

Berlin British School - Programme of Inquiry 2026-2027

	Who we are 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	Where we are in place and time 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.	How we express ourselves An inquiry into the diversity of voice, perspectives, and expression through: - inspiration, imagination, creativity; - personal, social, and cultural notes and practices of communication; - intentions, perceptions, interpretations, and responses.	How the world works 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	How we organise ourselves An inquiry into systems, structures, and networks through: - interactions with and between social and ecological systems; - approaches to livelihoods and trade practice - intended and unintended consequences; - representation, collaboration, and decision-making	Sharing the Planet 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
K1 3-4 yrs	K1 All About Me		K1 Patterns All Around	K1 Investigations	K1 Our Food	
	Central Idea: Everyday I can learn about who I am and what I can do.		Central Idea: Patterns are all around us and help us make sense of the world	Central Idea: Exploring and experimenting help us understand how things in our environment work and change.	Central Idea: Our food comes from many sources and is processed and transported in different ways.	
	Lines of inquiry and specified concepts - Who I am (Form) - What makes me the same and different from others (Connection) - How I grow and change (Change) 		Lines of inquiry and specified concepts: - Patterns in our everyday lives (Form) - How to interpret extend and create patterns (Function) - How patterns help us make predictions - (Connection) 	Lines of inquiry and specified concepts: - The properties of the materials in our environment (Form) - The process of investigating (Function) - How actions lead to different outcomes (Causation) 	Lines of inquiry and specified concepts: - The origins of the food we eat (Connection) - The stages food goes through before we eat it (Change) - The different roles people have in food production, distribution, and consumption (responsibility) 	
	Additional Concepts Identity, Relationships, Learning, Growing		Additional Concepts Pattern, Repetition, Interpretation, Prediction	Additional Concepts Evidence, Behaviour, Prediction, Discovery	Additional Concepts Growth, Systems	
	Learner Profile Attributes Caring, Reflective		Learner Profile Attributes Communicator, Inquirer	Learner Profile Attributes Inquirer, Knowledgeable, Risk Taker	Learner Profile Attributes Inquirer, Knowledgeable	
	Subject Focus PSPE, Maths, Arts		Subject Focus Music, Languages, Art, Maths	Subject Focus Science, Languages	Subject Focus Science, Languages, Maths	

K2 4-5 yrs	K2 Friends and Family		K2 Emotions	K2 Light and Colour		K2 Mini-beasts
	Central Idea: We learn from the people in our community.		Central Idea: Emotions can be expressed through the Arts	Central Idea: Understanding the properties of colour and light allows people to use them in different ways		Central Idea: Mini-beasts are an important part of life in the habitat in which they live.
	Lines of inquiry and specified concepts - What makes me unique (Form) - The people in our community (Form) - How and what we learn from others (Connection) 		Lines of inquiry and specified concepts: - Different types of emotions (Form) - How our experiences affect our emotions (Causation) - How feelings and emotions are shared through music, drama, dance and language (Perspective) 	Lines of inquiry and specified concepts: - The properties of light (Form) - Sources of light (Function) - Colour and how we perceive it (Causation) 		Lines of inquiry and specified concepts: - Woodland habitats (Form) - The needs, characteristics and behaviours of mini-beasts (Form) - Life cycles of mini-beasts (Change) - Human impact on animal habitats (Responsibility) 
	Additional Concepts Learning, Community, Family		Additional Concepts Interpretation, Culture	Additional Concepts Colour theory, Energy		Additional Concepts Ecosystem, Growth, Interdependence
	Learner Profile Attributes Reflective, Open minded		Learner Profile Attributes Communicator, Reflective	Learner Profile Attributes Thinker, Knowledgeable		Learner Profile Attributes Caring, Inquirer
	Subject Focus PSPE, Language, Maths		Subject Focus Arts, Language, PSPE	Subject Focus Science, Arts		Subject Focus Science, Language, Maths
K3 5-6 yrs	K3 Me and My Senses	K3 Personal Histories	K3 Celebrations	K3 Materials	K3 Transport	K3 Waste
	Central Idea: We use our senses to find out about the world	Central Idea: Documenting personal histories allows us to reflect on and celebrate who we are and where we've come from.	Central Idea: Celebrations are a recognition of significant events and people around the world	Central Idea: Materials come from different sources and their properties influence how they are used.	Central Idea: Different types of transportation systems help us go from one place to another	Central Idea: Choices we make in our use of resources can help preserve the environment
	Lines of inquiry and specified concepts: - How we use our five senses (Function) - How our senses keep us safe (Connection) - How people experience the world without one of the senses (Perspective)	Lines of Inquiry and specified concepts: - Significant people and places in my life (Form) - Personal change from birth to present (Change) - Reflecting on past experience (Perspective)	Lines of Inquiry and specified concepts: - The events people celebrate (form) - The similarities and differences between the celebrations of different cultures (connection) - The different ways people celebrate significant events (perspective)	Lines of Inquiry and specified concepts: - Sources of everyday materials (Form) - Properties of different materials (Form) - How different materials are used (Function and Change)	Lines of Inquiry and specified concepts: - The features of different modes of transport (Form) - How transport systems help us live our lives (Function) - How transportation has changed over time (Change)	Lines of Inquiry and specified concepts: - What happens to our waste (Function) - How our choices impact the environment (Causation) - How our family, school and local Berlin community can help preserve the environment (Responsibility)

			 		  	  
	Additional Concepts Communication, Safety, Interdependence	Additional Concepts Chronology, Memories, History	Additional Concepts Similarities, Differences, Beliefs	Additional Concepts Properties and uses of materials	Key Concepts Form, Function, Change Additional Concepts Chronology, Systems	Key Concepts Form, Causation, Responsibility Additional Concepts Conservation, Pollution
	Learner Profile Attributes Communicator, Risk Taker	Learner Profile Attributes Reflective, Thinker	Learner Profile Attributes Open minded, Communicator	Learner Profile Attributes Inquirer, Knowledgeable	Learner Profile Attributes Knowledgeable, Reflective	Learner Profile Attributes Caring, Principled
	Subject Focus Science, PSHE - Health	Subject Focus Social Studies - History	Subject Focus Social Studies, The Arts	Subject Focus Science	Subject Focus Social Studies, Maths	Subject Focus Science, Social Studies 
Grade 1 6-7 yrs	Grade 1 Healthy Choices	Grade 1 Homes Around the World	Grade 1 Messages and Their Meanings	Grade 1 Forces	Grade 1 Communities	Grade 1 Endangered Animals
	Central Idea: Making balanced choices helps us to have a healthy lifestyle.	Central Idea: Where we live affects our living experiences	Central Idea: There are many forms of communication that help people express themselves	Central Idea: Forces influence movement and stability in the world around us	Central idea People in communities work together to help and support each other.	Central Idea: Animals need certain conditions in order to survive and thrive.
	Lines of inquiry and specified concepts: What our bodies need to be healthy - Daily habits and routines (hygiene, rest, play, diet) (Function) - How balance is essential to a healthy lifestyle (Connection) - Consequences of choices (Causation)	Lines of inquiry and specified concepts: - The natural world in different locations (Form) - The way people live in different locations (Connection) - How the environment impacts how we live (Causationn) 	Lines of inquiry and specified concepts: - Different forms of communication (form) - How forms of communication are used in different ways (function) - Ways we can express our ideas and emotions creatively (perspective)	Lines of inquiry and specified concepts: - Different forces and their effects (function) - How forces can cause change in objects and materials (change) - How people use knowledge of forces in everyday life (connection)	Lines of inquiry and specified concepts - The different responsibilities in the community (Responsibility) - The services a community needs (Function) - Interactions between communities and the environment (Connection)	Lines of inquiry and specified concepts: - Characteristics and needs of different animals (Form) - Reasons animals become threatened, endangered and extinct (Causation) - Our role in protecting animals (Responsibility)

						 
	Key Concepts Function, Connection, Causation Additional Concepts Balance, Choice, Routine	Key Concepts Form, Causation, Change Additional Concepts Landscape, Erosion,	Additional Concepts Symbol, Body Language, Communication	Additional Concepts Force, Invention, Efficiency	Additional Concepts Community, Organisation, Roles, Responsibilities	Additional Concepts Conservation, Adaptation, Ecosystem/Habitat
	Learner Profile Attributes Balanced, Reflective	Learner Profile Attributes Knowledgeable, Inquirers	Learner Profile Attributes Communicator, Thinker	Learner Profile Attributes Knowledgeable, Inquirer	Learner Profile Attributes Principled, Caring	Learner Profile Attributes Caring, Knowledgeable, Principled
	Subject Focus Science	Subject Focus Social Studies	Subject Focus Languages, Visual Arts	Subject Focus Science	Subject Focus Social Studies	Subject Focus Science, Social Studies
Grade 2 7-8 yrs	Grade 2 Culture	Grade 2 Exploration	Grade 2 Storytelling	Grade 2 Lifecycles	Grade 2 The Journey of Food	Grade 2 Water
	Central Idea: Learning about different cultures helps us become more open-minded	Central Idea: Exploration leads to discovery and new understandings.	Central Idea: Stories can have different purposes and be communicated in different ways.	Central Idea: Living things go through a process of change and depend on their environment.	Central Idea: There are systems in place which bring food to our homes.	Central Idea: Water is a limited resource that is essential for all life.
	Lines of inquiry and specified concepts: - Features of our own identity and culture (Form) - Similarities and differences between cultures (Connection) - How we show respect and open-mindedness towards other cultures (Responsibility)  	Lines of inquiry and specified concepts: - Explorers from the past and present (Form) - How exploration has changed over time (Change) - Why people explore (ie historical and personal) (Perspective)  	Lines of inquiry and specified concepts: - Features of stories(form) - The purpose of storytelling (function) - Different ways of telling stories (perspective) 	Lines of inquiry and specified concepts: - The parts and functions of plants (function) - How different plants are affected by their environment (causation) - Living things in our local environment (responsibility) 	Lines of inquiry and specified concepts: - Where our food comes from (Form) - Systems of production and transportation of food (Function) - Effects of consumer choices (Responsibility)   	Lines of inquiry and specified concepts: - The importance of water to all living things (Causation) - Natural and man-made processes that move and distribute water (Function) - Our responsibilities with regards to water (Responsibility)  
	Additional Concepts Culture, Respect, Open-mindedness	Additional Concepts Discovery, Exploration	Additional Concepts Communication, Storytelling, Tradition	Additional Concepts Lifecycle Growth, Transformation	Additional Concepts Systems, Fair-trade, Decision - making	Additional Concepts Conservation, Water cycle

	<u>Learner Profile Attributes</u> Inquirer, Open Minded	<u>Learner Profile Attributes</u> Inquirers, Risk-Taker	<u>Learner Profile Attributes</u> Communicators, Reflective	<u>Learner Profile Attributes</u> Thinker, Knowledgeable	<u>Learner Profile Attributes</u> Communicators, Principled	<u>Learner Profile Attributes</u> Caring, Principled
	<u>Subject Focus</u> Social studies, PSPE	<u>Subject Focus</u> Social studies, Maths	<u>Subject Focus</u> Social studies, Language, Art	<u>Subject Focus</u> Science, Language	<u>Subject Focus</u> Social studies, Maths	<u>Subject Focus</u> Science, Social studies, Maths
Grade 3 8-9 yrs	Grade 3 Body Systems	Grade 3 Ancient Civilisations	Grade 3 Sharing Our Passions	Grade 3 The Earth in Space	Grade 3 Producers and Consumers	Grade 3 Weather and Climate
	<u>Central Idea:</u> The human body is made up of different systems that work together to keep us alive and healthy.	<u>Central Idea:</u> Discoveries and developments of past civilizations shape present day systems and technologies.	<u>Central Idea:</u> Influences and passions drive our creativity and expression.	<u>Central Idea:</u> Earth is part of an interconnected system that influences life on Earth.	<u>Central Idea:</u> Societies provide goods and services to satisfy needs and wants	<u>Central Idea:</u> The diversity of life on Earth is shaped by the unique characteristics of different climate zones.
	<u>Lines of inquiry and specified concepts:</u> - Body systems and how they work (Function) - How the body systems are interdependent (Connection) - Children's health issues around the world (Responsibility) 	<u>Lines of inquiry and specified concepts:</u> - Characteristics of ancient civilisations (Form) - How we know about the past (Function) - Connections between past and present societies (Connection) 	<u>Lines of inquiry and specified concepts:</u> - How our interests and passions influence our creativity (Perspective) - The process of crafting and sharing creative works (Function) - Our responsibilities when using digital technology for creative expression (Responsibility) 	<u>Lines of inquiry and specified concepts:</u> - The structure of the solar system (Function) - How our place in the solar system affects life on Earth (Causation) - How space exploration informs our understanding of Earth's unique conditions (Connection) 	<u>Lines of inquiry and specified concepts:</u> - The role of supply and demand (Function) - Factors that influence consumers needs and wants (Causation) - Responsible marketing and advertising (Responsibility) 	<u>Lines of inquiry and specified concepts:</u> - Types of weather and climate in different regions of the world (Form) - Adaptations of living things in the different climate zones (Change) - Lives of children in the different climate zones (perspective) 
	<u>Additional Concepts</u> System, Interdependence, Health	<u>Additional Concepts</u> Continuity, System, Innovation	<u>Additional Concepts</u> Influence, Creativity, Expression	<u>Additional Concepts:</u> Systems, gravity, orbit, rotation interdependence, exploration, discovery	<u>Additional Concepts</u> wants, needs, production, consumption, goods, services, marketing, advertising	<u>Additional Concepts</u> Weather, Climate
	<u>Learner Profile Attributes</u> Balanced, Thinker	<u>Learner Profile Attributes</u> Inquirer, Reflective	<u>Learner Profile Attributes</u> Communicator, Risk Taker	<u>Learner Profile Attributes</u> Knowledgeable, Inquirer	<u>Learner Profile Attributes</u> Communicator, Reflective	<u>Learner Profile Attributes</u> Knowledgeable, Caring
	<u>Subject Focus</u> Science, PSHE	<u>Subject Focus</u> Social Studies, Science	<u>Subject Focus</u> Language, PSHE	<u>Subject Focus</u> Science, Language	<u>Subject Focus</u> Social Studies, Arts	<u>Subject Focus</u> Science, Social Studies
Grade 4 9-10 yrs	Grade 4 Values and Beliefs	Grade 4 Inventions and Innovations	Grade 4 Visual Arts	Grade 4 Energy	Grade 4 Governments	Grade 4 Ecosystems
	<u>Central Idea:</u> People's values and beliefs shape their decisions and actions	<u>Central Idea:</u> Inventions and innovations have changed the way we live today and have implications for the future	<u>Central Idea:</u> The visual arts offer a variety of ways to explore and express ideas and feelings.	<u>Central Idea:</u> Transforming energy from one form to another allows us to use it in different ways	<u>Central Idea:</u> National and local governments have responsibilities to organize and develop their communities.	<u>Central Idea:</u> Human interaction with the environment can affect the balance of ecosystems.

					Or Communities address human needs, rights and responsibilities in different ways	
	<u>Lines of inquiry and specified concepts:</u> - What we value and believe (Form) - Similarities and differences between belief systems around the world (Connection) - How beliefs and values influence how we behave (Perspective) 	<u>Lines of inquiry and specified concepts:</u> - Important inventions through time (Form) - Causes and effects of inventions and innovations through time (Causation) - The responsibilities of inventors and society towards future generations (Responsibility) 	<u>Lines of inquiry and specified concepts:</u> - Different forms of art that are used to express ideas and feelings (Perspective) - The design process in creating a piece of art (Function) - How dialogue drives action in theatre (Connection)	<u>Lines of inquiry and specified concepts:</u> - Forms of energy (Form) - How energy is transferred and transformed (Function) (Change) - The impact of the energy choices we make in our everyday lives (Responsibility) 	<u>Lines of inquiry and specified concepts:</u> - Different types and forms of government (Form) - How national and local governments function (Function) - Government responsibilities (Responsibility) 	<u>Lines of inquiry and specified concepts:</u> - The components of an ecosystem (Function) - Relationships in an ecosystem (Connection) - Factors that affect the balance of an ecosystem (Responsibility) 
	<u>Additional Concepts</u> Beliefs, Values, Culture, Religion, Diversity	<u>Additional Concepts</u> Efficiency, Technological Advances, Chronology	<u>Additional Concepts</u> Values, creativity, audience	<u>Additional Concepts</u> Conservation of energy	<u>Additional Concepts</u> Government, Democracy, Dictatorship, Budget, System	<u>Additional Concepts</u> Adaptation, Interdependence, Ecosystem
	<u>Learner Profile Attributes</u> Open Minded, Reflective	<u>Learner Profile Attributes</u> Knowledgeable, Inquirer	<u>Learner Profile Attributes</u> Communicators, Reflective	<u>Learner Profile Attributes</u> Thinker, Inquirer	<u>Learner Profile Attributes</u> Principled, Open minded	<u>Learner Profile Attributes</u> Caring, Principled
	<u>Subject Focus</u> Social Studies, PSHE	<u>Subject Focus</u> Social Studies, Science	<u>Subject Focus</u> Visual Art, Languages	<u>Subject Focus</u> Science, Maths	<u>Subject Focus</u> Social Studies	<u>Subject Focus</u> Science, Social Studies
Grade 5 10-11 yrs	Grade 5 Changes Year long unit	Grade 5 Migration	Grade 5 Performance	Grade 5 Materials and Matter	Grade 5 The Journey of Stuff	Grade 5 EXHIBITION
	<u>Central Idea:</u> As they grow up, people experience physical and emotional changes which affect their evolving identity.	<u>Central Idea:</u> Human migration is a response to challenges, risks and opportunities.	<u>Central Idea:</u> Across cultures, places and times, people have performed to express themselves and convey messages.	<u>Central Idea:</u> Understanding the way materials behave and interact determines how people use them.	<u>Central Idea:</u> Understanding production and waste management systems allows people to make more informed choices about their use of resources	<u>Central Idea:</u> Awareness and understanding of local and global issues can lead us to reflect and take action.
	<u>Lines of Inquiry and specified concepts:</u> - The physical changes that occur during puberty (Change) - Habits and routines that help people manage these changes (Function) - The different influences on a person's identity over time (Perspective)	<u>Lines of Inquiry and specified concepts:</u> - The reasons why people migrate (Causation) - How global events impact migration (Connection) - How individuals and governments can support migrants (Responsibility)	<u>Lines of Inquiry and specified concepts:</u> - The process involved in creating a dramatic performance (Function) - Dramatic performance from different times and cultures (Connection) - Perspectives on performance (Perspective)	<u>Lines of inquiry and specified concepts:</u> - Properties of solids, liquids and gases (Form and Function) - Changes that occur in different materials (Change) - How materials are used based upon their properties (Responsibility)	<u>Lines of Inquiry and specified concepts:</u> - How basic resources are used and recycled (Function) - How waste is managed locally and globally (Function) - The environmental and human benefits and costs of recycling (Causation and responsibility) 	<u>Lines of Inquiry and specified concepts:</u> To be decided

	3 GOOD HEALTH AND WELL-BEING 5 GENDER EQUALITY 16 PEACE, JUSTICE AND STRONG INSTITUTIONS 10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES 10 REDUCED INEQUALITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION 16 PEACE, JUSTICE AND STRONG INSTITUTIONS	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	
	<u>Additional Concepts</u> Growth, Identity, Puberty	<u>Additional Concepts</u> Push and Pull Factors, Migration	<u>Additional Concepts</u> Performance, interpretation, communication	<u>Additional Concepts</u> Change of state, properties	<u>Additional Concepts</u> Systems, Environment, Sustainability	<u>Additional Concepts</u> To be decided
	<u>Learner Profile Attributes</u> Open Minded, Balanced, Reflective	<u>Learner Profile Attributes</u> Open-minded, Caring	<u>Learner Profile Attributes</u> Risk Takers, Communicator	<u>Learner Profile Attributes</u> Inquirer, Knowledgeable	<u>Learner Profile Attributes</u> Principled, Thinker, Communicator	<u>Learner Profile Attributes</u> All
	<u>Subject Focus</u> Science, PSHE	<u>Subject Focus</u> Social Studies, Maths	<u>Subject Focus</u> Social Studies, Arts	<u>Subject Focus</u> Science, Maths	<u>Subject Focus</u> Social Studies, Science	<u>Subject Focus</u> All subjects

*Units may change