

## Programme of Inquiry (2019-2020)

PYP Nursery					
<p><b>Who we are</b> An inquiry into <b>the nature of the self</b>; 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.</p>		<p><b>How we express ourselves</b> An inquiry into <b>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</b>; our appreciation of the aesthetic.</p>	<p><b>How the world works</b> An inquiry into the natural world and its laws; <b>the interaction between the natural world (physical and biological) and human societies</b>; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How we organize ourselves</b> An inquiry into <b>the interconnectedness of human-made systems and communities</b>; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	
<p><b>Central idea:</b> Getting to know about myself</p> <p><b>Lines of inquiry:</b> 1. Our body functions 2. Our abilities 3. Likes and dislikes</p> <p><b>Key Concepts:</b> Function, Responsibility</p>		<p><b>Central idea:</b> Feelings and ideas are expressed through play</p> <p><b>Lines of inquiry:</b> 1. Communication through play 2. Imaginative use of everyday objects 3. Games and toys</p> <p><b>Key Concepts:</b> Form, Connection, Perspective</p>	<p><b>Central idea:</b> Seasons determine how people live</p> <p><b>Lines of inquiry:</b> 1. Seasons around the world 2. Seasons impact our lives 3. Seasons influence our feelings</p> <p><b>Key Concepts:</b> Form, Connection, Causation</p>	<p><b>Central idea:</b> Transportation connects people</p> <p><b>Lines of inquiry:</b> 1. Use of transports 2. Types of transports 3. Moving from place to place</p> <p><b>Key Concepts:</b> Change, Connection</p>	

## Programme of Inquiry (2019-2020)

PYP Kindergarten 1					
<p><b>Who we are</b> An inquiry into <b>the nature of the self</b>; 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.</p>		<p><b>How we express ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity</b>; our appreciation of the aesthetic.</p>	<p><b>How the world works</b> 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.</p>	<p><b>How we organize ourselves</b> 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.</p>	
<p><b>Central idea:</b> Senses help us experience the world</p> <p><b>Lines of inquiry:</b> 1. The senses 2. Functions of senses 3. Experiencing with senses</p> <p><b>Key Concepts:</b> Form, Function</p>		<p><b>Central idea:</b> Stories inform and excite us</p> <p><b>Lines of inquiry:</b> 1. Stories are connected to our lives and experiences 2. Stories make us feel 3. Ways to tell stories</p> <p><b>Key Concepts:</b> Form, Connection</p>	<p><b>Central idea:</b> Reflection and shadow influence the way we use light</p> <p><b>Lines of inquiry:</b> 1. Uses of light 2. Light sources and shadows 3. Reflection and refraction</p> <p><b>Key Concepts:</b> Function, Perspective, Change</p>	<p><b>Central idea:</b> Communities work when people follow rules and routines</p> <p><b>Lines of inquiry:</b> 1. What a rule is 2. Why we need rules and routines 3. Rules and routines of our school</p> <p><b>Key Concepts:</b> Function, Responsibility, Causation</p>	

## Programme of Inquiry (2019-2020)

PYP Kindergarten 2					
<p><b>Who we are</b> An inquiry into <b>the nature of the self</b>; 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.</p>		<p><b>How we express ourselves</b> 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; <b>our appreciation of the aesthetic.</b></p>	<p><b>How the world works</b> An inquiry into <b>the natural world and its laws</b>; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles</b>; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How we organize ourselves</b> An inquiry into <b>the interconnectedness of human-made systems and communities</b>; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	
<p><b>Central idea:</b> Everyone is different</p> <p><b>Lines of inquiry:</b> 1. Physical characteristics 2. Personal characteristics 3. Learning through experiences</p> <p><b>Key Concepts:</b> Perspective, Connection</p>		<p><b>Central idea:</b> Poetry expresses our ideas and feelings</p> <p><b>Lines of inquiry:</b> 1. Poetry in music 2. Rhymes and word choices 3. Ideas and feelings in poetry</p> <p><b>Key Concepts:</b> Form, Perspective</p>	<p><b>Central idea:</b> Water is important</p> <p><b>Lines of inquiry:</b> 1. Daily use of water 2. Water cycle 3. Water as a source of energy and power</p> <p><b>Key Concepts:</b> Causation, Change</p>	<p><b>Central idea:</b> Buildings provide many services</p> <p><b>Lines of inquiry:</b> 1. Our school building 2. How the library works 3. Goods and services</p> <p><b>Key Concepts:</b> Form, Function, Responsibility</p>	

## Programme of Inquiry (2019-2020)

PYP Grade 1					
<p><b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures</b>; rights and responsibilities; what it means to be human.</p>	<p><b>Where we are in place and time</b> An inquiry into <b>orientation in place and time</b>; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <b>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</b></p>	<p><b>How we express ourselves</b> An inquiry into <b>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</b>; our appreciation of the aesthetic.</p>	<p><b>How the world works</b> An inquiry into <b>the natural world and its laws; the interaction between the natural world (physical and biological) and human societies</b>; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How we organize ourselves</b> An inquiry into <b>the interconnectedness of human-made systems and communities</b>; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>Sharing the planet</b> An inquiry into <b>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</b>; access to equal opportunities; peace and conflict resolution.</p>
<p><b>Central idea:</b> Relationships contribute to our well-being and needs to be nurtured</p> <p><b>Lines of inquiry:</b> 1. Relationships in our lives 2. Friendship roles and values 3. Thoughts, words and actions affect relationship</p> <p><b>Key Concepts:</b> Connection, Function, Causation</p>	<p><b>Central idea:</b> A city is a place where people work and live</p> <p><b>Lines of inquiry:</b> 1. Things that make a city 2. Differences and similarities of cities 3. People influence the development of their cities</p> <p><b>Key Concepts:</b> Form, Change, Responsibility</p>	<p><b>Central idea:</b> Sound can help us understand the world and express ourselves</p> <p><b>Lines of inquiry:</b> 1. Sources of sounds 2. Expressing ourselves through sounds 3. Responding to sounds</p> <p><b>Key Concepts:</b> Form, Perspective, Causation</p>	<p><b>Central idea:</b> Weather and climate shape the world we live in</p> <p><b>Lines of inquiry:</b> 1. Weather, seasons and climate of the world 2. The role of water cycle 3. Effects of weather patterns in people's lives</p> <p><b>Key Concepts:</b> Form, Change, Causation</p>	<p><b>Central idea:</b> Maps can help people find their place in the world</p> <p><b>Lines of inquiry:</b> 1. Purpose of maps 2. Map features 3. Human features on maps</p> <p><b>Key Concepts:</b> Function, Form</p>	<p><b>Central idea:</b> Habitats sustains living things</p> <p><b>Lines of inquiry:</b> 1. Types of habitats 2. Needs of living things 3. Conservation is everyone's responsibility</p> <p><b>Key Concepts:</b> Form, Responsibility</p>

## Programme of Inquiry (2019-2020)

PYP Grade 2					
<p><b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities, and cultures</b>; rights and responsibilities; what it means to be human.</p>	<p><b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and <b>the interconnectedness of individuals and civilizations, from local and global perspectives.</b></p>	<p><b>How we express ourselves</b> 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.</p>	<p><b>How the world works</b> An inquiry into the natural world and its laws; <b>the interaction between the natural world (physical and biological) and human societies</b>; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p><b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; <b>the structure and function of organizations</b>; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p><b>Sharing the planet</b> An inquiry <b>into rights and responsibilities in the struggle to share finite resources with other people and with other living things</b>; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>
<p><b>Central idea:</b> Culture shapes who we are</p> <p><b>Lines of inquiry:</b> 1. Diversity of cultures around the world 2. The ways in which families are connected 3. Artefacts that symbolise a culture</p> <p><b>Key Concepts:</b> Connection, Responsibility</p>	<p><b>Central idea:</b> Connections between people are necessary for personal growth</p> <p><b>Lines of inquiry:</b> 1. Globalisation effects interconnectedness 2. Social connections 3. Opportunities to connect</p> <p><b>Key Concepts:</b> Connection, Causation</p>	<p><b>Central idea:</b> Imagination is a powerful tool</p> <p><b>Lines of inquiry:</b> 1. How we show and enjoy our imagination 2. Our imagination helps us to explore new possibilities 3. Ways in which we can share our imagination</p> <p><b>Key Concepts:</b> Function, Perspective</p>	<p><b>Central idea:</b> The Earth is part of a universe and has distinctive features</p> <p><b>Lines of inquiry:</b> 1. Earth and its place within the solar system 2. Features of the planet Earth 3. Function and properties of air</p> <p><b>Key Concepts:</b> Change, Function</p>	<p><b>Central idea:</b> Humans create systems that affect their lives</p> <p><b>Lines of inquiry:</b> 1. Personal organisation 2. Communal organisation 3. Application, use and storage of information</p> <p><b>Key Concepts:</b> Form, Causation</p>	<p><b>Central idea:</b> Choices can help maintain and sustain the Earth's resources</p> <p><b>Lines of inquiry:</b> 1. The limited nature of the Earth's resources 2. Personal choices that can help sustain the environment 3. Reducing waste</p> <p><b>Key Concepts:</b> Responsibility, Causation</p>

## Programme of Inquiry (2019-2020)

PYP Grade 3/4					
<p><b>Who we are</b> An inquiry into the nature of the self; <b>beliefs and values</b>; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p><b>Where we are in place and time</b> An inquiry into orientation in place and time; <b>personal histories</b>; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and <b>the interconnectedness of individuals and civilizations, from local and global perspectives.</b></p>	<p><b>How we express ourselves</b> An inquiry into <b>the ways in which we discover and express ideas</b>, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p><b>How the world works</b> An inquiry into the natural world and its laws; <b>how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</b></p>	<p><b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; <b>the structure and function of organizations</b>; societal decision-making; <b>economic activities and their impact on humankind and the environment.</b></p>	<p><b>Sharing the planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; <b>communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</b></p>
<p><b>Central idea:</b> Thinking and learning can help us develop our potential</p> <p><b>Lines of inquiry:</b> 1. Understanding the brain 2. Tools and strategies that can help us learn effectively 3. We as learners</p> <p><b>Key Concepts:</b> Form, Function, Connection</p>	<p><b>Central idea:</b> A sense of interconnectedness and cultural awareness develops through analysing other cultures</p> <p><b>Lines of inquiry:</b> 1. Choices are influenced by geographical location 2. Difference between home culture and other cultures 3. Ways to be international-minded</p> <p><b>Key Concepts:</b> Perspective, Causation</p>	<p><b>Central idea:</b> Stories are created and expressed in a variety of ways</p> <p><b>Lines of inquiry:</b> 1. Story structure and elements 2. The purpose of stories 3. Different versions of the same story</p> <p><b>Key Concepts:</b> Form, Function, Perspective</p>	<p><b>Central idea:</b> Processes help us understand the world</p> <p><b>Lines of inquiry:</b> 1. Understanding and comparing technological advances 2. Using processes to solve problem 3. Observation and inferences inform decision</p> <p><b>Key Concepts:</b> Form, Change, Function</p>	<p><b>Central idea:</b> People play different roles in their communities</p> <p><b>Lines of inquiry:</b> 1. Different ways communities are organized 2. Different roles people play 3. Jobs and services support the community</p> <p><b>Key Concepts:</b> Connection, Responsibility</p>	<p><b>Central idea:</b> Small steps can lead to global change</p> <p><b>Lines of inquiry:</b> 1. Change makers of the world 2. People's responsibility to create a positive difference in the world 3. The role of cooperation and communication play in solving problems</p> <p><b>Key Concepts:</b> Responsibility, Perspective, Change</p>

## Programme of Inquiry (2019-2020)

PYP Grade 5/6					
<b>Who we are</b> An inquiry into <b>the nature of the self</b> ; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; <b>rights and responsibilities</b> ; what it means to be human.	<b>Where we are in place and time</b> An inquiry into orientation in place and time; personal histories; homes and journeys; <b>the discoveries, explorations and migrations of humankind</b> ; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	<b>How we express ourselves</b> An inquiry into <b>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</b> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<b>How the world works</b> 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; <b>the impact of scientific and technological advances on society and on the environment.</b>	<b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; <b>societal decision-making; economic activities and their impact on humankind and the environment.</b>	<b>Sharing the planet</b> 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.
<p><b>Central idea:</b> Interactions can lead to and solve conflict.</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Role of communication plays in conflict</li> <li>2. Resolving conflict between team members and through communication</li> <li>3. Conflict can affect team performance</li> </ol> <p><b>Key Concepts:</b> Causation, Responsibility</p>	<p><b>Central idea:</b> We are who we are because of immigration.</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Migration changes cities</li> <li>2. People of different cultures assimilate</li> <li>3. Migration affects social and environmental conditions</li> </ol> <p><b>Key Concepts:</b> Function, Change</p>	<p><b>Central idea:</b> We express and solve problems differently based on different points of view.</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. People identifying problems</li> <li>2. Conflict resolution skills</li> <li>3. People expressing conflict through the arts</li> </ol> <p><b>Key Concepts:</b> Perspective, Form</p>	<p><b>Central idea:</b> Human behaviour and natural forces affect the balance of ecosystems.</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Landforms</li> <li>2. Constructive and destructive forces</li> <li>3. Interactions and interrelationships in ecosystems</li> </ol> <p><b>Key Concepts:</b> Function, Connection</p>	<p><b>Central idea:</b> Population percentages influence government and economic decisions.</p> <p><b>Lines of inquiry:</b></p> <ol style="list-style-type: none"> <li>1. Local and global geography</li> <li>2. Methods to calculate populations in geographic areas</li> <li>3. How government and economies are affected by population percentages</li> </ol> <p><b>Key Concepts:</b> Connection, Causation</p>	<p><b>The Exhibition</b></p>