

**Davis Elementary - Programme of Inquiry - 2025-2026**

<b>Grade TK</b>					
<b>Who We Are</b>	<b>Where We are in Place and Time</b>	<b>How We Express Ourselves</b>	<b>How the World Works</b>	<b>How We Organize Ourselves</b>	<b>Sharing the Planet</b>
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, creativity; -personal, social and cultural modes and practices of communication; -intentions, perceptions, interpretations and responses.	An inquiry into 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 within 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.
<b>Central Idea</b>					
People at school help us learn who we are and how we work together.		People in communities express who they are and how they care for others through their roles, traditions, and seasonal activities.	We are connected through our changing world.		Taking care of living things and nonliving things help our Earth.
<b>Specified Concepts</b>					
Responsibility, Function, Causation		Function, Connection, Perspective	Change, Connection, Function		Form, Connection, Responsibility
<b>Lines of Inquiry</b>					
-An inquiry into how people help communities. -An inquiry into how we communicate. -An inquiry into how actions affect communities.		-An inquiry into the different jobs people do in our community -An inquiry into ways people express care and help others -An inquiry into how seasons influence what we do and celebrate	-An inquiry into how things change. -An inquiry into how living things are connected. -An inquiry into how things work.		-An inquiry into what living things need to live and grow. -An inquiry into how living things are connected. -An inquiry into our role in sharing the planet.
<b>Approaches to Learning</b>					
Communication, Social, Self-Management		Communication, Thinking, Research	Thinking, Communication		Research, Social
<b>Learner Profile</b>					

Davis Elementary - Programme of Inquiry - 2025-2026

Communicators, Principled, Inquirers			Communicators Thinkers		Caring, Balance, Knowledgeable
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**Davis Elementary - Programme of Inquiry - 2025-2026**

<b>Grade K</b>					
<b>Who We Are</b>	<b>Where We are in Place and Time</b>	<b>How We Express Ourselves</b>	<b>How the World Works</b>	<b>How We Organize Ourselves</b>	<b>Sharing the Planet</b>
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, creativity; -personal, social and cultural modes and practices of communication; -intentions, perceptions, interpretations and responses.	An inquiry into 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 within 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.
<b>Central Idea</b>					
Our identities are shaped by our relationships, experiences and personal growth.	Celebrations symbolize traditions throughout history, culture, and people.	Symbols connect us to our histories and cultures, reflecting diverse perspectives.			Living things affect the environment they live in.
<b>Specified Concepts</b>					
Form, Connection, Responsibility	Perspective, Connection, Form	Perspective, Connection			Causation, Change, Responsibility
<b>Lines of Inquiry</b>					
-An inquiry into responsibilities. -An inquiry into our connections to others. -An inquiry into how actions shape our growth	-An inquiry into the reasons people celebrate holidays -An inquiry in how traditions and celebrations connect people -An inquiry into how traditions link us to our past	-An inquiry into symbols in culture. -An inquiry into defining symbols and function of symbols.			-An inquiry into how human actions affect the planet. -An inquiry into how things on Earth change. -An inquiry into how humans protect the Earth.
<b>Approaches to Learning</b>					
Social , Communication, Self-Management	Social, Communication, Research	Thinking, Communication, Social			Thinking, Research, Social
<b>Learner Profile</b>					
Principled, Caring, Balanced, Reflective	Inquirer, Knowledgeable, Open-Minded, Reflective	Principled, Reflective, Inquirer, Communicators			Caring, Principled, Knowledgeable, Open-minded

**Davis Elementary - Programme of Inquiry - 2025-2026**

XZ

<b>Grade 1st</b>					
<b>Who We Are</b>	<b>Where We are in Place and Time</b>	<b>How We Express Ourselves</b>	<b>How the World Works</b>	<b>How We Organize Ourselves</b>	<b>Sharing the Planet</b>
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, creativity; -personal, social and cultural modes and practices of communication; -intentions, perceptions, interpretations and responses.	An inquiry into 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 within 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.
<b>Central Idea</b>					
Living things have special traits and roles that help them and their community change.	<b>Where we live, the work we do, and how life changes over time shapes our community.</b>	We express ourselves through words, actions, and art to show responsibility, build connections, and understand different perspectives.	Through exploring the structures and behaviors of living things, humans design innovative solutions to challenges.	Understanding patterns in nature helps us create systems to share information and solve problems.	We share our community with people from different backgrounds, and we have responsibilities to live together peacefully.
<b>Specified Concepts</b>					
Form, Function, Change	Causation, Change, Function	Responsibility, Connection, Perspective	Form, Function, Connection	Function, Connection, Causation	Connection, Perspective, Causation
<b>Lines of Inquiry</b>					
-An inquiry into the traits that living things get from their families. -An inquiry into the roles and responsibilities that help living things and communities. -An inquiry into how traits and responsibilities can change us and our communities.	-An inquiry into why communities change over time. -An inquiry into how communities, jobs, and daily life have changed over time. -An inquiry into how jobs, tools, and services work to meet the needs of a community.	-An inquiry into how words, actions, and art show responsibility to ourselves and others. -An inquiry into how we use words, actions, and art to build connections with others and the world around us. -An inquiry into how different perspectives influence the way we express ourselves.	-An inquiry into how the structures and behaviors of living things help them survive. -An inquiry into the ways humans have used nature to solve problems through biomimicry. -An inquiry into the ways we can design and create solutions inspired by nature.	-An inquiry into the movement of the sun, moon, and stars. An inquiry into how humans use patterns in nature.  -An inquiry into tools and technology humans created based upon sky patterns.	-An inquiry into how people, places, and actions in a community are connected and depend on each other. -An inquiry into how people in a community have different backgrounds, experiences, and points of view that influence how they live and work together. -An inquiry into how our actions affect others and the community around us.

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<b>Approaches to Learning</b>					
Thinking, Communication, Social	Thinking, Communication, Research, Social	Self-Management, Social, Communication	Research, Thinking, Communication	Thinking, Research, Communication	Thinking, Communication, Research
<b>Learner Profile</b>					
Inquirers, Reflective, Risk-Takers	Risk-Taker, Communicator, Inquirer	Caring, Principled, Communicator, Open-Minded	Caring, Communicators, Open-Minded	Thinker, Knowledgeable, Inquirers	Balanced, Principled, Open-Minded

## Davis Elementary - Programme of Inquiry - 2025-2026

<b>Grade 2nd</b>					
Who We Are	Where We are in Place and 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, creativity; -personal, social and cultural modes and practices of communication; -intentions, perceptions, interpretations and responses.	An inquiry into 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 within 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.
<b>Central Idea</b>					
Where people live shapes who they are and how they connect with others.	Historical changes shape who we are and influence the progress of societies.	People's voices and creative expressions influence how communities and nations create and change rules and solve problems.	Natural phenomena and human-made creations both exist within systems that operate through observable patterns and cycles.	Producers and consumers depend on one another to make economic choices.	Living things depend on each other and their habitats to survive.
<b>Specified Concepts</b>					
Form, Connection, Function	Causation, Change, Connection	Function, Causation, Responsibility	Change, Function, Causation	Function, Connection, Responsibility	Change, Perspective, Responsibility
<b>Lines of Inquiry</b>					
-An inquiry into the characteristics of environments and cultures that help us describe where and how people live. -An inquiry into what influences where people live and how communities are formed. -An inquiry into how maps help us describe where people and places are.	-An inquiry into the changes that historical events and figures cause in society. -An inquiry into the way history continuously shapes the world and the people within it. -An inquiry into the connection between individuals and societies through shared history.	-An inquiry into how rules are made and why they are important. -An inquiry into how our voices and creative expressions can be used to solve problems. -An inquiry into how different groups express their needs and ideas to work together.	-An inquiry into how cycles and patterns cause regular and predictable change in the world around us -An inquiry into the function of the different parts that work together in systems -An inquiry into how change in one part of a system causes change in other parts.	-An inquiry into how goods and services move through the economy and the roles of producers, sellers, and buyers -An inquiry into how resources, money, and needs influence economic decisions -An inquiry into how people's choices affect others in a community	-An inquiry into how living things adapt to survive in their habitats. -An inquiry into how plants, animals and their environment are connected in an ecosystem. -An inquiry into how our choices affect habitats and how we can help living things survive.
<b>Approaches to Learning</b>					
Research, Thinking, Social	Thinking, Research, Communication	Communication, Social, Self-Management	Social, Self-Management, Research	Self-management, thinking, communication	Research, Thinking, Self-management

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**Learner Profile**

Knowledgeable, Open-Minded, Principled	Inquirers, Open-Minded, Risk-Takers	Thinkers, Inquirers, Communicators	Thinker, Reflective, Knowledgeable	Balanced, reflective, knowledgeable	Balanced, Caring, Principled
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## Davis Elementary - Programme of Inquiry - 2025-2026

<b>Grade 3rd</b>					
Who We Are	Where We are in Place and 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, creativity; -personal, social and cultural modes and practices of communication; -intentions, perceptions, interpretations and responses.	An inquiry into 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 within 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.
<b>Central Idea</b>					
Living organisms adapt and change to survive, showing how they depend on each other and their environment.	Geographical features affect the resources and economies of the world.	Literature is reflective of human experiences and culture.	Through experimentation, patterns can be found to help determine cause and effect relationships.	Citizens work to fulfill roles and responsibilities that can lead to meaningful change.	Weather patterns and climate systems form distinct cycles that impact life on Earth.
<b>Specified Concepts</b>					
Change, Connection, Causation	Form, Causation	Form, Function, Perspective	Function, Causation, Change	Form, Function, Responsibility	Form, Causation, Connection
<b>Lines of Inquiry</b>					
-An inquiry into how organisms adapt to changing environments. -An inquiry into the relationship between different species and their habitats. -An inquiry into what factors cause living things to adapt and survive, such as environmental changes or lack of resources.	-An inquiry into physical geography and their corresponding resources -An inquiry into how physical geography influences the economies of the region	-An inquiry into the genre features of fables, folktales, and myths -An inquiry into the role of literature. -An inquiry into literature reflects the values and beliefs of people.	-An inquiry into how forces interact with the world and how magnets work. -An inquiry into why objects move -An inquiry into how motion and magnetism are affected when we change the variables in an experiment.	-An inquiry into different forms of government. -An inquiry into the role government plays in our daily lives. -An inquiry into how citizens participate in government.	-An inquiry into the characteristics of different weather conditions and climates. -An inquiry into how different factors cause variations in weather and climate. -An inquiry into the connections between climate, weather events, and human life.
<b>Approaches to Learning</b>					
Research, Thinking, Communication	Research, Thinking, Communication	Communication, Social, Thinking	Thinking, Self-Management, Research	Social Skills, Communication, Self-Management	Research, Thinking, Communication

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**Learner Profile**

Knowledgeable, Inquirers, Caring	Thinkers, Inquirers, Reflective	Open-minded, Caring, Reflective	Inquirers, Thinkers, Reflective	Principled, Balanced, Risk-Takers	Inquirers, Thinkers, Communicators
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**Davis Elementary - Programme of Inquiry - 2025-2026**

<b>Grade 4th</b>					
<b>Who We Are</b>	<b>Where We are in Place and Time</b>	<b>How We Express Ourselves</b>	<b>How the World Works</b>	<b>How We Organize Ourselves</b>	<b>Sharing the Planet</b>
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, creativity; -personal, social and cultural modes and practices of communication; -intentions, perceptions, interpretations and responses.	An inquiry into 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 within 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.
<b>Central Idea</b>					
People have a responsibility to make contributions which positively impact others, the community and the environment.	Over time, the land and people change due to nature and how people interact with the environment, showing how Earth's history and societies are connected	The ways people express themselves reflect their culture, identity, and experiences.	Understanding the principles of structure, functions, and power allows us to explore, explain, and innovate in the natural and human-made world.	Human systems and structures influence the way people live, work, and interact with each other and the environment.	Understanding the interdependence between people and the environment helps us act responsibly and work together to create just and sustainable futures.
<b>Specified Concepts</b>					
Causation, Responsibility, Connection	Causation, Change, Form	Perspective, Connection, Form	Causation, Change, Function	Responsibility, Causation, Function	Connection, Change, Function
<b>Lines of Inquiry</b>					
-An inquiry into how actions affect the community and environment.  -An inquiry into how responsibility sustains personal and collective well-being.  -An inquiry into the connections between people, places, and ideas shaping the world.	-An inquiry into the patterns in nature and in society.  -An inquiry into the changes of the land and the changes of the people who live there.  -An inquiry into the development of societies over time.	-An inquiry into how people's experiences and cultures influence the way they express themselves. -An inquiry into how expression helps people build understanding and connections within and across cultures. -An inquiry into the different forms people use to communicate ideas and emotions.	-An inquiry into how the structure and design of systems influence their efficiency and functionality. -An inquiry into how small changes within systems can lead to large-scale transformations. -An inquiry into how different parts of natural and human-made systems work together to achieve a purpose.	-An Inquiry into who is responsible for making decisions that affect a community, and how are those decisions made -An inquiry into what is the function of each part of the system -An inquiry into how specific systems affect people's lives and work?	-An inquiry into how people and natural systems depend on and influence one another. -An inquiry into how human choices create changes that impact ecosystems and societies. -An inquiry into how natural and human systems work to support life.
<b>Approaches to Learning</b>					

**Davis Elementary - Programme of Inquiry - 2025-2026**

Social, Communication, Self-Management	Thinking, Research, Communication	Communication, Social, Thinking, Research	Research, Communication, Self-management	Social, Communication, Research	Thinking, Research, Communication, Social
<b>Learner Profile</b>					
Balanced, Communicators, Reflective, Caring	Inquirers, Thinkers, Reflective	Inquirer, Communicator, Open-minded, Risk-taker	Thinkers, Inquirers, Knowledgeable, Communicators	Principled, Balanced, Knowledgeable, Risk taker	Thinker, Reflective, Inquirer, Caring

**Davis Elementary - Programme of Inquiry - 2025-2026**

<b>Grade 5th</b>					
<b>Who We Are</b>	<b>Where We are in Place and Time</b>	<b>How We Express Ourselves</b>	<b>How the World Works</b>	<b>How We Organize Ourselves</b>	<b>Sharing the Planet</b>
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, creativity; -personal, social and cultural modes and practices of communication; -intentions, perceptions, interpretations and responses.	An inquiry into 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 within 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.
<b>Central Idea</b>					
Thinking leads to innovative changes	Exploration helps us to find patterns and make discoveries that shape how we understand the universe and our place in it.	Asking purposeful questions and overcoming challenges helps learners build confidence and take control of their success	Understanding the properties and changes of matter helps humans develop matter and technologies that impact daily life and the environment.	Trade systems connect people and places, influencing how communities develop and interact with one another.	Working with nature helps communities meet their needs
<b>Specified Concepts</b>					
Causation, Perspective, Function	Causation, Form, Connection	Form, Responsibility, Causation	Form, responsibility, change	Connection, Change, Responsibility	Connection, Causation, Responsibility
<b>Lines of Inquiry</b>					
-An inquiry into shifts in creativity and technology lead to new ways of thinking. -An inquiry into how people observe the world to create new ideas or solutions. -An inquiry into how thinking in new ways helps us overcome challenges.	-An inquiry into the motivations and impacts of exploration -An inquiry into patterns in the Solar System and Stars -An inquiry into how people have used mathematics (measurement, mapping, navigation, and patterns) to record time and explore new places.	-An inquiry into the role of purposeful questions in learning and growth. -An inquiry into strategies for persevering through challenges. -An inquiry into how attitude shapes success	-An inquiry into the properties and behavior of matter -An inquiry into using knowledge of matter to create and care for our world. -An inquiry into how matter changes through physical and chemical processes	-An inquiry into how location and physical setting impacted the founding of colonies -An inquiry into how exploration and colonization changed patterns of trade -An inquiry into the effects of trade on cultures, economies, and the environment	-An inquiry into how living things use their environment to meet basic needs -An inquiry into how systems support life in different environments -An inquiry into ways people can design solutions by learning from nature
<b>Approaches to Learning</b>					

**Davis Elementary - Programme of Inquiry - 2025-2026**

Social, Communication, Thinking	Researcher, Thinker, Communication	Social, Self-Management, Communication	Social, Self-management, Research	Communication, Thinking, Research	Thinking, Research, Communication
<b>Learner Profile</b>					
Communicators, Open-minded, Knowledgeable	Risk-Takers, Inquiry, Thinkers	Inquirers, Communicators, Risk-Takers	Inquirer, Caring, knowledgeable	Thinkers, Reflective	Knowledgeable, Balanced, Thinkers

## Davis Elementary - Programme of Inquiry - 2025-2026

<b>Grade 6th</b>					
Who We Are	Where We are in Place and 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, creativity; -personal, social and cultural modes and practices of communication; -intentions, perceptions, interpretations and responses.	An inquiry into 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 within 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.
<b>Central Idea</b>					
Understanding our surroundings can lead to growth and discovery.	Patterns help us understand how people and places change over time.	People express their beliefs through various forms of communication.	Systems are composed of smaller, essential parts.	Power and wealth are influential forces in all societies.	Survival requires knowledge and appropriate action.
<b>Specified Concepts</b>					
Form, Function, Causation	Form, Function, Causation	Function, Causation, Perspective	Form, Connection, Responsibility	Change, Responsibility, Perspective	Perspective, Function, Causation
<b>Lines of Inquiry</b>					
-An inquiry how surroundings are similar or different  -An inquiry into the purpose and value of resources around us.  -An inquiry on how exploration can lead to knowledge and innovation.	-An inquiry into the types of patterns found in the natural and human world.  -An inquiry into how identifying patterns helps predict outcomes.  -An inquiry into why patterns happen and what makes them change over time..	-An inquiry into ways people communicate.  -An inquiry into how judgment is formed through communication and expression.  -An inquiry into how style and tone communicate meaning.	-An inquiry into the types of systems that exist in the world, and how they come to be.  -An inquiry into how the various parts of a system rely on each other.  -An inquiry into ways people can improve or damage how systems function.	-An inquiry into how societies expand, flourish or collapse  -An inquiry into how wealth and resources are shared  -An inquiry into how power can be used and misused	-An inquiry into what survival means in different contexts  -An inquiry into the actions organisms and people take to survive  -An inquiry into the impact of choices on survival outcomes
<b>Approaches to Learning</b>					
Communication, Social Self-Management	Research, Communication, Thinking	Research, Communication, Social	Research, Thinking, Communication	Social Skills, Self-Management Skills,	Social, Self-management, Thinking

**Davis Elementary - Programme of Inquiry - 2025-2026**

				Thinking	
<b>Learner Profile</b>					
Caring, Open-Minded, Communicator	Inquirer, Thinker, Balanced	Communicator, Knowledgeable, Risk-Taker	Communicator, Reflective, Thinker	Inquirer, Reflective, Principled	Principled, Thinker, Inquirer