Corbett Preparatory School of IDS: Programme of Inquiry 2025-2026

WHO WE ARE	WHERE WE ARE IN PLACE IN TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
An inquiry into identity as individuals and as part of a collective through: • **physical, emotional, and spiritual health and well-being** • **relationships and belonging** • **learning and growing**	An inquiry into histories and orientation in place, space, and time through: • periods, events, and artifacts • communities, heritage, culture, and environment • natural and human drivers of movement, adaptation, and transformation	An inquiry into the diversity of voice, perspectives, and expression through: • **inspiration, imagination, and creativity** • **personal, social, and cultural modes and practices of communication** • intentions, perceptions, interpretations, and responses	An inquiry into the understandings of the world and phenomena through: • **patterns, cycles, systems** • diverse practices, methods, and tools • discovery, design, innovation, possibilities, and impacts	An inquiry into systems, structures, and networks through: • interactions with and between social and ecological systems • approaches to livelihoods and trade practices: intended and unintended consequences • representation, collaboration, and decision-making	An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities, and dignity of all • pathways to just, peaceful, and reimagined futures • **nature, complexity, coexistence, and wisdom**
Aug 18 – May 22, year-long		**Jan. 9– March 13**	**Mar 23 – May 22**		**Sept 30 – Nov 21**
Central Idea: Exploring who we are helps us connect to others.		**Central Idea:** Thoughts, ideas, and feelings can be communicated through art and literature.	**Central Idea:** Observations can lead to an understanding of patterns and cycles.		**Central Idea:** Habitats need different things.
Specified Concepts: form, function, connection		**Specified Concepts:** form, connection, perspective	**Specified Concepts:** form, connection, causation		**Specified Concepts:** form, responsibility, change
Additional Concepts: characteristics, senses, feelings, observation, emotions, interactions, similarities/differences		**Additional Concepts:** storytelling, expression, art, imagination, similarities, differences, individuality, self-expression	**Additional Concepts:** characteristics, patterns, relationships, cycles, sequences		**Additional Concepts:** habitats, environment, characteristics
Learner Profile: thinkers, reflective, risk-takers, communicators, balanced		**Learner Profile:** open-minded, thinkers, communicators, risk-takers, reflective	**Learner Profile:** knowledgeable, inquirers, thinkers		**Learner Profile:** knowledgeable, caring, principled
An inquiry into: • what makes us who we are **form** • ways to interact with others **function** • similarities and differences to others **connection**		**An inquiry into:** • different forms of expression **form** • the ways we express ourselves **connection** • the feelings of creators **perspective** • the creation of art **form**	**An inquiry into:** • characteristics of patterns and cycles **form** • patterns are everywhere **connection** • what causes patterns and cycles to change **causation**		**An inquiry into:** • habitats and their characteristics **form** • my responsibility to the environment **responsibility** • how characteristics of habitats change **change**
Subject focus: science, reading, writing, math, social studies, art, music, drama, dance, PSPE		**Subject focus:** art, reading, writing, math, drama, dance, music, PSPE	**Subject focus:** science, math, reading, writing, PSPE		**Subject focus:** science, reading, writing, math, social studies, drama, dance, PSPE
Pre-Kindergarten 3 2025 - 2026					

Corbett Preparatory School of IDS: Programme of Inquiry 2025-2026

WHO WE ARE	WHERE WE ARE IN PLACE IN TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
An inquiry into identity as individuals and as part of a collective through: • physical, emotional, and spiritual health and well-being • **relationships and belonging** • learning and growing	An inquiry into histories and orientation in place, space, and time through: • **periods, events, and artifacts** • communities, heritage, culture, and environment • natural and human drivers of movement, adaptation, and transformation	An inquiry into the diversity of voice, perspectives, and expression through: • **inspiration, imagination, and creativity** • personal, social, and cultural modes and practices of communication • intentions, perceptions, interpretations, and responses	An inquiry into the understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods, and tools • discovery, design, innovation, possibilities, and impacts	An inquiry into systems, structures, and networks through: • interactions with and between social and ecological systems • approaches to livelihoods and trade practices: intended and unintended consequences • **representation, collaboration, and decision-making**	An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities, and dignity of all • pathways to just, peaceful, and reimagined futures • nature, complexity, coexistence, and wisdom
Oct 20 – Dec 19	**Mar 23 – May 22 visit numerous times**	**Aug 13 – Oct 10**		**Jan 6-March 22**	
Central Idea: Homes may reflect personal identity and local culture.	**Central Idea:** Changes help us understand how we grow over time.	**Central Idea:** People can learn and express themselves through creativity and play.		**Central Idea:** Food goes through changes.	
Specified Concepts: form, function, connection **Additional Concepts:** structure, attributes, communities, emotions, relationships	**Specified Concepts:** function, change, responsibility **Additional Concepts:** new planner, work in progress	**Specified Concepts:** change, causation, perspective **Additional Concepts:** exploration, discovery, creativity, imagination, expression		**Specified Concepts:** change, form **Additional Concepts:** life cycles, interdependence, sustainability, healthy living, systems, production	
Learner Profile: caring, open-minded, knowledgeable	**Learner Profile:** thinker, reflective, principled	**Learner Profile:** inquirers, balanced, open-minded, communicators		**Learner Profile:** communicators, knowledgeable, risk-takers, inquirers	
An inquiry into: • attributes of a home **function** • differences between a house and a home **form** • emotions within a home **connection**	**An inquiry into:** • daily routines in the morning, afternoon, and evening **function** • how we have changed since we were babies **change** • how we grow and learn throughout the year **responsibility**	**An inquiry into:** • creativity through play **causation** • real versus imaginary **perspective** • idea development during play **change**		**An inquiry into:** • food processing **change** • the production of food **form** • the roles people play in food production **form**	
Subject Focus: reading, writing, math, science, social studies, art, music, Spanish, PSPE	**Subject Area:** reading, writing, science, social studies, math, Spanish, PSPE	**Subject Area:** reading, writing, science, social studies, math, music, art, dance, drama, Spanish, PSPE		**Subject Area:** reading, writing, math, science, art, Spanish, PSPE	
Pre-Kindergarten 4 2025 - 2026					

Corbett Preparatory School of IDS: Programme of Inquiry 2025-2026

WHO WE ARE	WHERE WE ARE IN PLACE IN TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
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Aug 13 – Oct 17		**Aug 13 – May 15, visit numerous times**	**Jan 12 – March 12**		**Mar 23 – May 15**
Central idea: The structure of a community can meet people's needs and wants.		**Central idea:** People recognize important events through celebrations and traditions.	**Central idea:** Inquiry leads to exploration and discovery.		**Central idea:** People's choices may create change.
Specified Concepts: form, responsibility, causation **Additional Concepts:** structure, needs, wants, contributions		**Specified Concepts:** form, perspective **Additional Concepts:** patterns, beliefs, values, relationships, culture	**Specified Concepts:** form, function, connection **Additional Concepts:** problem, solution, curiosity/inquiry, relationships		**Specified Concepts:** connection, change, responsibility **Additional Concepts:** resources, impact, consequences
Learner Profile: caring, balanced		**Learner Profile:** open-minded, reflective, communicators	**Learner Profile:** inquirers, risk-takers knowledgeable		**Learner Profile:** caring, principled, thinkers
An inquiry into: • the structure and needs of a community **form** • the responsibilities and contributions of community members **responsibility** • needs and wants **causation**		**An inquiry into:** • what traditions are **form** • how and why people celebrate **form** • the similarities and between various celebrations **perspective**	**An inquiry into:** • the importance of questions **form** • the solar system **function** • patterns and cycles **connection**		**An inquiry into** • changes in the environment **change** • the responsibility toward living things **responsibility** • the connection between living things **connection**
Subject Focus: social studies, reading, writing, math, drama, dance, PE, Spanish, PSPE		**Subject focus:** reading, writing, visual arts, math, social studies, Spanish, PSPE	**Subject focus:** science, reading, writing, math		**Subject focus:** science, reading, writing, math, music, social studies
Kindergarten 2025 - 2026					

Corbett Preparatory School of IDS: Programme of Inquiry 2025-2026

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Aug 25 – Oct 3	**Jan 20 – Feb 27**	**9/11-5/22 continual investigation**	**Oct 6 – Nov 21**	**Dec. 1 – Jan 16**	**March 2 – Apr 30**
Central idea: The choices people make may empower them to live a healthy lifestyle.	**Central idea:** People use maps to locate and navigate.	**Central idea:** An individual's contributions can positively impact society.	**Central idea:** Function can determine the design and construction of architectural structures.	**Central Idea:** The choices people make about currency may change their lifestyle.	**Central idea:** Living and nonliving things work together to maintain a healthy ecosystem.
Specified Concepts: form, connection **Additional Concepts:** healthy lifestyle, nutrition, exercise, choices, wellbeing	**Specified Concepts:** form, function, causation **Additional Concepts:** resources, relationships, structure, location, interpretation, movement	**Specified Concepts:** causation, responsibility, perspective **Additional Concepts:** action, impact, self-expression, beliefs, impact, contributions, values	**Specified Concepts:** form, function, connection **Additional Concepts:** structure, relationships, role	**Specified Concepts:** causation, responsibility, perspective **Additional Concepts:** banking, money, budget, spending, saving, balance	**Specified Concepts:** function, change, connection **Additional Concepts:** ecosystems, biomes, adaptations
Learner Profile: balanced, reflective	**Learner Profile:** communicators, knowledgeable	**Learner Profile:** communicators, inquirers, open-minded, risk-takers	**Learner Profile:** thinkers, reflective	**Learner Profile:** balance, reflective	**Learner Profile:** knowledgeable, caring, open-minded
An inquiry into: • the different food groups **form** • food as a source of energy **connection** • consequences of food choices **connection** • benefits of exercise and wellbeing	**An inquiry into:** • how to interpret maps and globes **function** • the usefulness of maps and globes **function** • our physical location in the world **form** • how people create and use maps over time **causation**	**An inquiry into:** • people throughout history who have had a beneficial impact on our world **causation** • characteristics of significant people **perspective** • noteworthy contributions that shape our world **responsibility**	**An inquiry into:** • how form follows function **function** • different types of structures **form** • structures of the past and present **connection** • architects use principles to design a structure **function**	**An inquiry into:** • balancing wants and needs **perspective** • balancing income, expenditures, and savings **responsibility** • the importance of saving money **responsibility** • forms of money and monetary systems **causation**	**An inquiry into:** • comparing and contrasting the desert, forest, ocean, and tundra ecosystems **connection** • components, interdependence, and roles of an ecosystem **function** • how organisms adapt to their environment **change**
Subject focus: science, health, PSPE	**Subject focus:** social studies, reading, writing	**Subject focus:** social studies, reading, writing	**Subject focus:** science, engineering, social studies	**Subject Area**: reading, writing, math, social studies	**Subject focus:** science, reading, writing
Upper Primary/Cycle A 2025 - 2026					

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Corbett Preparatory School of IDS: Programme of Inquiry 2025-2026

WHO WE ARE	WHERE WE ARE IN PLACE IN TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
An inquiry into identity as individuals and as part of a collective through: • physical, emotional, and spiritual health and well-being • **relationships and belonging** • **learning and growing**	An inquiry into histories and orientation in place, space, and time through: • periods, events, and artifacts • communities, heritage, culture, and environment • **natural and human drivers of movement, adaptation, and transformation**	An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, and creativity • **personal, social, and cultural modes and practices of communication** • intentions, perceptions, interpretations, and responses	An inquiry into the understandings of the world and phenomena through: • **patterns, cycles, systems** • diverse practices, methods, and tools • **discovery, design, innovation, possibilities, and impacts**	An inquiry into systems, structures, and networks through: • **interactions with and between social and ecological systems** • approaches to livelihoods and trade practices: intended and unintended consequences • representation, collaboration, and decision-making	An inquiry into the interdependence of human and natural worlds through: • **rights, responsibilities, and dignity of all** • pathways to just, peaceful, and reimagined futures • nature, complexity, coexistence, and wisdom
Oct 1- Nov 29	**Jan 6 – Feb 14**	**Aug 26 – May 16 continuous**	**Sept 5 – May 16, visit numerous times**	**Feb 17 – Mar 28**	**Apr 1 – May 9**
Central idea: A country's symbols may represent the values and principles of its people and/or government.	**Central idea:** The need for change may cause people to immigrate.	**Central idea:** A culture can express its beliefs and values through literature.	**Central idea:** Observation can assist in formulating questions and ideas that may solve problems.	**Central idea:** Economic systems create structures for the distribution of resources.	**Central idea:** Consequences result from ongoing development.
Specified Concepts: form, causation, connection **Additional Concepts:** relationships, history, symbolism	**Specified Concepts:** causation, perspective, function **Additional Concepts:** culture, immigration, opportunity, impact	**Specified Concepts:** connection, perspective **Additional Concepts:** communication, theme, purpose	**Specified Concepts:** perspective, change, connection **Additional Concepts:** observation, conclusions, inference	**Specified Concepts:** form, function, connection **Additional Concepts:** businesses, economics, resources, distribution, goods/services	**Specified Concepts:** responsibility, change, causation **Additional Concepts:** conservation, environment, development
Learner Profile: inquirers, communicators, knowledgeable	**Learner Profile:** communicators, knowledgeable, open-minded	**Learner Profile:** inquirers, thinkers, reflective, open-minded	**Learner Profile:** thinkers, reflective, risk-takers, inquirers	**Learner Profile:** balanced, reflective, knowledgeable	**Learner Profile:** knowledgeable, caring, principled
An inquiry into: • how symbols provide meaning **form** • the history and significance of symbols **causation** • how art and music reflect the heritage of a country **connection**	**An inquiry into:** • the lives of indigenous people before they were impacted by immigration **function** • causes of immigration **causation** • why immigration continues today **perspective**	**An inquiry into:** • the meanings or lessons learned or portrayed in various forms of literature **connection** • how literature around the world portrays and preserves cultural values and beliefs **perspective** • comparisons of literature from different countries **connection**	**An inquiry into:** • observations vary from person-to-person **perspective** • comparing unstructured discovery and structured examination **change** • creating solutions from gathered data **connection**	**An inquiry into:** • the definitions of economic elements **form** • types of resources businesses use to operate **function** • the fundamentals of running a business **connection**	**An inquiry into:** • promoting global responsibility **responsibility** • how development changes the environment **change** • causes of development **causation**
Subject focus: social studies, reading, writing, PE	**Subject focus:** social studies, reading, writing, math, Spanish, art	**Subject focus:** social studies, reading, writing, music, drama, dance, PE, art, math, Spanish	**Subject focus:** science, reading, writing, mathematics	**Subject focus:** social studies, reading, writing, math	**Subject focus:** reading, writing, science, social studies, PE, drama, dance

Upper Primary/Cycle B 2024 - 2025

Corbett Preparatory School of IDS: Programme of Inquiry 2025-2026

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An inquiry into identity as individuals and as part of a collective through: • **physical, emotional, and spiritual health and well-being** • **relationships and belonging** • learning and growing	An inquiry into histories and orientation in place, space, and time through: • periods, events, and artifacts • **communities, heritage, culture, and environment** • natural and human drivers of movement, adaptation, and transformation	An inquiry into the diversity of voice, perspectives, and expression through: • **inspiration, imagination, and creativity** • personal, social, and cultural modes and practices of communication • intentions, perceptions, interpretations, and responses	An inquiry into the understandings of the world and phenomena through: • **patterns, cycles, systems** • diverse practices, methods, and tools • **discovery, design, innovation, possibilities, and impacts**	An inquiry into systems, structures, and networks through: • interactions with and between social and ecological systems • **approaches to livelihoods and trade practices: intended and unintended consequences** • **representation, collaboration, and decision-making**	An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities, and dignity of all • pathways to just, peaceful, and reimagined futures • **nature, complexity, coexistence, and wisdom**
Aug – May continual investigation	**Oct 21 – Dec 20**	**Feb 17 – Apr 4**	**Jan 6 – Feb 14**	**Apr 7 – May 22**	**Aug 18– Oct 18**
Central idea: Experiences, choices, and relationships shape identity and influence personal growth.	**Central idea:** Culture shapes the decisions people make and the norms communities follow.	**Central idea:** Expression is influenced by history, movement, and perspective.	**Central idea:** Systems work through connected relationships that respond to change.	**Central idea:** Goods and services follow a cycle that connects people, resources, and economies.	**Central idea:** Resources across regions may call for awareness and action.
Specified Concepts: form, function, connection **Additional Concepts:** identity, relationships, well-being, growth mindset, diversity	**Specified Concepts:** form, change, responsibility **Additional Concepts:** traditions, environment, customs	**Specified Concepts:** causation, connection, perspective **Additional Concepts:** expression, design, purpose, opinion	**Specified Concepts:** function, change, perspective **Additional Concepts:** relationship, role, adaptation	**Specified Concepts:** connection, form, function **Additional Concepts:** interdependence, supply/demand, goods/services	**Specified Concepts:** causation, connection, form **Additional Concepts:** location, equity, rights, resources, education
Learner Profile: caring, balanced, inquirers, communicators	**Learner Profile:** thinkers, principled, knowledgeable	**Learner Profile:** open-minded, balanced, principled	**Learner Profile:** inquirers, knowledgeable, reflective	**Learner Profile:** principled, risk-takers, knowledgeable	**Learner Profile:** reflective, inquirers, thinkers, caring
An inquiry into: • how personal values and experiences shape identity **form** • how relationships and community influence who we become **function** • how choices impact physical, emotional, and social well-being **connection**	**An inquiry into:** • what defines a culture **form** • how systems adapt to human and environmental change **change** • how we respectfully share our culture's customs and traditions **responsibility**	**An inquiry into:** • how historical events have shaped expression **causation** • the connections between poetry, history, and movement **connection** • how perspective influences expression and interpretation **perspective**	**An inquiry into:** • the roles and functions of organisms within a system **function** • different ways humans understand and interact with systems **perspective** • how systems adapt to human and environmental change **change**	**An inquiry into:** • the production and use of goods and services **form** • how goods and services move between people and places **function** • how people and communities depend on, and influence, economic cycles **connection**	**An inquiry into:** • the relationship between geography and climate **causation** • how geography influences access to resources **connection** • reducing the impact of climate-related events **responsibility**
Subject focus: reading, composition, PE, PSPE	**Subject focus:** reading, composition, science, social studies	**Subject focus:** reading, composition, art, science, social studies, Spanish	**Subject focus:** reading, science, composition, social studies, drama, dance, Spanish, art	**Subject focus:** reading, composition, math, social studies, Spanish	**Subject focus:** reading, science, composition, social studies, art
Third Grade 2024 - 2025					

Corbett Preparatory School of IDS: Programme of Inquiry 2025-2026

An inquiry into identity as individuals and as part of a collective through: • physical, emotional, and spiritual health and well-being • **relationships and belonging** • **learning and growing**	An inquiry into histories and orientation in place, space, and time through: • periods, events, and artifacts • communities, heritage, culture, and environment • **natural and human drivers of movement, adaptation, and transformation**	An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, and creativity • personal, social, and cultural notes and practices of communication • **intentions, perceptions, interpretations, and responses**	An inquiry into the understandings of the world and phenomena through: • **patterns, cycles, systems** • diverse practices, methods, and tools • discovery, design, innovation, possibilities, and impacts	An inquiry into systems, structures, and networks through: • interactions with and between social and ecological systems • approaches to livelihoods and trade practices: intended and unintended consequences • **representation, collaboration, and decision-making**	An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities, and dignity of all • **pathways to just, peaceful, and reimagined futures** • nature, complexity, coexistence, and wisdom
Dec 1 – Jan 23	**Mar 24 – May 2**	**Aug 19 – Oct 25**	**Aug – May continual investigation**	**Oct 7 – Nov 22**	**Jan 27 – Mar 14**
Central idea: Awareness encourages responsible action.	**Central idea:** Resources may stimulate growth in an area.	**Central idea:** Cultures tell stories as a way of passing beliefs and traditions.	**Central idea:** Understanding systems and energy allows us to interpret the natural world.	**Central idea:** Types of government may determine rights and responsibilities of its citizens.	**Central idea:** Cooperation and conflict shape how humans interact with each other.
Specified Concepts: function, change, responsibility **Additional Concepts:** awareness, action, choices, leadership	**Specified Concepts:** causation, form, change **Additional Concepts:** population, growth, resources	**Specified Concepts:** form, connection, perspective **Additional Concepts:** genre, culture, expression (composition)	**Specified Concepts:** connection, change, causation **Additional Concepts:** interaction, systems, transformation, action, relationships	**Specified Concepts:** function, connection, responsibility **Additional Concepts:** government, rights, awareness	**Specified Concepts:** causation, function, perspective **Additional Concepts:** conflict, cooperation, interaction, exploration
Learner Profile: risk-takers, communicators, knowledgeable	**Learner Profile:** balanced, reflective, knowledgeable	**Learner Profile:** communicators, open-minded, risk-takers	**Learner Profile:** inquirers, thinkers, knowledgeable	**Learner Profile:** balanced, inquirers, principled	**Learner Profile:** communicators, open-minded
An inquiry into: • how awareness motivates people **function** • how personal choices and actions can change society **change** • responsibilities of a citizen **responsibility**	**An inquiry into:** • why population changes **causation** • impact of growth **form** • how humans impact resources **change**	**An inquiry into:** • how different genres allow creative expression **form** • how life experiences can transform expression **perspective** • storytelling as an expression of culture **connection**	**An inquiry into:** • the relationships between environmental patterns, behaviors, and survival **connection** • how natural processes cause physical and biological changes **change** • the causes and effects of natural events and how humans and animals respond to them **causation**	**An inquiry into:** • types of government **function** • the connections of government **connection** • rights and responsibilities of citizens **responsibility**	**An inquiry into:** • causes and effects of conflict **causation** • the motives people explore **function** • the benefits and challenges of exploration **perspective**
Subject focus: reading, composition, social studies, PE	**Subject focus:** reading, composition, math, social studies	**Subject focus:** reading, composition, drama	**Subject focus:** science, reading, composition,	**Subject focus**: reading, composition, social studies	**Subject focus:** reading, composition, social studies, science
Fourth Grade / Multi-Age 2025 - 2026					

Corbett Preparatory School of IDS: Programme of Inquiry 2025-2026