: Cause & Effect, Structures, Survival</p> <p>Learner Profile: Knowledgeable, Communicator</p>	<p>Central Idea: Entrepreneurs are responsible for their global impact and the wellbeing of others.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The principles of economics. • Interconnectedness between economy, environment and people. • Entrepreneurs are responsible for sustainable decision making. <p>Specified concepts: Responsibility, Connection, Function</p> <p>Additional concepts: Economics, Interdependence, Consequences</p> <p>Learner Profile: Thinkers, Reflective, Principled</p>	<p>Central Idea: The strive for improvement sparks innovation and creative problem solving.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • The properties and transfer of energy. • Renewable and non-renewable sources of energy. • Sustainable actions and creative problem solving. <p>Specified concepts: Function, Causation, Form</p> <p>Additional concepts: Transformation, Innovation, Action</p> <p>Learner Profile: Open-minded, Caring, Reflective</p>
<p>Grade 3</p>	<p>Central Idea: Unique identities create communities with diverse cultural experiences and stories.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Family stories from the past. • Sharing cultural experiences. • How might unique identities connect us. <p>Specified concepts: Responsibility, Connection, Perspective</p> <p>Additional concepts: History, Storytelling, Culture</p> <p>Learner Profile: Communicators, Open-Minded, Caring</p>	<p>Central Idea: Understanding the effects of climate determines how we adapt to it.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Types of climate and weather. • How people are affected by climate. • Actions taken to reduce the impact of natural hazards. <p>Specified concepts: Form, Causation, Change</p> <p>Additional concepts: Time, Pattern, Service</p> <p>Learner Profile: Caring, Open Minded, Communicators</p>	<p>Central Idea: Different forms of art capture ideas and imagination.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • There are diverse ways of self-expression. • An inquiry process supports our exploration. • Strategies that help represent and enhance meaning. <p>Specified concepts: Connection, Perspective, Responsibility</p> <p>Additional concepts: Choice, Discovery</p> <p>Learner Profile: Risk-Takers, Communicators, Balanced</p>	<p>Central Idea: Scientists investigate to understand forces and interactions.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Balanced and unbalanced forces. • The observable and measurable patterns. • The qualities of a scientist. <p>Specified concepts: Form, Function, Causation</p> <p>Additional concepts: Forces & Motion, Investigations, Patterns</p> <p>Learner Profile: Knowledgeable, Inquirers, Thinkers, Reflective</p>	<p>Central Idea: People can collaborate to build and organize communities.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Rights and responsibilities of people in a community. • How organized communities and society function. • Decision making. <p>Specified concepts: Function, Causation, Responsibility</p> <p>Additional concepts: Children’s Rights, Equity, Decision-making</p> <p>Learner Profile: Risk-Takers, Reflective, Communicators</p>	<p>Central Idea: Organisms and their environment influence each other over time.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • How organisms survive. • Life cycles and traits. • The response to environment changes. <p>Specified concepts: Causation, Change, Responsibility</p> <p>Additional concepts: Habitats, Adaptations, Survival</p> <p>Learner Profile: Caring, Thinkers, Principled</p>
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<p>Grade 2</p>	<p>Central Idea: Citizens understand how they contribute to communities.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Community needs and wants. Roles and responsibilities in different communities. How we contribute to communities. <p>Specified concepts: Connection, Responsibility, Function</p> <p>Additional concepts: Community, Beliefs, Roles</p> <p>Learner Profile: Principled, Caring, Communicators</p>	<p>Central Idea: Individuals can choose to make a difference.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Life changes over time. People and events influence our lives. How change makers take action. <p>Specified concepts: Responsibility, Change</p> <p>Additional concepts: History, Choice, Cause & Effect</p> <p>Learner Profile: Caring, Reflective, Open-Minded</p>	<p>Central Idea: Artists expand their understanding of the world through engaging in rich stories.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Background experiences that help identify and connect to the story. Effective readers and writers interpret, analyze, and appreciate texts. Purposeful use of literary techniques. <p>Specified concepts: Function, Perspective, Connection</p> <p>Additional concepts: Technique, Opinion, Communication</p> <p>Learner Profile: Communicators, Reflective</p>	<p>Central Idea: People observe patterns of change and use it to improve their lives.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Fast and slow changes. Adapting to the environment. Evaluating multiple solutions. <p>Specified concepts: Causation, Change, Form</p> <p>Additional concepts: Time, Process, Solutions</p> <p>Learner Profile: Inquirers, Communicators</p>	<p>Central Idea: Discoveries are shared by using a process.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Discovering from observations and experimentations. Different types of processes help with organization. Sharing understandings using step-by-step processes. <p>Specified concepts: Connection, Form, Causation</p> <p>Additional concepts: Scientific Community, Processes, Transformation</p> <p>Learner Profile: Inquirers, Thinkers, Open-Minded</p>	<p>Central Idea: All living things are interconnected and need each other to survive.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Diversity of life in different habitats. Relationships between living things. Creating models to share knowledge. <p>Specified concepts: Form, Connection, Function</p> <p>Additional concepts: Interdependence, Survival, Habitat</p> <p>Learner Profile: Risk-Takers, Thinkers, Knowledgeable</p>
<p>Grade 1</p>	<p>Central Idea: Balanced humans set goals for growth.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Identifying and setting reasonable goals. Monitoring progress and taking next steps. Skills and strategies to help us learn. <p>Specified concepts: Perspective, Responsibility, Change</p> <p>Additional concepts: Empathy, Problem-Solving, Friendships</p> <p>Learner Profile: Principled, Caring, Balanced</p>	<p>Central Idea: Humans use patterns to make connections.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Patterns in nature. Recognizing patterns. The relationship between patterns in nature and human activities. <p>Specified concepts: Form, Change, Connection</p> <p>Additional concepts: Patterns, Time, Cycles</p> <p>Learner Profile: Inquirers, Knowledgeable</p>	<p>Central Idea: Discovering interests and passions inspires knowledge and perseverance.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Taking risks to explore interests. Different ways to express creativity. How perseverance builds knowledge. <p>Specified concepts: Responsibility, Perspective, Connection</p> <p>Additional concepts: Collaboration, Commitment, Communication</p> <p>Learner Profile: Balanced, Risk-takers, Reflective</p>	<p>Central Idea: People use their understanding of scientific principles to communicate.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The different ways light and sound are made. How to carefully observe and describe the properties of light and sound. Communicating with light and sound. <p>Specified concepts: Causation, Form, Function</p> <p>Additional concepts: Communication, Design Process, Evidence</p> <p>Learner Profile: Inquirers, Communicators</p>	<p>Central Idea: Goods and services allow people to satisfy their needs and wants.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The relationship between local resources and the environment. The ways community groups provide goods and services. Different needs and wants. <p>Specified concepts: Function, Connection, Perspective</p> <p>Additional concepts: Resources, Economy, Local & Global</p> <p>Learner Profile: Reflective, Open-minded</p>	<p>Central Idea: Knowledge of the natural world supports human innovations.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Structures of living things and their functions. Inherited traits and learned behaviour of parents and offspring. How some human inventions mimic the structure of living things. <p>Specified concepts: Function, Form, Causation</p> <p>Additional concepts: Biomimicry, Environments, Innovation & Design</p> <p>Learner Profile: Inquirers, Thinkers, Communicators</p>
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<p>KG</p>	<p>Central Idea: Understanding self and others strengthens relationships.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Naming and expressing emotions. • Identifying how we are the same and different. • Decisions and choices impact relationships. <p>Specified concepts: Perspective, Responsibility, Causation</p> <p>Additional concepts: Emotions, Community, Decision-Making</p> <p>Learner Profile: Caring, Balanced, Reflective</p>	<p>Central Idea: Artifacts tell our personal stories.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Artifacts show our past. • Exploring the past through research. • Making inferences based on evidence. <p>Specified concepts: Form, Connection, Perspective</p> <p>Additional concepts: The Past, Research, Artifacts</p> <p>Learner Profile: Knowledgeable, Inquirers, Reflective</p>	<p>Central Idea: We communicate and express ourselves in different ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Ways to express our thinking. • Signs and symbols communicate meaning. • Storytelling through different forms. <p>Specified concepts: Form, Function, Perspective</p> <p>Additional concepts: Symbols, Expression, Communication</p> <p>Learner Profile: Communicators, Risk-takers, Open-Minded</p>	<p>Central Idea: Investigations allow people to problem solve and come to new understandings.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Ways to explore and investigate. • Our discoveries from investigations. • Design cycle solves problems. <p>Specified concepts: Function, Causation</p> <p>Additional concepts: Design Cycle, Cause & Effect, Patterns</p> <p>Learner Profile: Inquirers, Thinkers</p>	<p>Not required at this stage</p>	<p>Central Idea: Living things depend on the environment in different ways for survival.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Living things have needs to live and grow. • The relationship between living things and the environment. • The responsibilities we have to care for our environment. <p>Specified concepts: Causation, Change, Responsibility</p> <p>Additional concepts: Choice, Action, Empathy</p> <p>Learner Profile: Principled, Caring, Reflective</p>
<p>PreK-2</p>	<p>Central Idea: A sense of belonging creates healthy relationships and communities.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Routines with increasing independence. • How our communities provide safe and caring environments. • Building healthy relationships. <p>Specified concepts: Form, Change, Responsibility</p> <p>Additional concepts: Friendships, Ownership, Community</p> <p>Learner Profile: Caring, Balanced, Principled</p>	<p>Not required at this stage</p>	<p>Central Idea: People use language to express their ideas, experiences, and culture.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Different art forms convey meaning and feelings. • Stories tell us about the real and imagined worlds. • Culture is expressed in different forms. <p>Specified concepts: Function, Connection, Perspective</p> <p>Additional concepts: Language, Communication, Culture</p> <p>Learner Profile: Inquirers, Communicators, Open-minded</p>	<p>Central Idea: Exploration leads to knowing more about the world.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Our experiences connect us to the wider world. • Curiosity leads us to explore. • We can use different strategies to make our thinking visible. <p>Specified concepts: Form, Causation, Connection</p> <p>Additional concepts: Exploration, Design, Theories</p> <p>Learner Profile: Inquirers, Knowledgeable, Risk-takers</p>	<p>Not required at this stage</p>	<p>Central Idea: Resource sharing in learning spaces cultivates a sense of community and equity.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Taking part in the care for the learning community. • Understanding how one's choices affect others and the environment. • Ways to collaborate peacefully and fairly. <p>Specified concepts: Function, Causation, Responsibility</p> <p>Additional concepts: Community, Empathy, Equity</p> <p>Learner Profile: Thinkers, Reflective, Caring</p>
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<p>PreK-1</p>	<p>Central Idea: A caring and secure environment connect learners to their community.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Building our self identity in our classroom community. • Recognizing similarities and differences amongst us. • Ways to build a caring and secure environment. <p>Specified concepts: Responsibility, Connection</p> <p>Additional concepts: Safety, Inclusivity, Belonging</p> <p>Learner Profile: Principled, Caring, Balanced</p>	<p style="text-align: center;"><i>Not required at this stage</i></p>	<p>Central Idea: Ideas are expressed and shared in different ways.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Play promotes creative expression of ideas. • Different ways to share our perspectives. • Experiences expose us to our own and others' cultures. <p>Specified concepts: Form, Connection, Perspective</p> <p>Additional concepts: Imagination, Storytelling, Visible Thinking</p> <p>Learner Profile: Communicators, Open-minded, Thinkers</p>	<p>Central Idea: Curiosity sparks interest in our environment.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Our senses guide our exploration. • Materials behave in different ways. • We take risks when experimenting and creating. <p>Specified concepts: Causation, Form, Change</p> <p>Additional concepts: Theorizing, Exploration, Problem-Solving</p> <p>Learner Profile: Thinkers, Inquirers, Risk-Takers</p>	<p style="text-align: center;"><i>Not required at this stage</i></p>	<p>Central Idea: Working together requires sharing and problem solving.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Everyone has rights and responsibilities. • Everyone shows respect to the each other and the environment. • Everyone contributes towards common goals. <p>Specified concepts: Perspective, Responsibility, Function</p> <p>Additional concepts: Goal-Setting, Equity, Collaboration</p> <p>Learner Profile: Communicators, Caring, Reflective</p>
<p>Nursery</p>	<p>Central Idea: A caring and secure environment help learners understand who they are in a community.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • We are part of different communities. • Our daily routines help us keep healthy and safe. • How communities provide safe and caring environments. <p>Specified concepts: Responsibility, Form, Connection, Function</p> <p>Additional concepts: Learning Spaces, Community, Relationships</p> <p>Learner Profile: Caring, Principled, Balanced</p>	<p style="text-align: center;"><i>Not required at this stage</i></p>	<p>Central Idea: Learners express themselves through play.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • We communicate in different ways. • Play brings out a variety of emotions. • How recognizing patterns help in language development. <p>Specified concepts: Form, Connection, Perspective</p> <p>Additional concepts: Language, Art, Communication</p> <p>Learner Profile: Communicators, Inquirers, Open-minded</p>	<p>Central Idea: Learners explore their environment.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Using all senses. • Different types of materials. • We take risks to try new things and problem solve. <p>Specified concepts: Form, Causation, Change</p> <p>Additional concepts: Senses, Materials, Perseverance</p> <p>Learner Profile: Thinkers, Knowledgeable, Risk-takers, Reflective</p>	<p style="text-align: center;"><i>Not required at this stage</i></p>	<p style="text-align: center;"><i>Not required at this stage</i></p>
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Units of Inquiry are reviewed each year and are subject to change. Updated June 2024