

Programme of Inquiry 2024/25

<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</p> <p>Our characteristics and interests make us who we are.</p> <p>Specified concepts: form, change, perspective</p> <p>Additional 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</p> <p>Daily routines can change according to the time and place where people live.</p> <p>Specified concepts: connection, causation, responsibility</p> <p>Additional 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 (connection) 	<p>Central idea</p> <p>Arts help us express ourselves in many ways.</p> <p>Specified concepts: function, perspective, form</p> <p>Additional 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</p> <p>People use materials for different purposes.</p> <p>Specified concepts: form, function, change</p> <p>Additional 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</p> <p>Belonging to different social groups influences people in different ways.</p> <p>Specified concepts: change, causation, responsibility</p> <p>Additional concepts: roles</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Belonging to different social groups changes through time (change) • The roles and responsibilities in different groups (responsibility) • By improving our behavior we improve relationships (causation) 	<p>Central idea</p> <p>Our world is made up of living and non-living</p> <p>Specified concepts: responsibility, form</p> <p>Additional concepts: classification</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Characteristics of living and non-living (form) • Non-living can be natural and man-made (form) • Our care towards living and non-living (responsibility)

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Grade 2	<p>Central idea Cooperation is important to achieve team goals.</p> <p>Specified concepts: function, perspective, responsibility</p> <p>Additional concepts: cooperation, relationships</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 Measurement and orientation are important in everyday life.</p> <p>Specified concepts: function, form</p> <p>Additional concepts: space, units</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Spatial relations (form) • Time relations (form) • Non-standard measurements (function) 	<p>Central idea Signs and symbols help us communicate our ideas more efficiently.</p> <p>Specified concepts: function, form, connection</p> <p>Additional concepts: symbols, transformation</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>Specified concepts: function, causation</p> <p>Additional concepts: method, prediction, purpose</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>Specified concepts: change, form, responsibility</p> <p>Additional concepts: pattern, cycles, responsibility</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>Specified concepts: form, function, responsibility</p> <p>Additional concepts: , habitat, balance, survival</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)
Grade 3	<p>Central idea Knowledge about different cultures helps us to understand who we are.</p> <p>Specified concepts: causation, form</p> <p>Additional concepts: identity, diversity, culture</p> <p>Lines of inquiry</p>	<p>Central idea People use different ways to orientate themselves in place and time.</p> <p>Specified concepts: function, form</p> <p>Additional concepts: orientation, organization</p> <p>Lines of inquiry:</p>	<p>Central idea Stories can be told and experienced in many ways.</p> <p>Specified concepts: perspective, form, function</p> <p>Additional concepts: message, communication, role</p> <p>Lines of inquiry</p>	<p>Central idea The design of buildings and bridges depends on environmental factors.</p> <p>Specified concepts: form, causation, connection</p> <p>Additional concepts: properties, shape</p> <p>Lines of inquiry</p>	<p>Central idea Goods and services connect communities</p> <p>Specified concepts: connection, causation, form</p> <p>Additional concepts: supply and demand</p>	<p>Central idea Human action and decisions affect our planet</p> <p>Specified concepts: form, change, responsibility</p> <p>Additional concepts: recycling, sustainability, resources</p> <p>Lines of inquiry</p>

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	<ul style="list-style-type: none"> Different nations have different cultures (form) How places and people around us influence our identity (causation) Effects of other cultures in our life (causation) 	<ul style="list-style-type: none"> Telling time and calendar (function) Spatial relations and landmarks (form) Organization of family trip (function) 	<ul style="list-style-type: none"> The ways of telling stories (form) Imagination and experience help us to tell stories (function) Different ways to experience stories (perspective) 	<ul style="list-style-type: none"> Environmental factors (form) The connection of buildings and bridges to environmental factors (connection) Knowledge about materials helps us in construction of buildings and bridges (causation) 	<p>Lines of inquiry</p> <ul style="list-style-type: none"> Types of settlements (form) Distribution of goods and services (causation) Connections among communities in an area (connection) 	<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>Specified concepts: function, connection, causation</p> <p>Additional 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>Central idea Learning about the past helps us to understand the present and predict the future</p> <p>Specified concepts: form, change</p> <p>Additional concepts: impact, chronology, tradition</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) 	<p>Central idea Sound and light help us to express ourselves.</p> <p>Specified concepts: function, perspective</p> <p>Additional concepts: properties, communication, expression</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The manipulation of light and sound (form) Light and sound as tool for communication in everyday life (function) Light and sound as tools for artistic expression (perspective) 	<p>Central idea People use scientific discoveries in everyday life.</p> <p>Specified concepts: perspective, change, form</p> <p>Additional concepts: discovery, change, 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) Reversible and irreversible changes (change) 	<p>Central idea Human-made systems help communication on the local and global level.</p> <p>Specified concepts: form, function, connection</p> <p>Additional concepts: communication, organisation, purpose</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 	<p>Central idea All living things depend on each other in the struggle for survival.</p> <p>Specified concepts: form, responsibility, causation</p> <p>Additional concepts: balance, adaptation</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) Human responsibility for balance of an ecosystems (responsibility)

	<ul style="list-style-type: none"> • Role and importance of following safety procedures (function) 	<ul style="list-style-type: none"> • Everyday life through time (change) 		<ul style="list-style-type: none"> • Gravity and motion (form) 	<p>communication (connection)</p>	
Grade 5	<p>Central idea Beliefs and values change through history.</p> <p>Specified concepts: causation, perspective, change, form</p> <p>Additional concepts: beliefs and values, influence</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • All of us have certain beliefs and values (form) • Developing culture and personal identity through history (perspective) • How certain people and events influence the change of human society (causation and change) 	<p>Central idea People move for different reasons and thus change the world.</p> <p>Specified concepts: causation, perspective, connection</p> <p>Additional concepts: movement</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Certain explorations (geographical discoveries) have changed the world (connection) • Why people change their place of residence (causation) • How people adapt to new surroundings (perspective) 	<p>PYP EXHIBITION</p> <p>Central idea Thinking about world around us inspires us to express ourselves and act</p> <p>Specified concepts: Student identified.</p> <p>Scaffolded: Responsibility</p> <p>Related Concepts:</p> <ul style="list-style-type: none"> • Lines of Inquiry: Student developed Learner Profile: Student identified. <p>Scaffolded: Principled, Inquirers</p>	<p>Central idea Matter behave in different ways, which determines how people use them</p> <p>Specified concepts: form, function and responsibility, change</p> <p>Additional concepts: Interaction, transformation, interconnection</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Mixtures and solutions in science and everyday life (form) • Magnetism of objects (change) • Electricity (function and responsibility) 	<p>Central idea Taking personal action can make better society</p> <p>Specified concepts: perspective, connection, responsibility</p> <p>Additional concepts: community, relationship, influence</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The connection between rules, rights and responsibilities (connection) • How citizens can influence on changes in society locally and globally (perspective) • Responsibility of individuals and societies for embracing diversity (responsibility) 	<p>Central idea We have responsibility of helping to create a more peaceful world</p> <p>Specified concepts: form, perspective, connection</p> <p>Additional concepts: peace, conflict</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • There are many different types of conflicts (form) • Usage of different forms of energy sources (renewable & non-renewable) can be reason for conflicts (connection) • Conflicts can be managed in different ways (perspective)