



Seisen International School Programme of Inquiry 2025-2026



*The Programme Of Inquiry is student driven, therefore this is a flexible document that may be changed and adapted throughout the academic year depending on the community of learners.

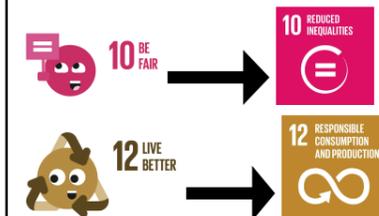
Kindergarten Cycle (2025-2026 is Year A in the cycle)

	10 Sept - 24 Sept (1) 20 Oct - 27 Nov	19 Jan - 12 Mar (2) - shift to Dec	(Year Long / Revisiting: Probable Focus Weeks) 29 Sept - 10 Oct 1 Dec - 18 Dec 7 Jan - 16 Jan 23 Mar - 2 April	6 April - 29 May
KG <i>(3-6 Year Olds)</i> Year A	Who we are An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> physical, emotional and spiritual health and well-being relationships and belonging learning and growing 	How we express ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> Inspiration, imagination, creativity Personal, social and cultural modes and practices of communication Intentions, perspectives, interpretations and responses 	How the world works An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> Patterns, cycles and systems Diverse practices, methods and tools Discovery, design, innovation, possibilities and impacts 	Sharing the planet An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> rights, responsibilities and dignity of all pathways to just, peaceful and reimagined futures nature, complexity, coexistence and wisdom
	Belonging <i>Central Idea:</i> Belonging starts with knowing and caring about each other.	Arts <i>Central Idea:</i> The arts give us ways to turn our imagination and creativity into something we can share.	Patterns and Cycles <i>Central Idea:</i> Patterns and cycles help us learn about and understand our world.	Living Things <i>Central Idea:</i> Living things share the environment and depend on each other to survive.
	Specified concepts: function, causation, responsibility Additional concepts: cooperation, empathy, trust Lines of Inquiry → Ways we get to know and care about each other (e.g. through stories, playing together, sharing...) (function) → Celebrating who we are (e.g. commonalities, differences,) (connection) → Actions we can take so people feel they belong (e.g. agreements, routines, developing a safe, accepting, respectful and inclusive learning environment.) (responsibility)	Specified concepts: form, causation, perspective Additional concepts: pattern, inspiration, imagination, creativity, response Lines of Inquiry → Different ways we can communicate using the arts (e.g music, movement, stories, drama, and visual art) (form) → Sources of ideas and inspiration (e.g. nature, stories, people) (causation) → How experiencing and trying out new things helps us grow as artists (e.g. various cultural art forms...) (perspective)	Specified concepts: form, function, connection Additional concepts: cycles, measurement, possibilities, impact Lines of Inquiry → Patterns we see (e.g., animal markings, day and night, seasons). (form) → How people use patterns (e.g., in clothing, music, routines). (math, reading, writing, speaking...) (function) → How patterns help us (connection)	Specified concepts: form, connection, responsibility Additional concepts: coexistence, dependent, habitat, nature Lines of Inquiry → Different living things in an environment (local environment, nature walks, observations, local species) (form) → How living things are connected in an environment (e.g., needs of plants and animals & bees and flowers, trees and birds) (connection) → Our responsibility toward living things (responsibility)
PYP Subject Focus (Homeroom)	Language Social Studies	Art Language Music	Language Math Science	Language Science Social studies
PYP Subject Focus (Specialist)	Media Center Music PE PSPE RCE	Art ICT Media Center Music PE PSPE RCE	Art ICT PSPE	PSPE RCE
Approaches to Learning	social skills communication skills self-management skills	communication skills research skills	self-management skills thinking skills	research skills thinking skills

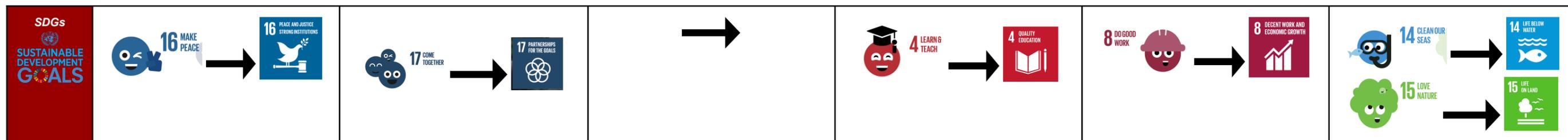


Learner Profile Focus	caring balanced globally-minded	communicators open-minded risk-takers	inquirers thinkers reflective	inquirers knowledgeable principled	

Timeline	1 Sept - 10 Oct (1)	23 Mar - 1 May (5)	5 May - 11 June (6)	20 Oct - 27 Nov (2)	1 Dec - 30 Jan (3)	2 Feb - 12 Mar (4)
Grade 1 (6-7 Year Olds)	Who we are An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> physical, emotional and spiritual health and well-being relationships and belonging learning and growing 	Where we are in place and time An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events, and artefacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation 	How we express ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perspectives, interpretations and responses 	How the world works An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles and systems diverse practices, methods and tools discovery, design, innovation, possibilities and impacts 	How we organize ourselves An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> interactions within and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration and decision-making 	Sharing the planet An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> rights, responsibilities and dignity of all pathways to just, peaceful and reimagined futures nature, complexity, coexistence and wisdom
	Relationships <i>Central Idea</i> Our diverse identities affect our community.	History <i>Central Idea</i> Learning about the past helps us to understand the present.	Communication <i>Central Idea</i> People use many different ways to communicate, express and interpret messages.	Materials & Matter <i>Central Idea</i> Materials can be manipulated depending on the purpose.	Communities <i>Central Idea</i> Members of a community work together to meet common goals.	Access to Resources <i>Central Idea</i> Access to natural resources impacts people and their communities.
	Specified concepts: form, connection responsibility Additional concepts: compassion, diversity, (equity versus equality), identity, trust, values, well-being Lines of Inquiry <ul style="list-style-type: none"> Exploring the identities of ourselves and others (form) Accepting ourselves and others (connection) Ways we create a class community (responsibility) 	Specified concepts: connection, change, causation Additional concepts: history, past, significance, time Lines of Inquiry <ul style="list-style-type: none"> Ways to discover the past and present (connection) Ways lives have changed or stayed the same over time (change) How the past can help us predict the future (causation) 	Specified concepts: function, perspective, responsibility Additional concepts: creativity Lines of Inquiry <ul style="list-style-type: none"> Ways people communicate (function) Communicating creatively and effectively (perspective) Our responsibility when receiving communication (responsibility) 	Specified concepts: form, connection, causation Additional concepts: design, innovation, materials, property, validity Lines of Inquiry <ul style="list-style-type: none"> Properties of materials (form) Uses of materials (connection) Manipulating materials for a purpose (causation) 	Specified concepts: form, function, responsibility Additional concepts: contribution, commonalities, Lines of Inquiry <ul style="list-style-type: none"> Features of a community (form) Ways services support communities (function) Ways we can contribute to our communities (responsibility) 	Specified concepts: connection, causation, responsibility Additional concepts: access, conserve, global citizenship, limits/limited, resource, unlimited Lines of Inquiry <ul style="list-style-type: none"> Ways living things use natural resources (connection) Access to natural resources and its impact (causation) Ways to provide natural resources for all (responsibility)
PYP Subject Focus (Homeroom)	Language, Social Studies	Language, Mathematics, Social Studies	Language, Social Studies	Mathematics, Science	Language, Social Studies	Science, Social Studies
PYP Subject Focus (Specialist)	PE, PSPE, Religion	Japanese 2 & 3, Religion	Art, Japanese 1 2 & 3, ICT/Media Center, Music, PE	Art, ICT/Media Center, Music	Japanese 1, PE, PSPE, Religion	Religion
Approaches to Learning	social skills self management	research skills	self management skills communication skills	research skills thinking skills	communication skills social skills	self management skills thinking skills
Learner Profiles	inquirers reflective open minded	inquirers reflective	communicators balanced risk takers	thinkers inquirers knowledgeable	religious / spiritual leaders principled	globally minded principled caring
SDGs						



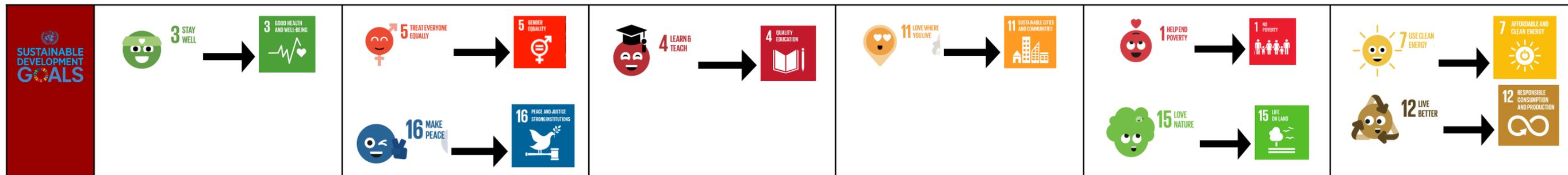
Timeline	1 Sept - 10 Oct (1)	20 Oct - 30 Jan (2/3)	20 Oct - 30 Jan (2/3)	5 May - 11 June (6)	23 Mar - 1 May (5)	2 Feb - 12 Mar (4)
Grade 2 (7-8 Year Olds)	Who we are An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> physical, emotional and spiritual health and well-being relationships and belonging learning and growing 	Where we are in place and time An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events, and artefacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation 	How we express ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perspectives, interpretations and responses 	How the world works An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles and systems diverse practices, methods and tools discovery, design, innovation, possibilities and impacts 	How we organize ourselves An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> interactions within and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration and decision-making 	Sharing the planet An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> rights, responsibilities and dignity of all pathways to just, peaceful and reimagined futures nature, complexity, coexistence and wisdom
	Learning Community <i>Central Idea</i> Our mindset and choices can impact our learning community.	Celebrations & Traditions <i>Central Idea</i> Traditions within celebrations can connect people across time and place.	Celebrations and Diversity <i>Central Idea</i> Traditions within celebrations can express and represent the heritage of a community.	Earth & Space <i>Central Idea</i> Understanding the solar system can help us understand patterns on Earth.	Entrepreneurship <i>Central Idea</i> Marketplaces can meet the needs of communities.	Interdependence <i>Central Idea</i> Living things depend on each other.
	Specified concepts: causation, connection, responsibility Additional concepts: cooperation, empathy, equality, equity, rights, trust Lines of Inquiry <ul style="list-style-type: none"> The mindset, actions and conversations of a learner (causation) Ways collaboration can enhance our learning (change) Building a community of learners (responsibility) 	Specified concepts: causation, form, connection Additional concepts: continuity, heritage, values Lines of Inquiry <ul style="list-style-type: none"> Celebrations and traditions in our community (causation) The features of celebrations (form) Ways celebrations change (change) 	Specified concepts: connection, responsibility, perspective Additional concepts: beliefs, influence, representation, stereotype, traditions, values Lines of Inquiry <ul style="list-style-type: none"> Ways the features of celebrations express heritage - culture, beliefs and values (connection) Responding to new or unfamiliar celebrations (responsibility) Enjoying celebrations from other traditions (perspective) 	Specified concepts: form, change, connection Additional concepts: exploration, natural phenomena, systems Lines of Inquiry <ul style="list-style-type: none"> The Earth and its place in the solar system (form) The Earth and its movement in the solar system (change) How Earth's position in space affects natural phenomena (connection) 	Specified concepts: form, causation, connection Additional concepts: consumption, entrepreneurship, profit / nonprofit, property Lines of Inquiry <ul style="list-style-type: none"> Features of a marketplace (form) Reasons people construct a business (causation) How markets are created to serve a need (connection) 	Specified concepts: function, connection, responsibility Additional concepts: coexistence, interdependence, living things, sustainability Lines of Inquiry <ul style="list-style-type: none"> Conditions plants need to grow (function) The interdependence between other living things and plants (connection) Actions that sustain plant life (responsibility)
	PYP Subject Focus (Homeroom)	Language, Social Studies	Language, Social Studies	Social Studies	Mathematics, Science	Language, Mathematics, Social Studies
PYP Subject Focus (Specialist)	Music, PE., Religion	ICT/Media Centre, Japanese 1 2 & 3, Music PE, Religion,	Music, PSPE	?	Japanese 1 2 & 3, PE	ICT/Media Centre
Approaches to Learning	self management skills social skills	communication skills research skills	communication skills	research skills thinking skills	communication skills research skills social skills	research skills thinking skills
Learner Profiles	communicators open minded caring principled	religious / spiritual open minded thinkers caring	balanced communicators reflective	knowledgeable thinkers	risk takers leaders	principled globally minded caring



Timeline	1 Sept - 10 Oct (1)	1 Dec - 30 Jan (3)	5 May - 11 June (6)	20 Oct - 27 Nov (2)	2 Feb - 12 Mar (4)	23 Mar - 1 May (5)
Grade 3 (8-9 Year Olds)	Who we are An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> physical, emotional and spiritual health and well-being relationships and belonging learning and growing 	Where we are in place and time An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events, and artefacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation 	How we express ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perspectives, interpretations and responses 	How the world works An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles and systems diverse practices, methods and tools discovery, design, innovation, possibilities and impacts 	How we organize ourselves An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> interactions within and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration and decision-making 	Sharing the planet An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> rights, responsibilities and dignity of all pathways to just, peaceful and reimagined futures nature, complexity, coexistence and wisdom
	Well-being <i>Central Idea</i> Balance in our lives can improve health and well-being.	Inventions & Innovation <i>Central Idea</i> Inventions and innovation can transform the way we live in the past and now.	Cultural Expression <i>Central Idea</i> Culture, beliefs and values can be expressed through the arts.	Force & Motion <i>Central Idea</i> People apply their understanding of force and motion to design machines.	Human Made Systems <i>Central Idea</i> Human made systems have intended and unintended consequences.	Habitats <i>Central Idea</i> Changes in a habitat can impact the survival of living things.
	Specified concepts: form, causation, perspective Additional concepts: choices control, fairness, family, friends, happiness, humor, lifestyle, trust Lines of Inquiry <ul style="list-style-type: none"> Different aspects of health and well-being (healthy mind, healthy body, healthy relationships) (form) How our choices impact well-being (causation, control) Ways to balance health & well-being (perspective) 	Specified concepts: function, form, change Additional concepts: adaptation, consumption, development, discovery, fairness, impact, marketplace, progress, technology Lines of Inquiry <ul style="list-style-type: none"> Conditions that lead to inventions & innovation (function) Inventions & innovations throughout history (form) The impact of inventions and innovations (change) 	Specified concepts: connection, causation, perspective Additional concepts: diversity, continuity, prejudice, representation, religion, self-expression, stereotypes, tradition Lines of Inquiry <ul style="list-style-type: none"> Appreciating diversity in art (connection) Ways culture, beliefs and values are expressed through the arts (causation) Using art to express my identity (perspective) 	Specified concepts: function, form, connection Additional concepts: consequence, design, equilibrium, interactions, machine, reaction, validity Lines of Inquiry <ul style="list-style-type: none"> Force & motion in simple machines (function) Types of simple machines (form) Solving problems with simple machines (connection) 	Specified concepts: function, connection, perspective Additional concepts: accessibility, development, fairness, inclusivity, interconnectedness, impact, parts/whole, progress Lines of Inquiry <ul style="list-style-type: none"> Systems we use and how they work (systems = parts, process and people) (function) Reasons people construct and organise systems (connection) Improving systems (perspective) 	Specified concepts: function, connection, responsibility Additional concepts: biomes, ecosystem, interdependence, impact, regeneration Lines of Inquiry <ul style="list-style-type: none"> Features of habitats (function) Ways habitats meet the needs of living things (connection) Ways our choices affect other living things and their habitats (responsibility)
PYP Subject Focus (Homeroom)	Language, Science	Science, Social Studies	Language, Social Studies	Science	Language, Social Studies	Science, Social Studies
PYP Subject Focus (Specialist)	Art, Japanese 1, Music, PE, PSPE (safeguarding), Religion	Art, ICT/Media Centre, Japanese 2 & 3, Music	Music	PE	Japanese 1, PE, PSPE, Religion	ICT/Media Centre, Japanese 2 & 3
Approaches to Learning	social skills self management skills	research skills thinking skills	communication skills social skills	research skills thinking skills	social skills communication skills	communication skills research skills
Learner Profiles	principled balanced leaders	thinkers reflective risk-taker	religious / spiritual globally minded open minded	thinkers reflective	communicators knowledgeable risk taker	principled globally minded caring
SDGs 						



Timeline	25 Aug - 24 Sept (1) and 8 Dec - 12 Dec	25 Feb - 10 April (5)	13 April - 11 June (6)	7 Jan - 13 Feb (4)	29 Sept - 10 Oct (2) and 16 Feb - 19 Feb	20 Oct - 5 Dec (3)
Grade 4 (9-10 Year Olds)	Who we are An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> physical, emotional and spiritual health and well-being relationships and belonging learning and growing 	Where we are in place and time An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events, and artefacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation 	How we express ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perspectives, interpretations and responses 	How the world works An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles and systems diverse practices, methods and tools discovery, design, innovation, possibilities and impacts 	How we organize ourselves An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> interactions within and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration and decision-making 	Sharing the planet An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> rights, responsibilities and dignity of all pathways to just, peaceful and reimagined futures nature, complexity, coexistence and wisdom
	Growth <i>Central Idea</i> Learning about human growth helps us understand ourselves better.	Exploration <i>Central Idea</i> Exploration can transform societies in a variety of ways.	Symbolism <i>Central Idea</i> People use symbolism in art to express complex and meaningful themes/messages.	Natural Systems <i>Central Idea</i> The earth's natural systems can impact people's lives and the earth.	Sustainability <i>Central Idea</i> Sustainable practices have impacts on society and the environment.	Earth's Resources <i>Central Idea</i> Decisions about the use of Earth's resources can impact people and the planet.
	Specified concepts: function, connection, change Additional concepts: evolution, interconnectedness, networks, systems, Lines of Inquiry <ul style="list-style-type: none"> How the brain works (function) How we learn and feel (connection) Developmental changes and growth controlled by the brain (change) 	Specified concepts: causation, change, perspective Additional concepts: civilization, colonialism, competition, conquest, discoveries, exploitation, force, impact, interactions, justice, power, prejudice, racism, resources, rights Lines of Inquiry <ul style="list-style-type: none"> Reasons for exploration (causation) Exploration throughout time (change) Exploration can have intended and unintended consequences (perspective) 	Specified concepts: form, perspective, function Additional concepts: aesthetic, beauty, influence, media, perception, relationship, representation, self-expression, theory, validity Lines of Inquiry <ul style="list-style-type: none"> Variety of themes reflected through art (form) Different perspectives and interpretations of art (perspective) Creating symbolic art to express an idea (function) 	Specified concepts: form, causation, responsibility Additional concepts: citizenship, chaos, government, leadership, natural systems, specialization, sustainability Lines of Inquiry <ul style="list-style-type: none"> Understanding natural systems (form) The impact of natural systems (causation) Preparing for extreme weather events (responsibility) 	Specified concepts: form, causation, responsibility Additional concepts: consumption, decision-making, distribution, ethics, fairness, institutions, interdependence, justice, lifestyle, limits, local/global, production, scarcity, stewardship Lines of Inquiry <ul style="list-style-type: none"> The difference between sustainable and unsustainable practices (form) Unintended consequences of how we currently use Earth's resources (causation) Ways people and communities can take action to become more sustainable (responsibility) 	Specified concepts: form, function, perspective Additional concepts: energy, impact, sustainability Lines of Inquiry <ul style="list-style-type: none"> Earth's resources (renewable & non-renewable) (form) How Earth's resources are used to generate energy (function) Advantages and disadvantages of energy sources (perspective)
	PYP Subject Focus (Homeroom)	Language, Science	Language, Mathematics, Social Studies	Language, Social Studies	Language, Mathematics, Science	Language, Social Studies
PYP Subject Focus (Specialist)	PE, PSPE, Japanese 1 2 & 3, Spanish	ICT/Media Centre, Music, Japanese 2 & 3, Religion	Art, ICT/Media Centre, Music, PE, Religion	PSPE, Japanese 1	Spanish	
Approaches to Learning	self management thinking skills	research skills self management	communication skills thinking skills	social skills	communication skills thinking skills	research skills thinking skills
Learner Profiles	inquirer balanced	risk takers communicators open minded	religious / spiritual thinkers inquirer open minded	knowledgeable reflective inquirer	globally minded caring	leaders principled thinkers



Timeline	13 Jan - 19 Feb (4)	10 Nov - 18 Dec (3)	25 Feb - 24 April (5)	27 April - 11 June (6)	1 Sept - 19 Sept (1) and 7 Jan - 9 Jan	22 Sept - 7 Nov (2)
Grade 5 (10-11 Year Olds)	Who we are An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> physical, emotional and spiritual health and well-being relationships and belonging learning and growing 	Where we are in place and time An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events, and artefacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation 	How we express ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perspectives, interpretations and responses 	How the world works An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles and systems diverse practices, methods and tools discovery, design, innovation, possibilities and impacts 	How we organize ourselves An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> interactions within and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration and decision-making 	Sharing the planet An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> rights, responsibilities and dignity of all pathways to just, peaceful and reimagined futures nature, complexity, coexistence and wisdom
	Evolving Identity <i>Central Idea</i> Understanding our identity and social, emotional and physical growth helps us to navigate adolescence.	Human Migration <i>Central Idea</i> Human migration affects communities, cultures and individuals.	Exhibition!	Energy <i>Central idea</i> Well-designed science experiments can reveal new possibilities.	Leadership <i>Central Idea</i> Our action as leaders impacts the Seisen community.	Reimagined Futures <i>Central Idea</i> Innovative thinking and sustainable solutions can shape the future of life on Earth.
	Specified concepts: change, function, perspective Additional concepts: development, empathy, happiness, family, online identity, self-image, stereotypes Lines of Inquiry <ul style="list-style-type: none"> Evolving identities (change) Navigating adolescence (function) Building a positive sense of self and others (perspective) 	Specified concepts: causation, change, connection Additional concepts: citizenship, compassion, diversity, employment, history, identity, migration, patriotism, perception, prejudice, stereotypes, Lines of Inquiry <ul style="list-style-type: none"> Common causes of migration throughout history (causation) How communities transform as a result of migration (change) Personal histories of migration (connection) 	<i>Students will develop a collaborative inquiry by selecting key concepts, related concepts and designing lines of inquiry in order to explore, document, share and take action in relation to an issue, passion, or opportunity of personal significance.</i>	Specified concepts: form, change, connection Additional concepts: creativity, transfer, measurement, movement, process, property, validity Lines of Inquiry <ul style="list-style-type: none"> The forms of energy (form) Energy transfers and transformations (change) Experimenting on energy (connection) 	Specified concepts: form, causation, responsibility Additional concepts: action, activism, decision making, activism Lines of Inquiry <ul style="list-style-type: none"> The skills of a leader (form) How leadership can address community challenges / needs (causation) Our responsibility to our community (responsibility) 	Specified concepts: change, function, connection Additional concepts: balance, biodiversity, conservation, continuity, cooperation, creativity, government, interaction, interdependence, invention, leadership, lifestyle, management, non government, preservation, process, progress, reform, resources, scarcity, stewardship, validity, Lines of Inquiry <ul style="list-style-type: none"> Human impact on the environment and ecosystems (change) Sustainable solutions and systems (function) The role of science and technology (connection)
PYP Subject Focus (Homeroom)	Language, Science, Social Studies	Language, Social Studies	Language, Mathematics, Science, Social Studies	Language, Mathematics, Science	Language, Social Studies	Language, Science
PYP Subject Focus (Specialist)	Art, Music, PE, PSPE, Japanese 1 2 & 3, Religion, Spanish	Art, ICT/Media Centre, PSPE, Religion	Art, ICT/Media Centre, Music, PE, PSPE, Japanese 1 2 & 3, Religion, Spanish	?	PE, Religion	ICT/Media Centre
Approaches to Learning	communication skills social skills	social skills thinking skills	research skills self management skills social skills	research skills thinking skills	Seisen Leadership Skills	social skills thinking skills



Learner Profiles	open minded reflective	religious / spiritual globally minded	balanced risk takers inquirers	thinkers inquirers knowledgeable	leaders	caring principled communicators
SDGs SUSTAINABLE DEVELOPMENT GOALS						