

## IB PYP Programme of Inquiry 2022-23

Grade	<u>Transdisciplinary Theme</u>  Who we are  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.	<u>Transdisciplinary Theme</u>  Where we are in place and time  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.	<u>Transdisciplinary Theme</u>  How we express ourselves  An inquiry into the ways in which we discover and express our feelings, ideas, nature, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<u>Transdisciplinary Theme</u>  How the world works  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.	<u>Transdisciplinary Theme</u>  How we organise ourselves  An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment.	<u>Transdisciplinary Theme</u>  Sharing the planet  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.
<b>Foundation 3</b> *FYears only cover 4 themes	<b>1</b> <b>CI: Our families and friends help us become who we are.</b> <ul style="list-style-type: none"> <li>Personal histories. Me and my family.</li> <li>Exploring the 5 senses</li> <li>Celebrating diversity. Likes and dislikes.</li> </ul> <b>Concepts:</b> form, connection  <b>Learner profile:</b> caring, communicators, balanced	<b>2</b> <b>CI: People use maps and globes to explore the world.</b> <ul style="list-style-type: none"> <li>Maps and globes</li> <li>Travelling the world near and far</li> <li>Exploring different cultures</li> </ul> <b>Concepts:</b> connection, perspective  <b>Learner profile:</b> knowledgeable, open-minded	<b>4</b> <b>CI: We can show what we think and feel through art.</b> <ul style="list-style-type: none"> <li>Art is a way of expressing ourselves</li> <li>Experimenting with different mediums of art.</li> </ul> <b>Concepts:</b> function, change  <b>Learner profile:</b> inquirer, risk taker			<b>3</b> <b>CI: Knowing about our natural surroundings helps us look after our planet.</b> <ul style="list-style-type: none"> <li>Indigenous wisdom and different uses of plants. Lo-Tek.</li> <li>How to help nature and how nature can help us</li> <li>Human impact on nature</li> </ul> <b>Concepts:</b> causation, responsibility, change  <b>Learner profile:</b> caring, thinkers, reflective
<b>Foundation 4</b> *FYears only cover 4 themes	<b>1</b> <b>CI: The importance of health and wellbeing in different cultures.</b>	<b>2</b> <b>CI: Exploring our place in the solar system.</b>	<b>Ongoing collaborative unit</b>  <b>CI: Using different media and materials helps us to</b>	<b>3</b> <b>CI: Understanding different habitats and the creatures that live in</b>		<b>4</b> <b>CI: Exploring life under the sea enables us to know the impact humans have on the planet.</b>

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	<ul style="list-style-type: none"> <li>• What is health and wellbeing</li> <li>• How we can be responsible with our everyday choices.</li> <li>• How different cultures take care of their health.</li> </ul> <p><b>Concepts:</b> Perspective, Responsibility.</p> <p><b>Learner profile:</b> Balanced, Reflective, Principled.</p>	<ul style="list-style-type: none"> <li>• Where we are in the solar system.</li> <li>• The earth's position and how it impacts life on earth.</li> <li>• Technology we need to explore space.</li> </ul> <p><b>Concepts:</b> Form, Function</p> <p><b>Learner profile:</b> Open-minded, Inquirer, Communicator</p>	<p><b>explore our imagination and express our emotions.</b></p> <ul style="list-style-type: none"> <li>• Art comes in various forms.</li> <li>• Different ways to express ourselves.</li> <li>• We can respond to and interpret art differently.</li> </ul> <p><b>Concepts:</b> Form, Perspective.</p> <p><b>Learner profile:</b> Risk taker, Communicator, Open-minded</p>	<p><b>them helps us to care for the natural world.</b></p> <ul style="list-style-type: none"> <li>• Different environments and animals that live there.</li> <li>• Learn about how animals adapt their habitats to suit their climate.</li> <li>• Animal adaptations to different types of habitats due to urbanisation.</li> </ul> <p><b>Concepts:</b> Causation, connection.</p> <p><b>Learner profile:</b> Knowledgeable thinkers.</p>		<ul style="list-style-type: none"> <li>• Types of sea life</li> <li>• How pollution impacts sea life and coral reefs and the damage caused by humans.</li> <li>• The consequences of the shipping industry and overshipping.</li> </ul> <p><b>Concepts:</b> Change, responsibility.</p> <p><b>Learner profile:</b> caring, inquirer, risk taker.</p>
<p><b>Foundation 5</b> *FYears only cover 4 themes</p>	<p><b>1</b> <b>CI: Exploring how we are helps us to connect to others.</b></p> <ul style="list-style-type: none"> <li>• What makes us who we are</li> <li>• Similarities and differences to others</li> <li>• Celebrating the diversity all around us</li> </ul> <p><b>Key concepts:</b> form, perspective, connection</p> <p><b>Related concepts:</b> culture, diversity, identity <b>Learner profile:</b> caring, open minded</p>	<p><b>2</b> <b>CI: Remains of prehistoric animals lead us to understand the past.</b></p> <ul style="list-style-type: none"> <li>• Information sources about dinosaurs</li> <li>• Links between external features of prehistoric animals and their environments</li> <li>• Theories on the extinction of dinosaurs</li> </ul> <p><b>Key concepts:</b> change, connection</p> <p><b>Related concepts:</b> causation, time, systems, scale</p>	<p><b>Ongoing collaborative unit.</b> <b>CI: Using different media and materials helps us to explore our imagination and express our emotions.</b></p> <ul style="list-style-type: none"> <li>• Art comes in various forms.</li> <li>• Different ways to express ourselves.</li> <li>• We can respond to and interpret art differently.</li> </ul> <p><b>Concepts:</b> Form, Perspective.</p> <p><b>Learner profile:</b> Risk taker, Communicator, Open-minded</p>	<p><b>4</b> <b>CI: All living things go through a process of change.</b></p> <ul style="list-style-type: none"> <li>• The life cycles of different living things</li> <li>• Similarities and differences between life cycles</li> <li>• The impact these living things have on our world</li> </ul> <p><b>Key concepts:</b> function, connection</p> <p><b>Related concepts:</b> transformation, processes, cycles, connections</p>		<p><b>3</b> <b>CI: Encouraging sustainable choices teaches environmental action.</b></p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The rubbish we find around us</li> <li>• Ways to dispose rubbish</li> <li>• Our responsibility towards rubbish in the future</li> </ul> <p><b>Key concepts:</b> Change, Responsibility Thinkers</p> <p><b>Related concepts:</b> Citizenship, sustainability, consequences, interdependence,</p>

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		<b>Learner profile:</b> reflective, thinkers		<b>Learner profile:</b> knowledgeable, inquirers, caring		conservation, choices, education.  Learner profile attributes: Caring, Principled
Year 1	<p><b>1</b></p> <p><b>CI: Everyday choices affect people's relationships.</b></p> <ul style="list-style-type: none"> <li>The attributes of thoughtful choices</li> <li>Conflict resolution</li> <li>Building a classroom environment</li> </ul> <p><b>Key concepts:</b> responsibility, perspective <b>Related concepts:</b> collaboration, community, diversity, respect. <b>Learner profile:</b> open-minded, reflective.</p>	<p><b>3</b></p> <p><b>CI: discovery and navigation can pinpoint location.</b></p> <ul style="list-style-type: none"> <li>How we represent place</li> <li>The places around us</li> <li>Knowing where we are helps us to know where to go.</li> </ul> <p><b>Key concepts:</b> function, connection <b>Related concepts:</b> measurement, orientation. <b>Learner profile:</b> knowledgeable + student chosen</p>	<p><b>4</b></p> <p><b>CI: exploring fictional narrative enables us to explore different cultures.</b></p> <ul style="list-style-type: none"> <li>Customs and traditions exhibited through stories</li> <li>Feelings and emotions through stories</li> <li>Similarities and differences between stories from different cultures.</li> </ul> <p><b>Key concepts:</b> form, perspective <b>Related concepts:</b> structure, expression, perspective, voice, plot, meaning. <b>Learner profile:</b> communicator, thinkers.</p>	<p><b>6</b></p> <p><b>CI: knowing about the weather helps us to be prepared for changing conditions.</b></p> <ul style="list-style-type: none"> <li>Relationship between climate and weather</li> <li>Severe weather and the impact on human lives</li> <li>Weather affects our daily lives.</li> </ul> <p><b>Key concepts:</b> causation, change. <b>Related concepts:</b> lifestyle, safety, influence. <b>Learner profile:</b> inquirers, risk-takers.</p>	<p><b>2</b></p> <p><b>CI: communities adjust according to the needs of people.</b></p> <ul style="list-style-type: none"> <li>Organisation and roles within communities</li> <li>Human action and environmental change</li> <li>Differences and similarities between communities around the world.</li> </ul> <p><b>Key concepts:</b> connection, form <b>Related concepts:</b> collaboration, organization, influence, function, impact. <b>Learner profile:</b> inquirers, thinkers.</p>	<p><b>5</b></p> <p><b>CI: understanding what makes something alive helps us to care for all living things.</b></p> <ul style="list-style-type: none"> <li>Characteristics and needs of living things</li> <li>Our responsibility for the wellbeing of living things</li> <li>Relationship between living and non-living things.</li> </ul> <p><b>Key concepts:</b> responsibility, function, form. <b>Related concepts:</b> caring, principled.</p>
Year 2	<p><b>1</b></p> <p><b>CI: exploring our body helps us to understand ourselves.</b></p> <ul style="list-style-type: none"> <li>Major systems in the human body and their purpose</li> <li>The connection between body systems</li> </ul>	<p><b>5</b></p> <p><b>CI: exploration leads to discoveries, opportunities and new understanding.</b></p> <ul style="list-style-type: none"> <li>Reasons for explorations and discoveries</li> <li>How exploration and discoveries</li> </ul>	<p><b>2</b></p> <p><b>CI: sharing traditions develop an appreciation for others.</b></p> <ul style="list-style-type: none"> <li>Traditions and celebrations people participate in</li> </ul>	<p><b>3</b></p> <p><b>CI: transforming and using energy supports human progress.</b></p> <ul style="list-style-type: none"> <li>Sources of energy and light</li> <li>Renewable energy</li> </ul>	<p><b>4</b></p> <p><b>CI: technology can be used to improve community spaces.</b></p> <ul style="list-style-type: none"> <li>Effects of technology on the society and the environment</li> </ul>	<p><b>6</b></p> <p><b>CI: people's actions affect our environmental footprint.</b></p> <ul style="list-style-type: none"> <li>Innovation in the production of food</li> <li>Evolution of farming</li> </ul>

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	<ul style="list-style-type: none"> <li>A comparison between humans and other species.</li> </ul> <p><b>Key concepts:</b> form, connection <b>Related concepts:</b> systems, change, <b>Learner profile:</b> reflective, knowledgeable</p>	<p>have changed society</p> <ul style="list-style-type: none"> <li>Consequences of exploration and discoveries.</li> </ul> <p><b>Key concepts:</b> change causation <b>Related concepts:</b> colonization, change over time, diversity, culture, development, globalization. <b>Learner profile:</b> reflective, risk-takers</p>	<ul style="list-style-type: none"> <li>The history of traditions and celebrations</li> <li>Appreciate or respect that we are different</li> </ul> <p><b>Key concepts:</b> form, perspective <b>Related concepts:</b> expression, celebration, ritual, tradition, diversity, <b>Learner profile:</b> caring, open-minded</p>	<ul style="list-style-type: none"> <li>New inventions that change human life</li> </ul> <p><b>Key concepts:</b> causation, function <b>Related concepts:</b> change, energy, structure and function, technology, technology, adaptation. <b>Learner profile:</b> thinkers, knowledgeable</p>	<ul style="list-style-type: none"> <li>How decisions are made within communities</li> </ul> <p><b>Key concepts:</b> change, connection <b>Related concepts:</b> trends, lifestyle, change, growth, responsibility, choice, influence, technology, adaptation. <b>Learner profile:</b> communicators, thinkers.</p>	<ul style="list-style-type: none"> <li>Distribution and equity.</li> </ul> <p><b>Key concepts:</b> responsibility, function. <b>Related concepts:</b> supply, demand, change, resources. <b>Learner profile:</b> caring, risk-takers.</p>
Year 3	<p style="text-align: center;"><b>3</b></p> <p><b>CI: learning from significant events expands understanding of our rights and responsibilities.</b></p> <ul style="list-style-type: none"> <li>Significant people impact our lives</li> <li>Forms of activism can lead to change</li> <li>The importance of inclusion in society</li> </ul> <p><b>Key concepts:</b> responsibility, causation. <b>Related concepts:</b> power, identity, rights and responsibilities, peace and conflict, democracy, diversity, justice, revolution. <b>Learner profile:</b> open-minded, principled.</p>	<p style="text-align: center;"><b>1</b></p> <p><b>CI: Discovering Ancient Civilizations allows us to make connections to our lives.</b></p> <ul style="list-style-type: none"> <li>Connections between past and present societies</li> <li>Similarities and differences across cultures and civilizations</li> <li>Factors that influence a civilization to change over time.</li> </ul> <p><b>Key concepts:</b> change, causation. <b>Related concepts:</b> change over time, culture, ritual, celebration, tradition, community. <b>Learner profile:</b> thinkers, inquirers.</p>	<p style="text-align: center;"><b>2</b></p> <p><b>CI: art enables us to express and communicate ideas, thoughts and feelings.</b></p> <ul style="list-style-type: none"> <li>Art is a form of personal expression</li> <li>Different forms of art serve different purposes</li> <li>Art is subjective.</li> </ul> <p><b>Key concepts:</b> form, perspective <b>Related concepts:</b> imagination, creativity, expression, perspective, movement, pattern, balance, abstraction. <b>Learner profile:</b> open-minded, risk-taker.</p>	<p style="text-align: center;"><b>6</b></p> <p><b>CI: Forces affect the world we live in.</b></p> <ul style="list-style-type: none"> <li>How different forces work</li> <li>How forces affect our daily life</li> <li>Man-made versus natural forces.</li> </ul> <p><b>Key concepts:</b> function, change <b>Related concepts:</b> force, design, natural/manufactured, impact. <b>Learner profile:</b> thinkers, inquirers.</p>	<p style="text-align: center;"><b>5</b></p> <p><b>CI: understanding the needs of others enables us to create appropriate products or services.</b></p> <ul style="list-style-type: none"> <li>Characteristics of a business structure</li> <li>Analysing successful social and innovative models</li> <li>Identifying issues and needs within our community using Design Thinking.</li> </ul> <p><b>Key concepts:</b> function, responsibility. <b>Related concepts:</b> consumption, economy, collaboration, supply and demand, resources, needs. <b>Learner profile:</b> caring, risk-takers.</p>	<p style="text-align: center;"><b>4</b></p> <p><b>CI: Living things rely on natural resources for survival.</b></p> <ul style="list-style-type: none"> <li>Water as a natural resource</li> <li>How water is used</li> <li>How we share and protect natural resources</li> </ul> <p><b>Key concepts:</b> responsibility, perspective. <b>Related concepts:</b> resources, sustainability, survival, nature. <b>Learner profile:</b> balanced, communicators.</p>
Year 4	<p style="text-align: center;"><b>1</b></p> <p><b>CI: understanding what it means to be human implies analysing the different</b></p>	<p style="text-align: center;"><b>6</b></p> <p><b>CI: Human migration is a response to circumstances,</b></p>	<p style="text-align: center;"><b>2</b></p> <p><b>CI: performing arts gives us opportunities to create and share values.</b></p>	<p style="text-align: center;"><b>4</b></p> <p><b>CI: Scientific understanding advances society.</b></p>	<p style="text-align: center;"><b>3</b></p> <p><b>CI: TBC</b> Economy and Blockchain</p>	<p style="text-align: center;"><b>5</b></p> <p><b>CI: Consequences result from ongoing development.</b></p>

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	<p><b>factors that determine its nature.</b></p> <ul style="list-style-type: none"> <li>Natural and environmental factors</li> <li>Human intelligence vs artificial intelligence</li> <li>Human as a social being.</li> </ul> <p><b>Key concepts:</b> change, responsibility, connection. <b>Related concepts:</b> <b>Learner profile:</b> balanced, reflective. <b>ATLs:</b> thinking and self-management skills.</p>	<p><b>challenges and opportunities.</b></p> <ul style="list-style-type: none"> <li>Causes and effects of migration</li> <li>Relationship between migration and sustainability</li> <li>Human migration throughout history</li> </ul> <p><b>Key concepts:</b> causation, change. <b>Related concepts:</b> migration, sustainability, systems, complexity, resilience, environment. <b>Learner profile:</b> caring, open-minded. <b>ATLs:</b> social and self-management skills.</p>	<ul style="list-style-type: none"> <li>Different forms of performing arts</li> <li>Elements of a play and how to produce one</li> <li>People can express themselves on diverse ways</li> </ul> <p><b>Key concepts:</b> form, perspective <b>Related concepts:</b> expression, performance, perspective, audience, movement, design, meaning, style. <b>Learner profile:</b> risk-takers, communicators. <b>ATLs:</b> self-management and social skills.</p>	<ul style="list-style-type: none"> <li>The scientific methods scaffold experimentation</li> <li>We apply scientific principles in real life settings</li> <li>Evidence allows for making conclusions.</li> </ul> <p><b>Key concepts:</b> form, function. <b>Related concepts:</b> technology, evidence, variable, causation, proof. <b>Learner profile:</b> knowledgeable, inquirer. <b>ATLs:</b> thinking and communication skills.</p>	<p>Key concepts: connection, function. Learner profile: principled, knowledgeable. ATLs: research and social skills.</p>	<ul style="list-style-type: none"> <li>Importance of rainforests for biodiversity</li> <li>Deforestation and its effects on the planet</li> <li>Promoting global responsibility.</li> </ul> <p><b>Key concepts:</b> perspective, responsibility, causation. <b>Related concepts:</b> causation, natural/manufactured, adaptation, life and living, diversity, habitat, consequences. <b>Learner profile:</b> principled, thinkers. <b>ATLs:</b> communication and research skills.</p>
Year 5	<p><b>3</b></p> <p><b>CI: understanding what it means to be human implies analysing the different factors that determine its nature.</b></p> <ul style="list-style-type: none"> <li>Natural and environmental factors</li> <li>Human intelligence vs artificial intelligence</li> </ul> <p>Human as a social being.</p> <p><b>CI: The human body as an organism that is subject to change.</b></p> <ul style="list-style-type: none"> <li>Natural change</li> <li>Artificial change</li> </ul> <p><b>Key concepts:</b> causation, change.</p>	<p><b>2</b></p> <p><b>CI: advances in space exploration allows us to understand our place in the universe.</b></p> <ul style="list-style-type: none"> <li>How the solar system works</li> <li>The planet Mars and its characteristics</li> <li>Space expeditions and explorations.</li> </ul> <p><b>Key concepts:</b> form, function. <b>Related concepts:</b> systems, survival, life, habitat, change, adaptation. <b>Learner profile:</b> inquirer, caring. <b>ATLs:</b> research and thinking skills.</p>	<p><b>6</b></p> <p><b>CI: interacting contributes to diverse understanding.</b></p> <ul style="list-style-type: none"> <li>How language related to identity</li> <li>Languages as a continuum</li> <li>Language and diversity</li> </ul> <p><b>Key concepts:</b> function, perspective. <b>Related concepts:</b> connection, expression, meaning, structure, choice, voice, diversity. <b>Learner profile:</b> communicators, open-minded.</p>	<p><b>5</b></p> <p><b>CI: Divergent thinking helps us to think beyond the ordinary.</b></p> <ul style="list-style-type: none"> <li>What is matter/what makes up the world</li> <li>How we think</li> <li>Observation modifies reality</li> </ul> <p><b>Key concepts:</b> connection, perspective. <b>Related concepts:</b> matter, scale, interaction, imagination, reality, observation, thinking, bias. <b>Lerner profile:</b> open-minded, risk-taker. <b>ATLs:</b> thinking and communication skills.</p>	<p><b>1</b></p> <p><b>CI: societies govern in diverse ways to create decision-making structures.</b></p> <ul style="list-style-type: none"> <li>Different types of government and their origins</li> <li>Rights and responsibilities as citizens</li> <li>Forming a democratic student council</li> </ul> <p><b>Key concepts:</b> responsibility, function. <b>Related concepts:</b> citizenship, structure, responsibility and rights, democracy, leadership, community.</p>	<p><b>4</b></p> <p><b>CI: societies need laws in order to function.</b></p> <ul style="list-style-type: none"> <li>The origin of laws</li> <li>Laws enable relations among countries</li> <li>Our responsibility when creating and applying the law.</li> </ul> <p><b>Key concepts:</b> perspective, causation. <b>Related concepts:</b> conflict, balance, safety, values, justice, freedom, equity. <b>Learner profile:</b> principled, thinker. <b>ATLs:</b> communication and self-management skills.</p>

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	<p><b>Related concepts:</b> growth, change, choice, influence, morals, safety, ethics. <b>Learner profile:</b> balanced, reflective. <b>ATLs:</b> thinking and research skills.</p>				<p><b>Learner profile:</b> communicator, knowledgeable <b>ATLs:</b> social and self-management skills.</p>	
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