

Plan of Inquiry 2022/2023

<Age (grade)	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 organize ourselves	An inquiry into: Sharing the planet
	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</i>	<i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>	<i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</i>	<i>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</i>	<i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i>
Grade 1	<p>Central idea Our characteristics and interests make us who we are.</p> <p>Key concepts: form, change, perspective</p> <p>Related concepts: differences, identity, growth</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Similarities and differences in myself and others (form) • What I can do and feel (perspective) • How I grow and change (change) 	<p>Central idea Daily routines can change according to the time and place where people live.</p> <p>Key concepts: change, causation, responsibility</p> <p>Related concepts: pattern, cycles</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Balanced choices in our daily routines (responsibility) • Why people change daily routines (causation) • Different daily routines in different places and times (change) 	<p>Central idea Arts helps us express ourselves in many ways.</p> <p>Key concepts: function, perspective, form</p> <p>Related concepts: structure, expression</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different types of arts (form) • How artists and performers express themselves (function) • Performing arts (perspective) 	<p>Central idea People use materials for different purposes.</p> <p>Key concepts: form, function, change</p> <p>Related concepts: structure, properties</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Properties of materials (form) • Why different materials are used for different objects (function) • Manipulation and application of materials to new purpose (change) 	<p>Central idea Belonging to different social groups influences people in different ways.</p> <p>Key concepts: perspective, change responsibility</p> <p>Related concepts: roles</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different social groups that people belong to (change) • Reasons for choosing certain groups (perspective) • The roles and responsibilities in different groups (responsibility) 	<p>Central idea Living and non-living nature create balance through their interaction.</p> <p>Key concepts: connection, form</p> <p>Related concepts: relationship</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Living nature (form) • Non-living nature (form) • Interdependence of living and non-living nature (connection)
Grade 2	<p>Central idea Cooperation is important to achieve team goals.</p> <p>Key concepts: function, perspective, responsibility</p> <p>Related concepts: cooperation, consequences</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Being part of a community of learners (perspective) • Skills, strategies and attitudes (function) • Making contributions to a community (responsibility) 	<p>Central idea People use different ways to orientate themselves in place and time.</p> <p>Key concepts: function, form</p> <p>Related concepts: orientation, organization</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Time relations (form) • Spatial relations and landmarks (form) • Important events in personal history as orientation in space and time (function) 	<p>Central idea Signs and symbols help us communicate our ideas more efficiently.</p> <p>Key concepts: function, form, connection</p> <p>Related concepts: symbols, purpose</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Types of signs and symbols (form) • Reasons for using different signs and symbols (connection) • How the meaning of signs and symbols can change (function) 	<p>Central idea Experimenting develops new understanding</p> <p>Key concepts: function, causation</p> <p>Related concepts: method, prediction</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Asking questions (function) • Experimenting in science and social studies (function) • Purpose of experiments (causation) 	<p>Central idea Weather impacts human life in many ways.</p> <p>Key concepts: change, form, responsibility</p> <p>Related concepts: pattern, natural cycles</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • How weather is measured and recorded throughout the world (form) • How seasonal changes affect living things (change) • Measures to be taken against severe weather phenomena (responsibility) 	<p>Central idea Living things have different characteristics to meet their basic needs</p> <p>Key concepts: form, function, responsibility</p> <p>Related concepts: structures, habitat</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Characteristics of living things (form) • The needs of living things (function) • Our responsibility for the well-being of living things (responsibility)

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Grade 3	<p>Central idea Knowledge about different cultures helps us to understand who we are.</p> <p>Key concepts: causation, form</p> <p>Related concepts: identity, diversity, culture</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How social environment influences our identity (causation) Cultural heritage has an impact on society (form) Effects of multiculturalism in everyday life (causation) 	<p>Central idea The way people live is connected to where and when they live</p> <p>Key concepts: change, connection, form</p> <p>Related concepts: adaptation, environment</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The places where people live are different (form) Lifestyles in different places (connection) Places change over time (change) 	<p>Central idea Stories can be told and experienced in many ways.</p> <p>Key concepts: perspective, form, function</p> <p>Related concepts: message, communication, role</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Where stories can be found (function) Stories are told through different types of media (form) Different ways to present stories (perspective) 	<p>Central idea The design of buildings and structures depends on environmental factors.</p> <p>Key concepts: form, causation, connection</p> <p>Related concepts: properties, shape</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Environmental factors (form) Local architecture and its connection to environmental factors (connection) Application of scientific principles in construction of buildings and structures (causation) 	<p>Central idea Goods and services connect communities</p> <p>Key concepts: connection, causation, form</p> <p>Related concepts: supply and demand</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Types of goods and services (form) Distribution of goods and services (causation) Connections among communities in an area (connection) 	<p>Central idea Human action and decisions affect our planet</p> <p>Key concepts: form, change, responsibility</p> <p>Related concepts: recycling, sustainability, resources</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Polluters and waste change our environment (change) Ways in which we can reduce, re-use and recycle paper, plastic, and metal (form) Our responsibility to maintain balance in the environment (responsibility)
Grade 4	<p>Central idea The choices we make affect our health and wellbeing.</p> <p>Key concepts: function, connection, causation</p> <p>Related concepts: health, wellbeing, safety</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Physical and mental health are equally important (connection) Dietary needs for the wellbeing of humans (causation) <p>Role and importance of following safety procedures (function)</p>	<p>Central idea Learning about the past helps us to understand the present and predict the future</p> <p>Key concepts: form, change</p> <p>Related concepts: impact, chronology</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different ways of discovering the past (form) Traditions and costumes around the world through time (change) Everyday life through time (change) 	<p>Central idea Sound and light help us to express ourselves.</p> <p>Key concepts: function, perspective</p> <p>Related concepts: properties, expression</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The manipulation of light and sound (function) Light and sound as tools for artistic expression (perspective) Light and sound in language and literature (function) 	<p>Central idea People use scientific discoveries about water and air to improve the quality of their lives.</p> <p>Key concepts: perspective, change, responsibility</p> <p>Related concepts: discovery, technology</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Ways in which people use different properties of water and air (perspective) The impact of air and water properties on weather changes (change) Protection from meteorological disasters (responsibility) 	<p>Central idea Human-made systems help communication on the local and global level.</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: communication, network</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Human-made systems in communication (form) How human-made systems work (function) Factors that make human-made systems effective for communication (connection) 	<p>Central idea All living things depend on each other in the struggle for survival.</p> <p>Key concepts: form, responsibility, causation</p> <p>Related concepts: balance, relationships</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Classification of living things (form) How living things survive in an ecosystem (causation) Humans responsibility for balance of an ecosystems (responsibility)

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Grade 5	Central idea Beliefs and values change through history. Key concepts: causation, perspective, change Related concepts: identity Lines of inquiry: <ul style="list-style-type: none"> Developing culture and personal identity through history (perspective) How certain people influence the development of human society (causation) How certain events influence the development of human society (change) 	Central idea People move for different reasons and change the world. Key concepts: causation, perspective, change Related concepts: migration Lines of inquiry: <ul style="list-style-type: none"> Explorations (geographical discoveries) have changed the world (change) Why people change their place of residence (causation) How people adapt to new surroundings (perspective) 	PYP EXHIBITION Central idea Thinking about world around us inspires us to express ourselves and act Key concepts: Student identified. Scaffolded: Responsibility Related Concepts: <ul style="list-style-type: none"> Lines of Inquiry: Student developed Learner Profile: Student identified. Scaffolded: Principled, Inquirers	Central idea Energy can be transformed and used to support human progress Key concepts: form, causation, change Related concepts: sustainability Lines of Inquiry <ul style="list-style-type: none"> Different forms of energy sources (renewable & non-renewable)(form) How energy is used (transformation)(change) Importance of sustainable energy practices (causation) 	Central idea Leadership impacts people’s lives Key concepts: function, connection, responsibility Related concepts: governments, justice, citizenship Lines of inquiry: <ul style="list-style-type: none"> The connection between rules, rights and responsibilities (connection) How different government systems function (function) Responsibility of individuals and societies for achieving and promoting social justice (responsibility) 	Central idea We have responsibility of helping to create a more peaceful world Key concepts: causation, perspective, responsibility Related concepts: diversity, equal opportunities Lines of inquiry: <ul style="list-style-type: none"> Peace and conflict affect all people (responsibility) There are many different causes of conflict (causation) Conflicts can be managed in different ways (perspective)