

## IB PYP Programme of Inquiry 2023-24

Grade	<u>Transdisciplinary Theme</u>  <b>Who we are</b>  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>  <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 the interconnectedness of individuals and civilizations, from local and global perspectives.	<u>Transdisciplinary Theme</u>  <b>How we express ourselves</b>  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>  <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.	<u>Transdisciplinary Theme</u>  <b>How we organise ourselves</b>  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>  <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.
<b>Foundation 3</b> *FYears only cover 4 themes	<p style="text-align: center;"><b>1</b></p> <p><b>CI: Our families and friends help us become who we are.</b></p> <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> <p><b>Concepts:</b> form, connection</p> <p><b>Learner profile:</b> caring, communicators, balanced</p>	<p style="text-align: center;"><b>2</b></p> <p><b>CI: People use maps and globes to explore the world.</b></p> <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> <p><b>Concepts:</b> connection, perspective</p> <p><b>Learner profile:</b> knowledgeable, open-minded</p>	<p style="text-align: center;"><b>4</b></p> <p><b>CI: We can show what we think and feel through art.</b></p> <ul style="list-style-type: none"> <li>Art is a way of expressing ourselves</li> <li>Experimenting with different mediums of art.</li> </ul> <p><b>Concepts:</b> function, change</p> <p><b>Learner profile:</b> inquirer, risk taker</p>			<p style="text-align: center;"><b>3</b></p> <p><b>CI: Knowing about our natural surroundings helps us look after our planet.</b></p> <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> <p><b>Concepts:</b> causation, responsibility, change</p> <p><b>Learner profile:</b> caring, thinkers, reflective</p>
<b>Foundation 4</b> *FYears only cover 4 themes	<p style="text-align: center;"><b>1</b></p> <p><b>CI: The importance of health and wellbeing in different cultures.</b></p>	<p style="text-align: center;"><b>2</b></p> <p><b>CI: Exploring our place in the solar system.</b></p>	<p style="text-align: center;"><b>Ongoing collaborative unit</b></p> <p><b>CI: Using different media and materials helps us to explore our imagination</b></p>	<p style="text-align: center;"><b>3</b></p> <p><b>CI: Understanding different habitats and the creatures that live in</b></p>		<p style="text-align: center;"><b>4</b></p> <p><b>CI: Exploring life under the sea enables us to know the impact humans have on the planet.</b></p>

## IB PYP Programme of Inquiry 2023-24

	<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>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></p> <p><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 Learner profile: caring, open minded</p>	<p><b>2</b></p> <p><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></p> <p><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></p> <p><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></p> <p><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>

## IB PYP Programme of Inquiry 2023-24

		<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, change</p> <p><b>Related concepts:</b> collaboration, community, diversity, respect.</p> <p><b>Learner profile:</b> caring, risk-takers, principled.</p> <p><b>Link to subjects:</b> social science, English, spanish, maths.</p> <p><b>Approaches to Learning:</b> Social skills, self-management skills, communication skills</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</p> <p><b>Related concepts:</b> measurement, orientation.</p> <p><b>Learner profile:</b> knowledgeable, thinker.</p> <p><b>Link to subjects:</b> science, social science, maths, spanish, English</p> <p><b>Approaches to Learning:</b> Communication skills, research skills</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</p> <p><b>Related concepts:</b> structure, expression, perspective, voice, plot, meaning.</p> <p><b>Learner profile:</b> communicator, open-minded, reflective.</p> <p><b>Link to subjects:</b> social science, English, spanish, music.</p> <p><b>Approaches to Learning:</b> Communication skills, thinking skills</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, (Music: function, connection)</p> <p><b>Related concepts:</b> lifestyle, patterns, safety, influence.</p> <p><b>Learner profile:</b> inquirers, knowledgeable</p> <p><b>Link to subjects:</b> science, social science, English, music, spanish, maths.</p> <p><b>Approaches to Learning:</b> Research skills, self management skills</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</p> <p><b>Related concepts:</b> collaboration, organisation, influence, function, impact, culture, community, celebration.</p> <p><b>Learner profile:</b> inquirers, thinkers, balanced</p> <p><b>Link to subjects:</b> social science, science, English, maths, STEM.</p> <p><b>Approaches to Learning:</b> Thinking skills, social skills</p>	<p><b>5</b></p> <p><b>CI: recognising the characteristics of animals allows us to understand how they adapt to their environment.</b></p> <ul style="list-style-type: none"> <li>Characteristics and classification of animals</li> <li>Nutrition and reproduction of animals</li> <li>Adaptation of animals to their habitat</li> </ul> <p><b>Key concepts:</b> change and form.</p> <p><b>Related concepts:</b></p> <p><b>Learner profile:</b> knowledgeable, thinkers</p> <p><b>Link to subjects:</b> social science, natural science, English, maths.</p> <p><b>Approaches to Learning:</b> Thinking skills, social skills</p>

## IB PYP Programme of Inquiry 2023-24

<p>Year 2</p>	<p style="text-align: center;"><b>1</b></p> <p><b>CI: Understanding how our body functions 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 and the mind</li> <li>Impact of healthy living on the body</li> </ul> <p><b>Key concepts:</b> form, connection</p> <p><b>Related concepts:</b> systems, measurement, forms relationships.</p> <p><b>Learner profile:</b> reflective, knowledgeable</p> <p><b>Link to subjects:</b> social and natural science, English, STEM, maths.</p> <p><b>Approaches to Learning:</b> Thinking skills, research skills</p>	<p style="text-align: center;"><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 have changed society</li> <li>Consequences of exploration and discoveries.</li> </ul> <p><b>Key concepts:</b> change causation</p> <p><b>Related concepts:</b> colonisation, change over time, diversity, culture, development, globalisation.</p> <p><b>Learner profile:</b> reflective, risk-takers</p> <p><b>Link to subjects:</b> social science, natural science, English, maths.</p> <p><b>Approaches to Learning:</b> Self-management skills</p>	<p style="text-align: center;"><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> <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</p> <p><b>Related concepts:</b> celebration, ritual, tradition, diversity, culture, community.</p> <p><b>Learner profile:</b> caring, open-minded</p> <p><b>Link to subjects:</b> social science, English, spanish, maths (form)</p> <p><b>Approaches to Learning:</b> Social skills, research skills, communication skills</p>	<p style="text-align: center;"><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 and non-renewable energy</li> <li>New inventions that change human life</li> </ul> <p><b>Key concepts:</b> causation, function</p> <p><b>Related concepts:</b> change, energy, structure, technology, adaptation.</p> <p><b>Learner profile:</b> thinkers, knowledgeable, inquirers</p> <p><b>Link to subjects:</b> social science, natural science, english, maths.</p> <p><b>Approaches to Learning:</b> Communication skills</p>	<p style="text-align: center;"><b>4</b></p> <p><b>CI: technology can be used to improve community spaces.</b></p> <ul style="list-style-type: none"> <li>Features of a smart city</li> <li>Effects of smart cities on a society</li> <li>Future developments for smart cities</li> </ul> <p><b>Key concepts:</b> change, connection</p> <p><b>Related concepts:</b> trends, lifestyle, growth, responsibility, choice, influence, technology, adaptation.</p> <p><b>Learner profile:</b> communicators, thinkers, risk-takers.</p> <p><b>Link to subjects:</b> STEM, English, social science, natural science, maths</p> <p><b>Approaches to Learning:</b> Thinking skills, self-management skills</p>	<p style="text-align: center;"><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> <li>Distribution and equity.</li> </ul> <p><b>Key concepts:</b> responsibility, function, form.</p> <p><b>Related concepts:</b> supply, demand, change, resources.</p> <p><b>Learner profile:</b> principled, risk-takers, balanced.</p> <p><b>Link to subjects:</b> social science, natural science, English, STEM. maths</p> <p><b>Approaches to Learning:</b> Self-management skills, thinking skills, research skills</p>
<p>Year 3</p>	<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 style="text-align: center;"><b>1</b></p> <p><b>CI: Past civilisations influence present day societies.</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> </ul>	<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 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 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> </ul>	<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>

## IB PYP Programme of Inquiry 2023-24

	<p><b>Key concepts:</b> responsibility, causation, change (maths)</p> <p><b>Related concepts:</b> power, identity, rights and responsibilities, peace and conflict, diversity, justice, respect, family, community, values, equality.</p> <p><b>Learner profile:</b> open-minded, principled.</p> <p><b>Approaches to Learning:</b> Social skills, thinking skills, Communication &amp; research (Music)</p> <p><b>Link to subjects:</b> social and natural science, English, maths. Castellano, music, STEM, SEAL, Art</p>	<ul style="list-style-type: none"> <li>Factors that influence a civilization to change over time.</li> </ul> <p><b>Key concepts:</b> change, causation.</p> <p><b>Related concepts:</b> values, beliefs, society, structure, culture, ritual, tradition, community, democracy</p> <p><b>Learner profile:</b> thinkers, inquirers.</p> <p><b>Approaches to Learning:</b> Communication skills, research skills</p> <p><b>Link to subjects:</b> social and natural science, English, maths. SEAL, Music</p>	<p><b>Key concepts:</b> form, perspective</p> <p><b>Related concepts:</b> imagination, creativity, expression, movement, pattern, balance, abstraction, opinion</p> <p><b>Learner profile:</b> open-minded, risk-taker.</p> <p><b>Approaches to Learning:</b> Communication skills, social skills, self-management skills</p> <p><b>Link to subjects:</b> social and natural science, English, maths. Art, STEM, Gym, Music</p>	<p><b>Key concepts:</b> function, change</p> <p><b>Related concepts:</b> force, design, natural/manufactured, impact, invention, transformation, measurement, mechanics, equilibrium</p> <p><b>Learner profile:</b> thinkers, inquirers.</p> <p><b>Approaches to Learning:</b> Social skills, thinking skills</p> <p><b>Link to subjects:</b> social and natural science, English, maths, gym, STEM, Art</p>	<ul style="list-style-type: none"> <li>Using Design Thinking to improve a product</li> </ul> <p><b>Key concepts:</b> function, responsibility, form.</p> <p><b>Related concepts:</b> consumption, economy, collaboration, supply and demand, resources, needs.</p> <p><b>Learner profile:</b> caring, risk-takers.</p> <p><b>Approaches to Learning:</b> Social skills, research skills, self-management skills, thinking skills</p> <p><b>Link to subjects:</b> social and natural science, English, maths. music, STEM</p>	<p><b>Key concepts:</b> responsibility, perspective</p> <p><b>Related concepts:</b> sustainability, survival, nature, initiative, citizenship</p> <p><b>Learner profile:</b> balanced, communicators.</p> <p><b>Approaches to Learning:</b> Communication skills, social skills, self-management skills</p> <p><b>Link to subjects:</b> social and natural science, English, maths. STEM</p>
Year 4	<p><b>3</b></p> <p><b>CI: There are diverse factors that make us human</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, causation, responsibility.</p> <p><b>Related concepts:</b> ethics, technology, growth, choice, influence, adaptation, evolution, identity, survival.</p>	<p><b>1</b></p> <p><b>CI: Migration is a natural process that impacts living things and places.</b></p> <ul style="list-style-type: none"> <li>Causes and effects of migration</li> <li>Cultural and environmental exchange</li> <li>Human migration throughout history</li> </ul> <p><b>Key concepts:</b> causation, change, perspective.</p> <p><b>Related concepts:</b> migration, sustainability,</p>	<p><b>5</b></p> <p><b>CI: Visual Storytelling: the power of photography to capture stories, shape understanding and inspire change</b></p> <ul style="list-style-type: none"> <li>The purpose and impact of visual storytelling</li> <li>Techniques and elements in photojournalism</li> <li>Ethical responsibilities</li> </ul> <p><b>Key concepts:</b> form, perspective</p>	<p><b>6</b></p> <p><b>CI: Scientific investigation helps understand the world around us</b></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>Sequence of events</li> <li>Evidence allows for making conclusions.</li> </ul>	<p><b>2</b></p> <p><b>CI: Money plays an important role as a system of exchange in the world.</b></p> <ul style="list-style-type: none"> <li>How money has developed as a system of exchange (connection)</li> <li>How people earn and use money(function)</li> <li>Making choices with assets</li> </ul> <p><b>Key concepts:</b> Function and connection.</p>	<p><b>4</b></p> <p><b>CI: Ongoing development leads to economic, environmental and social change</b></p> <ul style="list-style-type: none"> <li>Biodiversity</li> <li>Marine deforestation and its effects on the planet</li> <li>Promoting global responsibility.</li> </ul> <p><b>Key concepts:</b> perspective, responsibility, causation.</p> <p><b>Related concepts:</b> causation,</p>



## IB PYP Programme of Inquiry 2023-24

	<p><b>Learner profile:</b> balanced, reflective.</p> <p><b>Approaches to Learning:</b> thinking and research skills.</p> <p><b>Link to subjects:</b> social and natural science, English, maths. Castellano, Gym, STEM</p>	<p>systems, complexity, resilience, environment.</p> <p><b>Learner profile:</b> thinkers, knowledgeable, caring.</p> <p><b>Approaches to Learning:</b> research, communication, thinking skills.</p> <p><b>Link to subjects:</b> social and natural science, English, maths. Castellano, Gym, STEM</p>	<p><b>Related concepts:</b> expression, performance, perspective, audience, movement, design, meaning, style.</p> <p><b>Learner profile:</b> risk-takers, open-minded, communicators.</p> <p><b>Approaches to Learning:</b> communication and social skills.</p> <p><b>Link to subjects:</b> social and natural science, English, maths. Spanish, Drama, STEM, music</p>	<p><b>Key concepts:</b> form, function and connection.</p> <p><b>Related concepts:</b> properties and sequence, evidence, variable, causation, proof.</p> <p><b>Learner profile:</b> knowledgeable, inquirer.</p> <p><b>Approaches to Learning:</b> thinking and communication skills.</p> <p><b>Link to subjects:</b> social and natural science, English, maths. Castellano, music, STEM</p>	<p><b>Related concepts:</b> material, properties, income, debt, inflation, budget, choice argument, definition, cryptocurrency, blockchain, decentralisation.</p> <p><b>Learner profile:</b> principled, knowledgeable.</p> <p><b>Approaches to Learning:</b> research, social skills, self-management.</p> <p><b>Link to subjects:</b> social and natural science, English, maths. Castellano, STEM</p>	<p>natural/manufactured, adaptation, life and living, diversity, habitat, consequences.</p> <p><b>Learner profile:</b> principled, thinkers, reflective.</p> <p><b>Approaches to Learning:</b> communication and research skills.</p> <p><b>Link to subjects:</b> social and natural science, English, maths. Castellano, STEM, music</p>
Year 5	<p style="text-align: center;"><b>2</b></p> <p><b>CI: The human body as an organism that is subject to change.</b></p> <ul style="list-style-type: none"> <li>How we change and how we stay the same</li> <li>Artificial changes and their impact on identity</li> <li>Morals influence decisions about changes we make</li> </ul> <p><b>Key concepts:</b> causation, change.</p> <p><b>Related concepts:</b> growth, change, choice, influence, morals, safety, ethics, constancy, diversity.</p> <p><b>Learner profile:</b> balanced, reflective.</p> <p><b>Approaches to Learning:</b> thinking and research skills.</p>	<p style="text-align: center;"><b>6</b></p> <p><b>CI: advances in space exploration allows us to understand our place in the universe.</b></p> <p><b>EXHIBITION</b></p> <p><b>Key concepts:</b> student chosen</p> <p><b>Related concepts:</b> student chosen</p> <p><b>Learner profile:</b> student chosen</p> <p><b>Approaches to Learning:</b> student chosen</p> <p><b>Link to subjects:</b> student chosen</p>	<p style="text-align: center;"><b>4</b></p> <p><b>CI: Urban art promotes inclusivity, embraces diversity, and encourages dialogue</b></p> <ul style="list-style-type: none"> <li>Different forms and styles of urban art</li> <li>The potential of urban art to foster a sense of belonging.</li> <li>How urban art can reflect and challenge societal issues</li> </ul> <p><b>Key concepts:</b> function, perspective, form.</p> <p><b>Related concepts:</b> connection, expression, meaning, structure, choice, voice, diversity, prejudice, empathy, appreciation</p>	<p style="text-align: center;"><b>5</b></p> <p><b>CI: Natural disasters impact communities and individuals in different ways.</b></p> <ul style="list-style-type: none"> <li>How the Earth is changing</li> <li>Causes and effects of natural disasters</li> <li>How humans respond to and recover from natural disasters</li> </ul> <p><b>Key concepts:</b> connection, perspective.</p> <p><b>Related concepts:</b> impact, geography, natural disasters, human disaster, humanitarian aid, international organisations, dependance, consequences, audience, responsibility, tectonic plate.</p>	<p style="text-align: center;"><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.</p> <p><b>Related concepts:</b> citizenship, structure, responsibility and rights, democracy, leadership, community.</p> <p><b>Learner profile:</b> communicator, knowledgeable</p>	<p style="text-align: center;"><b>3</b></p> <p><b>CI: The choices we make every day about how we use energy, impact our environment and our lives.</b></p> <ul style="list-style-type: none"> <li>What is energy and why it is important.</li> <li>Human journey with energies.</li> <li>Our responsibilities with energy.</li> </ul> <p><b>Key concepts:</b> perspective, causation.</p> <p><b>Related concepts:</b> conflict, balance, equity, renewable and non-renewable, location, resources, change over time, work, consumption,</p>

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	<p><b>Link to subjects:</b> social and natural science, English, maths. Castellano, STEM, music</p>		<p><b>Learner profile:</b> communicators, caring, open-minded.</p> <p><b>Approaches to Learning:</b> Social skills, communication skills</p> <p><b>Link to subjects:</b> social and natural science, English, maths. Castellano,</p>	<p><b>Learner profile:</b> open-minded, risk-taker.</p> <p><b>Approaches to Learning:</b> thinking, research and communication skills.</p> <p><b>Link to subjects:</b> social and natural science, English, maths. Castellano, music, Català</p>	<p><b>Approaches to Learning:</b> social and self-management skills, communication skills.</p> <p><b>Link to subjects:</b> social and natural science, English, maths. Castellano, Català</p>	<p>power, technology, dependence, sustainability</p> <p><b>Learner profile:</b> principled, thinker.</p> <p><b>Approaches to Learning:</b> communication and self-management skills.</p> <p><b>Link to subjects:</b> social and natural science, English, maths. Castellano, STEM, gym</p>
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