

PYP - PROGRAMME OF INQUIRY school year 2026/2027

Year group	An inquiry into: How we organise ourselves	An inquiry into: Who we are	An inquiry into: How we express ourselves	An inquiry into: Where we are in place and time	An inquiry into: Sharing the planet	An inquiry into: How the world works
PYP1	Central idea: People create and use systems to help them work effectively. Specified concepts: Form, function, responsibility Additional concepts: community, safety, systems, participation Lines of inquiry: -features of different public systems, -similarities and differences between public systems, -people's responsibility to make systems work together. Learner profile: communicator, risk-taker, open-minded	Central idea: Awareness of our lifestyle choices shape our characteristics, abilities and interests. Specified concepts: Form, connection, perspective Additional concepts: identity, diversity, choice, influence, balance Lines of inquiry: -physical and emotional characteristics, -impact of lifestyle choices, -balance in different aspects which effects my characteristics. Learner profile: balanced, caring, principled	Central idea: Celebrations are cultural expressions that allow us to communicate and understand a variety of perspectives and emotions. Specified concepts: Form, perspective, connection Additional concepts: Feelings, traditions, sharing, community Lines of inquiry: -what celebrations mean to us, -how people express themselves through celebrations, -the different ways celebrations bring people together. Learner profile: communicator, open-minded, reflective, caring	Central idea: Personal histories can show how an individual changes over time. Specified concepts: Causation, function, perspective Additional concepts: differences, time, similarities, heritage, personal history, past, present, special events Lines of inquiry: -personal historical evidence tells us about our past, -understanding our past through artifacts, -ways we can share our personal history. Learner profile: open-minded, knowledgeable, reflective	Central idea: Plants and animals play a vital role in the existence of all living things. Specified concepts: Change, responsibility, connection Additional concepts: Growth, cycles, interdependence, initiative Lines of inquiry: -types of plants and animals, -characteristics of plants and animals in their habitat, -interdependence of plants and animals. Learner profile: thinker, knowledgeable, reflective	Central idea: The way we use materials changes our environment. Specified concepts: Change, causation, responsibility, Additional concepts: properties, initiative Lines of inquiry: -properties and uses of materials around us, -how using material can change our world, -our responsibility to make careful choices about materials. Learner profile: Inquirer, reflective, caring

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PYP2	Central idea: Working together and making decisions helps our community grow and change. Specified concepts: Function, responsibility, causation Additional concepts: interdependence, role, consequences Lines of inquiry: -ways families, schools, and communities work together, -roles and responsibilities of people in our community, -how decisions make people make lead to changes in the community Learner profile: communicator, caring, principled	Central idea: Understanding the patterns and properties of the world leads to discoveries and innovations that impact our lives. Specified concepts: Form, function, causation Additional concepts: pattern, innovation, system Lines of inquiry: -patterns and features we notice in the world -how finding out about the world leads to new ideas and inventions -how inventions and discoveries change our lives and our world Learner profile: thinker, risk-taker, inquirer	Central idea: People express themselves creatively, drawing upon inspiration and imagination. Specified concepts: Change, connection, perspective Additional concepts: interpretation, value, opinion, creativity Lines of inquiry: -how do people find inspiration for their creative expression -what different forms of creativity and self-expression exist -how does creative expression reflect individual perspectives and ideas Learner profile: reflective, open-minded, risk-taker	Central idea: Role models inspire us to learn and develop positive beliefs, values, and qualities. Specified concepts: Form, perspective, responsibility Additional concepts: inspiration, influence, values and beliefs, identities, relationships Lines of inquiry: -qualities and actions of people we look up to -How do role models encourage us to learn and try new things -Positive beliefs and values that are important for ourselves and others Learner profile: reflective, caring, principled	Central idea: Living things depend on their habitats for survival, and changes to habitats affect all living things. Specified concepts: Form, change, causation Additional concepts: survival, needs, environment, interdependence Lines of inquiry: -how living things need each other to survive -how do different habitats support the survival of various plants and animals -actions that humans take to protect habitats for a sustainable future Learner profile: balanced, caring, knowledgeable,	Central idea: Features of our local environment and community shape our heritage and culture. Specified concepts: Form, change, function Additional concepts: tradition, celebration, heritage, a daptation Lines of inquiry: -how does our local environment influence our community's traditions and celebrations -stories, art, and music that reflect the features of our local environment -how has our community changed over time due to changes in the local environment Learner profile: reflective, inquirer, knowledgeable

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PYP3	Central idea: Humans create and use systems of signs and symbols to organize and interact within communities. Specified concepts: Form, function, perspective Additional concepts: communication, system, culture, community Lines of inquiry: -different types of systems that use signs and symbols (e.g., traffic systems, maps, language) -how do these systems help people organize their activities and interactions -how do systems of signs and symbols vary across different communities Learner profile: inquirer, thinker, communicator	Central idea: Examining artifacts and events from different historical periods provides insights into the values and beliefs of past societies. Specified concepts: Connection, form, causation Additional concepts: history, culture, values, beliefs, civilization, archaeology Lines of inquiry: -what types of artifacts are used to learn about the past -how do significant events and explorations influence the creation, use and cultural exchange of artifacts -what can artifacts and events tell us about the values and beliefs of people in the past Learner profile: inquirer, knowledgeable, open-minded	Central idea: The design and materials of buildings and structures express people's ideas, cultures and how they live in their environment. Specified concepts: Function, change, connection Additional concepts: expression, culture, design, adaptation Lines of inquiry: -how materials and design choices communicate ideas and cultural values in buildings. -the ways buildings and structures respond to and express their connection with the environment -indigenous architecture as an expression of unique cultural perspectives and traditions. Learner profile: communicator, open-minded, inquirer	Central idea: The effective interactions between human body systems and senses contribute to mental and physical health. Specified concepts: Function, connection, responsibility Additional concepts: systems, interdependence, growth, choice, balance, well-being, lifestyle Lines of inquiry: -body systems, senses and how they work -interdependence of body systems -choices we make every day affect how well our body systems function and our overall well-being Learner profile: Balanced, principled,	Central idea: Weather conditions impact people's lives. Specified concepts: Form, change, connection Additional concepts: adaptation, ecology, consequences, climate Lines of inquiry: -difference between weather and climate -reasons for weather changes -people and places are affected by the weather Learner profile: Reflective, knowledgeable	Central idea: Understanding our impact on ecosystems helps us recognize our responsibilities to protect the rights and dignity of all living things. Specified concepts: Connection, perspective, responsibility Additional concepts: interdependence, balance, ecosystem, Impact, sustainability, ethics Lines of inquiry: -how are all living things interconnected within an ecosystem -the consequences of human actions on the balance and well-being of ecosystems -our responsibilities in ensuring the rights and dignity of all living things within the environment Learner profile: Reflective, caring, thinker

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PYP4	Central idea: By understanding diverse perspectives and our interconnectedness, we can create pathways towards a just and sustainable future for all living things. Specified concepts: Causation, connection, responsibility Additional concepts: relationships, subjectivity, rights Lines of inquiry: -exploring how our actions and choices influence the well-being of the planet and its inhabitants. -investigating different ideas and solutions for building a more equitable and sustainable world. -taking informed action to contribute to a positive future for all. Learner profile: balanced, caring	Central idea: Stories come in different forms. Specified concepts: Form, function Perspective Additional concepts: imagination, inspiration, communication, technique, style Lines of inquiry: -myths, legends, tales and fables around the world -similarities and differences between fables, myths, tales and legends in our culture -characterization, plot development and the role of setting Learner profile: communicator, reflective, inquirer	Central idea: Earth's resources are part of interconnected systems that are always changing, and we have a responsibility to use them thoughtfully. Specified concepts: Change, function, responsibility Additional concepts: conservation of energy, transformation Lines of inquiry: -the change in renewable and non-renewable energy sources within Earth's systems. -the function and impact of energy use in human societies. -our responsibility for thoughtful energy management and innovation. Learner profile: thinker, principled, inquirer	Central idea: Understanding and exercising our rights and responsibilities fosters positive relationships and a sense of belonging within communities. Specified concepts: form, function, perspective Additional concepts: community, rights, relationships, belonging, respect, empathy Lines of inquiry: -our rights and responsibilities in different communities - how does understanding rights and responsibilities contribute to a sense of belonging. -the role of rights and responsibilities in helping communities function effectively. Learner profile: open-minded, balanced, principled	Central idea: Past civilizations influence contemporary societies. Specified concepts: Change, form, function Additional concepts: Discovery, innovation, continuity Lines of inquiry: -different past civilizations -daily life in past civilizations -past civilizations and their influence on present-day societies Learner profile: Communicator, inquirer, thinker	Central idea: The ways we organize transportation systems connect people and places, impacting our world and the environment, and we have a responsibility to make mindful choices. Specified concepts: Connection causation, responsibility, Additional concepts: correlation, citizenship, relationship Lines of inquiry: -how transportation systems connect people and communities -how transportation effects our planet and the living things on it -ur choices and responsibilities when using and planning transportation Learner profile: balanced, thinker, risk-taker

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PYP5	Central idea: Exploring space helps us understand how the universe works and inspires new ideas and inventions. Specified concepts: Perspective, function, connection Additional concepts: Systems, sustainability, evidence Lines of inquiry: -the movement and predictable interactions of objects in space. -the tools and methods scientists use to explore space. -the impact of space discoveries on our knowledge and new creations. Learner profile: thinker, risk-taker, reflective	Central idea: The interdependence of living things requires responsible actions to conserve animal populations and maintain the balance of nature. Specified concepts: causation, connection, responsibility Additional concepts: endangered, conservation, balance Lines of inquiry: -the causes and consequences of animal endangerment and extinction. -the vital role of animals in maintaining the balance of natural ecosystems. -our shared responsibility in conserving animal populations for sustainable coexistence. Learner profile: inquirer, knowledgeable	Central idea: Our understanding of well-being's diverse forms and causes influences our responsibility towards individual and collective health. Specified concepts: Form, causation, responsibility Additional concepts: properties, impact, value Lines of inquiry: -the diverse forms of physical, emotional, social, and spiritual well-being. -the interconnected factors that impact individual and collective well-being. -our responsibilities in promoting and maintaining well-being for ourselves and others Learner profile: caring, balanced, communicator	Central idea: People move and adapt due to natural and human forces, leading to new ways of living and understanding the world. Specified concepts: Causation, perspective, change Additional concepts: beliefs, adaptation, evolution Lines of inquiry: -the impact of natural phenomena on human migration and settlement. -how human innovation and beliefs drive societal change and adaptation. -interpreting historical evidence to understand diverse perspectives on human evolution and cultural development. Learner profile: principled, openminded, knowledgeable,	Central idea: Through imagination and creativity, the arts provide a powerful means of personal and cultural expression and reactions in audiences. Specified concepts: Change, responsibility, perspective Additional concepts: Imagination, inspiration, communication, technique, style Lines of inquiry: -what are the elements of different art forms (e.g., visual art, music, dance, drama) -how do artists use their imagination to create original works of art -how does art inspire different emotions Learner profile: Communicator, reflective, inquirer	PYP EXHIBITION

