



PROGRAMME OF INQUIRY school year 2024/2025

Year group	An Inquiry into: Who we are	An Inquiry into: Where we are in place and time	An Inquiry into: How we express ourselves	An Inquiry into: How the world works	An Inquiry into: How we organise ourselves	An Inquiry into: Sharing the planet
6,7	<p>Central idea:</p> <p>People's physical and mental characteristics make them who they are</p> <p>Key concepts:</p> <p>Form, connection, perspective</p> <p>Related concepts:</p> <p>Interdependence, behaviour, properties</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - My physical body -Senses connect me with the world - Mindfulness <p>Learner profile: balanced, caring</p>	<p>Central idea:</p> <p>Traditions and celebrations show similarities and differences between cultures</p> <p>Key concepts:</p> <p>Causation, function, perspective</p> <p>Related concepts:</p> <p>Similarities, differences, role, beliefs</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> -Traditions and celebrations in our lives -How and why people celebrate -Important events in our lives <p>Learner profile: open-minded</p>	<p>Central idea:</p> <p>We express ourselves using our thoughts and ideas in many different ways.</p> <p>Key concepts:</p> <p>Form, perspective, connection</p> <p>Related concepts:</p> <p>Structure, subjectivity, opinions, review, interpretation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> -Text formats and their elements -Points of perspective -Me as a communicator <p>Learner profile: communicator</p>	<p>Central idea:</p> <p>The ecological use of water ensures sustainable use of life.</p> <p>Key concepts:</p> <p>Change, causation, responsibility</p> <p>Related concepts:</p> <p>Properties, cycle, transformation, initiative</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> -Properties and sources of water -Consequences of water use -Rational use of water <p>Learner profile: knowledgeable, principled</p>	<p>Central idea:</p> <p>Being part of the school community brings different responsibilities</p> <p>Key concepts:</p> <p>Form, function, responsibility</p> <p>Related concepts:</p> <p>System, communication, relationships</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Grade one and a school community -Class routines and processes -our responsibilities as learners <p>Learner profile: thinker</p>	<p>Central idea:</p> <p>Sharing Earth with plants brings responsibilities.</p> <p>Key concepts:</p> <p>Change, responsibility, connection</p> <p>Related concepts:</p> <p>Growth, cycles, interdependence, initiative</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> -Life cycle of a plant -Caring for plants -Contribution of plants to life on Earth <p>Learner profile: inquirer, reflective</p>

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7, 8, 9	<p>Central idea</p> <p>The choices we make influence our health in different ways.</p> <p>Key concepts: form, causation, responsibility</p> <p>Related concepts: impact, structure, initiative</p> <p>Lines of inquiry -Being healthy means feeling good in your body and mind -How physical activity and dietary choices affect our lives -(Healthy) lifestyle habits keep our bodies and minds healthy</p> <p>Learner profile: Balanced, reflective</p>	<p>Central idea</p> <p>The way people communicate evolves over time</p> <p>Key concepts: Change, form, responsibility</p> <p>Related concepts: progress, discovery, chronology, values</p> <p>Lines of inquiry -How has communication between people changed over time -Communication inventions through time have made it easier to communicate - Various communication inventions show distinct advantages and disadvantages</p> <p>Learner profile: open-minded</p>	<p>Central idea</p> <p>People express feelings and ideas through arts in various ways.</p> <p>Key concepts: form, connection, perspective</p> <p>Related concepts: opinion, value, interpretation</p> <p>Lines of inquiry -How can emotions be expressed through the arts -How are artists inspired by different things -People respond differently to creative work</p> <p>Learner profile: caring</p>	<p>Central idea</p> <p>Animal groups and their characteristics impact each other.</p> <p>Key concepts: form, function, causation</p> <p>Related concepts: classification, growth, habitat</p> <p>Lines of inquiry - Animals are grouped into different types, based on their features -Food chain shows where animals get their energy from -Animals have special traits that help them live in their habitats</p> <p>Learner profile: knowledgeable</p>	<p>Central idea</p> <p>Working together we make a difference in our class community</p> <p>Key concepts: function, responsibility, causation</p> <p>Related concepts: role, pattern, interdependence</p> <p>Lines of inquiry -Class climate affects how students learn from each other -The art of working together helps us resolve situations and come up with good ideas - Every choice and action people make has results</p> <p>Learner profile: open-minded</p>	<p>Central idea</p> <p>Different ecosystems build up the natural world</p> <p>Key concepts: form, change, responsibility</p> <p>Related concepts: ecosystems, interdependence, sustainability</p> <p>Lines of inquiry -Different ecosystems and how they work - Ecosystems can change naturally or with impact of people - Animals and plants have special features that help them survive</p> <p>Learner profile: Inquirer</p>

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8, 9 (NOT THIS YEAR)	<p>Central idea</p> <p>Individual perception of the world influences one's thinking.</p> <p>Key concepts: function, Connection, responsibility</p> <p>Related concepts: Systems, role, interdependence, initiative</p> <p>Lines of inquiry -How senses work -What brain does -Dealing with limitations</p> <p>Learner profile: knowledgeable, thinker</p>	<p>Central idea</p> <p>Exploration leads to discoveries, opportunities and new understandings.</p> <p>Key concepts: connection, form, causation</p> <p>Related concepts: systems, role, consequences</p> <p>Lines of inquiry -Nature and other tools we use to orientate -Who the early explorers were and their explorations -Impact of discoveries today</p> <p>Learner profile: inquirer</p>	<p>Central idea</p> <p>The design of buildings and structures depends on culture and available materials.</p> <p>Key concepts: function, change, connection</p> <p>Related concepts: Structure , adaptation, interdependence</p> <p>Lines of inquiry -Buildings and structures and materials used -Different environment and material use impact -Indigenous architecture</p> <p>Learner profile: open-minded</p>	<p>Central idea</p> <p>Weather conditions impact people's lives.</p> <p>Key concepts: form, causation connection</p> <p>Related concepts: adaptation, initiative, consequences</p> <p>Lines of inquiry -difference between weather and climate -reasons for weather changes -weather problems: people and places are affected by the weather</p> <p>Learner profile: thinker, inquirer</p>	<p>Central idea</p> <p>In various situations we work and communicate differently.</p> <p>Key concepts: form, function, perspective</p> <p>Related concepts: similarities, differences, independence, responsibility/behaviour</p> <p>Lines of inquiry -Forms of communication - Conflict resolution -I as a reflective student in various situations</p> <p>Learner profile: reflective, communicator</p>	<p>Central idea</p> <p>Children worldwide face various challenges and risks.</p> <p>Key concepts: Connection, perspective, responsibility</p> <p>Related concepts: relationships, subjectivity, rights</p> <p>Lines of inquiry - Rights are connected to responsibilities - Children's rights around the world - What happens if we don't accept our responsibilities</p> <p>Learner profile: balanced, caring</p>

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9, 10 (NOT THIS YEAR)	<p>Central idea</p> <p>Beliefs, values and culture have an impact on who we are as individuals.</p> <p>Key concepts: Form, function, perspective</p> <p>Related concepts: religion, traditions, values, beliefs</p> <p>Lines of inquiry -Main world religions -Common aspects of different religions -Values promoted by different religions</p> <p>Learner profile: open-minded</p>	<p>Central idea</p> <p>Past civilizations influence contemporary societies.</p> <p>Key concepts: form, function, change</p> <p>Related concepts: Discovery, innovation, continuity</p> <p>Lines of inquiry -Past civilizations -Daily life in past civilizations -Past civilizations and their influence on present-day societies</p> <p>Learner profile: communicator, inquirer</p>	<p>Central idea</p> <p>Stories come in different forms.</p> <p>Key concepts: perspective, connection, function</p> <p>Related concepts: communication, traditions</p> <p>Lines of inquiry -Myths, legends, tales and fables around the world -Similarities and differences between fables, myths, tales and legends -Characterization, plot development and the role of setting</p> <p>Learner profile: communicator</p>	<p>Central idea</p> <p>Earth offers renewable and non-renewable resources for people to use.</p> <p>Key concepts: change, function, responsibility,</p> <p>Related concepts: Conservation of energy, transformation</p> <p>Lines of inquiry - How renewable and non-renewable energy sources change -Use of energy in today's world -Saving energy</p> <p>Learner profile: thinker, principled</p>	<p>Central idea</p> <p>Transportation systems around the world affect our lives in different ways.</p> <p>Key concepts: causation, responsibility, function</p> <p>Related concepts: discovery, safety, transportation, interdependence</p> <p>Lines of inquiry - Impact of transportation -Safety and traffic manners - Society decision making</p> <p>Learner profile: balanced, knowledgeable</p>	<p>Central idea</p> <p>Conservation of diverse ecosystems balances ecosystems on Earth.</p> <p>Key concepts: causation, connection, responsibility</p> <p>Related concepts: classification, ecosystems, balance</p> <p>Lines of inquiry -The diversity of trees and use of them -The ecosystem of a forest -Significant events that affect the balance of an ecosystem and their consequences</p> <p>Learner profile: knowledgeable, principled</p>

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9, 10, 11	<p>Central idea Our bodies react in different ways to external and internal influences.</p> <p>Key concepts: change, causation, responsibility</p> <p>Related concepts: conflict, identity, communication</p> <p>Lines of inquiry: -External and internal influences -Consequences of influences -How to deal with them</p> <p>Learner profile: knowledgeable, balanced</p>	<p>Central idea There are different ways of interpreting how man has evolved over time.</p> <p>Key concepts: perspective, causation, change;</p> <p>Related concepts: beliefs, prehistory/history (timeline), evolution, adaptation, migration</p> <p>Lines of inquiry - Theories about the evolution of man - Migration through prehistoric time - Evolution of a man through time</p> <p>Learner profile: inquirer, open-minded</p>	<p>Central idea We use various codes to communicate nonverbally for a number of purposes.</p> <p>Key concepts: form, causation, function</p> <p>Related concepts: innovation, communication, responsibility</p> <p>Lines of inquiry -Ways of non-verbal communication -Reasons for different codes - Recording systems and responsible use of them</p> <p>Learner profile: communicator</p>	<p>Central idea Diverse planet habitats offer different opportunities for hosting life.</p> <p>Key concepts: function, connection, perspective</p> <p>Related concepts: Systems, sustainability, evidence</p> <p>Lines of inquiry -The positions and conditions of space bodies in our Solar System -Planets' suitability for human/Earth life (organisms, plants, animals, humans) -Missions to planets finding evidence of life</p> <p>Learner profile: thinker, open-minded</p>	<p>PYP EXHIBITION</p> <p><i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making</i></p> <p>Students will engage in collaborative inquiry by choosing key and related concepts and creating lines of inquiry. This process will help them explore, document, share, and take action on an issue, passion, or opportunity that holds personal significance to them.</p> <p>Learner profile: risk-taker, communicator, knowledgeable</p>	<p>Central idea There are many ways to conserve animals.</p> <p>Key concepts: causation, connection, responsibility</p> <p>Related concepts: endangered, conservation, balance</p> <p>Lines of inquiry - Endangered animals and reasons for extinction - Importance of animals for the balance of nature; -Conservation of animals</p> <p>Learner profile: caring</p>

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