

IB PYP Programme of Inquiry 2024-25

Grade	<u>Transdisciplinary Theme</u> Who we are An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> physical, emotional and spiritual health and well-being relationships and belonging learning and growing 	<u>Transdisciplinary Theme</u> Where we are in place and time An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> periods, events and artifacts communities, heritage, culture and environment natural and human drivers of movement, adaptation, and transformation 	<u>Transdisciplinary Theme</u> How we express ourselves An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> inspiration, imagination, creativity personal, social and cultural modes and practices of communication intentions, perceptions, interpretations and responses 	<u>Transdisciplinary Theme</u> How the world works An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> patterns, cycles, systems diverse practices, methods and tools discovery, design, innovation: possibilities and impacts 	<u>Transdisciplinary Theme</u> How we organise ourselves An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> interactions within and between social and ecological systems approaches to livelihoods and trade practices: intended and unintended consequences representation, collaboration and decision-making 	<u>Transdisciplinary Theme</u> Sharing the planet An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> rights, responsibilities and dignity of all pathways to just, peaceful, and reimagined futures nature, complexity, coexistence and wisdom
Nursery 1	<p>Who we are: Relationships and belonging</p> <p>CI: Exploring the stories of family, friends and people around us.</p> <ul style="list-style-type: none"> Personal and family narratives Pictures and tales about ourselves and others Stories connect people <p>Concepts: connection, perspective</p> <p>Subject specific: identity, community, interactions, culture</p>		<p>How we express ourselves: inspiration, imagination, creativity</p> <p>CI: Exploring different ways of expressing ourselves</p> <ul style="list-style-type: none"> Expression through different senses Using our bodies to express feelings Tools and materials for expression <p>Concepts: form, function, connection</p> <p>Related concepts: expression, communication, sensory exploration</p>	<p>How the world works: patterns, cycles, systems</p> <p>CI: Exploring our environment help us understand how it works</p> <ul style="list-style-type: none"> Different materials Light and darkness Properties of water <p>Concepts: form, change, causation</p> <p>Subject specific: interactions, systems, diversity</p> <p>Learner profile: Inquirers, thinkers, knowledgeable</p>		<p>Sharing the Planet: nature, complexity, coexistence and wisdom</p> <p>CI: We explore and understand the world by observing nature.</p> <ul style="list-style-type: none"> Characteristics of different environments and animals The seasons and weather Daytime vs. nighttime <p>Concepts: form, connection, change</p> <p>Subject specific: Interactions, cycles, diversity</p>

IB PYP Programme of Inquiry 2024-25

	<p>Learner profile: Communicators, open-minded</p> <p>Approaches to Learning: TBC</p>		<p>Learner profile: Communicator, reflective, open-minded</p> <p>Approaches to Learning: TBC</p>	<p>Approaches to Learning: TBC</p>		<p>Learner profile: Inquirers</p> <p>Approaches to Learning: TBC</p>
Nursery 2	<p>Who we are: Relationships and belonging</p> <p>CI: Our family, friends and experiences shape who we are.</p> <ul style="list-style-type: none"> Exploring family relationships Forming friendships Significant personal and family events <p>Concepts: connection</p> <p>Subject-specific: Identity, interactions, culture.</p> <p>Learner profile: caring</p> <p>Approaches to learning: TBC</p>		<p>How we express ourselves: inspiration, imagination, creativity</p> <p>CI: We can understand and express our feelings and emotions in different ways</p> <ul style="list-style-type: none"> Different feelings and emotions Expressing our feelings and emotions How others feel <p>Concepts: Perspective, connection, reflection</p> <p>Related concepts: emotions, expression, communication</p> <p>Learner profile: communicators, caring, reflective</p> <p>Approaches to learning: TBC</p>	<p>How the world works: diverse practices, methods and tools</p> <p>CI: Ways to explore and understand our environment</p> <ul style="list-style-type: none"> How magnets work Pushes and pulls Objects that float or sink <p>Concepts: form, function, change</p> <p>Subject specific: interactions</p> <p>Learner profile: TBC</p> <p>Approaches to learning: TBC</p>		<p>Sharing the Planet: nature, complexity, coexistence and wisdom</p> <p>CI: We explore the difference between living and non-living things</p> <ul style="list-style-type: none"> Living vs. non-living things Similarities and differences in plants and animals How we adapt to our environment <p>Concepts: form, connection, change</p> <p>Subject specific: diversity, systems, interactions</p> <p>Learner profile: TBC</p> <p>Approaches to learning: TBC</p>
<p>Foundation 3</p> <p>*FYears only cover 4 themes</p>	<p>1</p> <p>Who we are: learning and growing</p> <p>CI: Our families and friends help us become who we are.</p> <ul style="list-style-type: none"> Personal histories. Me and my family. 		<p>5</p> <p>How we express ourselves: imagination, creativity, inspiration</p> <p>CI: Through inspiration, imagination and creativity we can express thoughts, ideas and feelings.</p>	<p>2</p> <p>How the world works: patterns, cycles, systems</p> <p>CI: Navigating the world helps us understand how weather, climate and cultures interact.</p> <ul style="list-style-type: none"> Exploring weather patterns around the world 	<p>3</p> <p>How we organise ourselves: interactions within and between social and ecological systems</p> <p>CI: Exploring the journey of food from source to table.</p> <ul style="list-style-type: none"> Types of food 	<p>4</p> <p>Sharing the Planet: nature, complexity, coexistence and wisdom</p> <p>CI: Knowing about our natural surroundings helps us look after our planet.</p> <ul style="list-style-type: none"> living and nonliving things

IB PYP Programme of Inquiry 2024-25

	<ul style="list-style-type: none"> Exploring the 5 senses Celebrating diversity. Likes and dislikes. <p>Concepts: form, connection</p> <p>Subject-specific: diversity, interactions</p> <p>Learner profile: caring, communicator, balanced</p> <p>Approaches to learning: social, self-management, communication</p>		<ul style="list-style-type: none"> Different ways we can express ourselves Imagination can come from various sources The role of imagination in creativity <p>(Explore different forms of expression: art, music, dance, storytelling. Recognise and explore different sources of inspiration and use imagination to create original works of art)</p> <p>Concepts: function, form, perspective</p> <p>Subject-specific: expression, audience, imagination</p> <p>Learner profile: communicators, thinkers, open-minded</p> <p>Approaches to learning: social, self-management and communication skills</p>	<ul style="list-style-type: none"> Impact on daily life Cultural adaptations <p>Concepts: connection, perspective</p> <p>Subject-specific: cycles, patterns, weather</p> <p>Learner profile: knowledgeable, open-minded</p> <p>Approaches to learning: social and research skills</p>	<ul style="list-style-type: none"> Where food comes from Using food in a variety of ways <p>Concepts: form, function, connection</p> <p>Subject-specific: system, energy, diversity, shapes.</p> <p>Learner profile: TBC</p> <p>Approaches to learning: self-management and thinking</p>	<ul style="list-style-type: none"> life cycle of a plant benefits of plants <p>Concepts: causation, responsibility, change</p> <p>Subject-specific: system, cycle, interactions, characteristics, geography, measurement, shapes,</p> <p>Learner profile: caring, thinker, reflective</p> <p>Approaches to learning: communication, thinking and research skills</p>
<p>Foundation 4</p> <p>*FYears only cover 4 themes</p>	<p>1</p> <p>Who we are: learning and growing</p> <p>CI: Engaging in hands-on exploration and imaginative play allows us to discover and learn about ourselves and the world around us.</p> <ul style="list-style-type: none"> Investigating the world through sensory experiences 		<p>Ongoing</p> <p>How we express ourselves: inspiration, imagination, creativity</p> <p>CI: Creativity is expressed in many ways</p> <ul style="list-style-type: none"> Creativity through stories Creativity through art and music creativity through drama 	<p>2</p> <p>How the world works: patterns, cycles, systems</p> <p>CI: Understanding different habitats and the creatures that live in them helps us to care for the natural world.</p> <ul style="list-style-type: none"> Habitats and its characteristics How animals build shelters 	<p>3</p> <p>How we organise ourselves: approaches to livelihoods and trade practices: intended and unintended consequences</p> <p>CI: Many products go through a process of change and distribution.</p> <ul style="list-style-type: none"> The origin of products The process of production 	<p>4</p> <p>Sharing the Planet: nature, complexity, coexistence and wisdom</p> <p>CI: Exploring life under the sea enables us to know the impact humans have on the planet.</p> <ul style="list-style-type: none"> Types of sea life How pollution impacts sea life and coral reefs and the damage

IB PYP Programme of Inquiry 2024-25

	<ul style="list-style-type: none"> Engaging in role-play and imaginative scenarios Experiences and discoveries to deepen our understanding <p>Concepts: Perspective</p> <p>Subject-specific: imagination, discovery, sensory exploration, creative expression, reflection</p> <p>Learner profile: Balanced, Reflective, risk-taker.</p> <p>Approaches to learning: self-management and social skills</p>		<p>Concepts: Form, Perspective.</p> <p>Subject-specific:</p> <p>Learner profile: Risk taker, Communicator, Open-minded</p> <p>Approaches to learning: TBC</p>	<ul style="list-style-type: none"> Impact of humans on animal shelters. <p>Concepts: Causation, connection. function</p> <p>Subject-specific: habitats, adaptation, interactions, diversity</p> <p>Learner profile: Knowledgeable thinkers. communicators</p> <p>Approaches to learning: communication and research skills</p>	<ul style="list-style-type: none"> Responsible distribution <p>Concepts: form, function</p> <p>Subject-specific: process, production, product</p> <p>Learner profile: inquirer, communicator</p> <p>Approaches to learning: research and thinking skills</p>	<p>caused by humans.</p> <ul style="list-style-type: none"> The consequences of the shipping industry and overshipping. <p>Concepts: Change, responsibility.</p> <p>Subject-specific: environment, impact, sea</p> <p>Learner profile: caring, inquirer, principled.</p> <p>Approaches to learning: thinking and social skills</p>
<p>Foundation 5 *Years only cover 4 themes</p>	<p>1</p> <p>Who we are: physical, emotional and spiritual health and well-being</p> <p>CI: Exploring who we are helps us to connect to others.</p> <ul style="list-style-type: none"> What makes us who we are (needs of humans: food, water, warmth + psychological part) Similarities and differences to others Celebrating the diversity all around us 		<p>Ongoing</p> <p>How we express ourselves: personal, social and cultural modes and practices of communication</p> <p>CI: We communicate for many reasons and in different ways</p> <ul style="list-style-type: none"> How and why we communicate Different forms of communication How communication has grown and changed <p>Concepts: Form, Perspective.</p> <p>Learner profile: Risk taker, Communicator, Open-minded</p> <p>Approaches to learning: TBC</p>	<p>4</p> <p>How the world works: diverse practices, methods and tools</p> <p>CI: Interactions with matter and materials shape the world.</p> <ul style="list-style-type: none"> Properties of Matter Forces and motion Applications in daily life <p>Key concepts: function, connection, causation</p> <p>Related concepts: transformation, processes, cycles, connections</p> <p>Learner profile: knowledgeable, inquirers, caring</p>	<p>2</p> <p>How we organise ourselves: approaches to livelihoods and trade practices: intended and unintended consequences</p> <p>CI: Different materials are disposed of differently.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Types of waste (sorting materials) Recycling processes Waste disposal methods (landfilling, incineration, composting + impact on nature) <p>Key concepts: Change, Responsibility</p>	<p>3</p> <p>Sharing the planet: rights, responsibilities and dignity of all</p> <p>CI: Access to opportunities impacts how living things live and grow.</p> <ul style="list-style-type: none"> Access to opportunities varies Opportunities impact life Promote equal opportunities <p>Key concepts: causation, connection, responsibility</p> <p>Related concepts: living things, impact, life, growth</p>

IB PYP Programme of Inquiry 2024-25

	<p>Key concepts: form, perspective, connection</p> <p>Related concepts: culture, diversity, identity Learner profile: caring, open minded</p> <p>Approaches to learning: TBC</p>			Approaches to learning: TBC	<p>Related concepts: cycles, sustainability, consequences, interdependence, conservation, choices, education.</p> <p>Learner profile attributes: Caring, Principled</p> <p>Approaches to learning: TBC</p>	<p>Learner profile attributes: TBC</p>
Year 1	<p>1</p> <p>Who we are: learning and growing</p> <p>CI: Everyday choices affect people's relationships.</p> <ul style="list-style-type: none"> The attributes of thoughtful choices Conflict resolution Building a classroom environment <p>Key concepts: responsibility, perspective, change</p> <p>Related concepts: identity, community, culture.</p> <p>Learner profile: caring, risk-taker, principled.</p> <p>Link to subjects: social science, English, spanish, maths.</p> <p>Approaches to Learning: Social skills,</p>	<p>5</p> <p>Where we are in place and time: periods, events and artifacts</p> <p>CI: discovery and navigation can pinpoint location.</p> <ul style="list-style-type: none"> How we represent place The places around us Knowing where we are helps us to know where to go. <p>Key concepts: function, connection</p> <p>Related concepts: geography, features, time</p> <p>Learner profile: knowledgeable thinker.</p> <p>Link to subjects: science, social science, maths, Spanish, English</p> <p>Approaches to Learning:</p>	<p>3</p> <p>How we express ourselves: personal, social and cultural modes and practices of communication</p> <p>CI: exploring fictional narratives enables us to explore different cultures.</p> <ul style="list-style-type: none"> Customs and traditions exhibited through stories Feelings and emotions through stories Similarities and differences between stories from different cultures. <p>Key concepts: form, perspective</p> <p>Related concepts: culture, community, structure, expression, perspective, voice, plot, meaning.</p> <p>Learner profile: communicator, open-minded, reflective.</p>	<p>6</p> <p>How the world works: patterns, cycles, systems</p> <p>CI: knowing about the weather helps us to be prepared for changing conditions.</p> <ul style="list-style-type: none"> Relationship between climate and weather Severe weather and the impact on human lives Predicting the weather (patterns, clouds, rain, collecting data) <p>Key concepts: causation, change, (Music: function, connection)</p> <p>Related concepts: characteristics, lifestyle, patterns, safety, influence.</p> <p>Learner profile: inquirers, knowledgeable</p> <p>Link to subjects: science, social science, English, music, Spanish, maths.</p>	<p>2</p> <p>How we organise ourselves: interactions within and between social and ecological systems</p> <p>CI: communities adjust according to the needs of people.</p> <ul style="list-style-type: none"> Organisation and roles within communities Human action and environmental change Differences and similarities between communities around the world. <p>Key concepts: connection, form</p> <p>Related concepts: influence, community, celebration, cultures</p> <p>Learner profile: inquirers, thinkers, balanced</p>	<p>4</p> <p>Sharing the planet: nature, complexity, coexistence and wisdom</p> <p>CI: recognising the characteristics of living things allows us to understand how they adapt to their environment.</p> <ul style="list-style-type: none"> Characteristics and classification of animals Nutrition and reproduction of animals Adaptation of animals to their habitat <p>Key concepts: change and form.</p> <p>Related concepts: characteristics, interactions</p> <p>Learner profile: knowledgeable thinkers</p>

IB PYP Programme of Inquiry 2024-25

	self-management skills, communication skills	Communication skills, research skills	Link to subjects: social science, English, spanish, music. Approaches to Learning: Communication skills, thinking skills	Approaches to Learning: Research skills, self-management skills	Link to subjects: social science, science, English, maths, STEM. Approaches to Learning: Thinking skills, social skills	Link to subjects: social science, natural science, English, maths. Approaches to Learning: Thinking skills, social skills
Year 2	<p>1</p> <p>Who we are: physical, emotional and spiritual health and well-being</p> <p>CI: Understanding how our body functions helps us to understand ourselves.</p> <ul style="list-style-type: none"> Major systems in the human body and their purpose The connection between the systems Impact of healthy living on the body <p>Key concepts: form, connection</p> <p>Related concepts: interdependence, systems, measurement, forms relationships.</p> <p>Learner profile: reflective, knowledgeable</p> <p>Link to subjects: social and natural science, English, STEM, maths.</p> <p>Approaches to Learning: Thinking skills, research skills</p>	<p>6</p> <p>Where we are in place and time: communities, heritage, culture and environment</p> <p>CI: Exploration helps us find new things and learn about old times and new places.</p> <ul style="list-style-type: none"> Exploring and finding new lands Reasons for explorations How maps helped explorers find their way and learn about new places <p>Key concepts: change causation</p> <p>Related concepts: colonisation, change over time, diversity, culture, development, globalisation.</p> <p>Learner profile: reflective, risk-takers</p> <p>Link to subjects: social science, natural science, English, maths.</p>	<p>2</p> <p>How we express ourselves: personal, social and cultural modes and practices of communication</p> <p>CI: sharing traditions develops an appreciation for others.</p> <ul style="list-style-type: none"> Traditions and celebrations people participate in The history of traditions and celebrations Appreciate or respect that we are different <p>Key concepts: connection, perspective</p> <p>Related concepts: identity, celebration, tradition, diversity, culture, community.</p> <p>Learner profile: caring, open-minded</p> <p>Link to subjects: social science, English, spanish, maths (form)</p> <p>Approaches to Learning: Social skills, research skills, communication skills</p>	<p>3</p> <p>How the world works: patterns, cycles and systems</p> <p>CI: Our place in the universe affects our everyday lives.</p> <ul style="list-style-type: none"> The Earth's position impacts life on Earth The characteristics of Earth compared to other planets Differences between life on Earth and life in space <p>Key concepts: causation, function</p> <p>Related concepts: characteristics, geography</p> <p>Learner profile: thinkers, knowledgeable, inquirers</p> <p>Link to subjects: social science, natural science, english.maths.</p> <p>Approaches to Learning: Communication skills</p>	<p>5</p> <p>How we organise ourselves: interactions within and between social and ecological systems</p> <p>CI: Learning about the past helps us understand how cities have changed over time</p> <ul style="list-style-type: none"> Exploring the evolution of urban life Electricity and technological transition Integrating smart city features <p>Key concepts: change, form</p> <p>Related concepts: structure, matter and materials, lifestyle, energy, electricity, choice, development, organisation, features.</p> <p>Learner profile: communicators, thinkers, risk-takers.</p> <p>Link to subjects: STEM, English, social science, natural science, maths</p>	<p>4</p> <p>Sharing the planet: rights, responsibilities and dignity of all</p> <p>CI: people's actions affect our environmental footprint.</p> <ul style="list-style-type: none"> Innovation in the production of food Evolution of farming Distribution and equity. <p>Key concepts: responsibility, function, form.</p> <p>Related concepts: supply, demand, change, resources.</p> <p>Learner profile: principled, risk-takers, balanced.</p> <p>Link to subjects: social science, natural science, English, STEM. maths</p> <p>Approaches to Learning: Self-management skills, thinking skills, research skills</p>

IB PYP Programme of Inquiry 2024-25

		Approaches to Learning: Self-management skills			Approaches to Learning: Thinking skills, self-management skills	
Year 3	<p style="text-align: center; color: red; font-weight: bold;">3</p> <p>Who we are: relationships and belonging</p> <p>CI: learning from significant events expands understanding of our rights and responsibilities.</p> <ul style="list-style-type: none"> Significant people impact our lives Forms of activism can lead to change The importance of inclusion in society <p>Key concepts: responsibility, causation, change (maths)</p> <p>Related concepts: power, identity, rights and responsibilities, diversity, community</p> <p>Learner profile: open-minded, principled.</p> <p>Approaches to Learning: Social skills, thinking skills, Communication & research (Music)</p> <p>Link to subjects: social and natural science, English, maths. Castellano, music, STEM, SEAL, Art</p>	<p style="text-align: center; color: red; font-weight: bold;">1</p> <p>Where we are in place and time: communities, heritage, culture and environment</p> <p>CI: Past civilisations influence present day societies.</p> <ul style="list-style-type: none"> Connections between past and present societies Similarities and differences across cultures and civilizations Factors that influence a civilization to change over time. <p>Key concepts: change, causation.</p> <p>Related concepts: structure, civilization, culture</p> <p>Learner profile: thinkers, inquirers.</p> <p>Approaches to Learning: Communication skills, research skills</p> <p>Link to subjects: social and natural science, English, maths. SEAL, Music</p>	<p style="text-align: center; color: red; font-weight: bold;">2</p> <p>How we express ourselves: intentions, perceptions, interpretations and responses</p> <p>CI: art enables us to express and communicate ideas, thoughts and feelings.</p> <ul style="list-style-type: none"> Art is a form of personal expression Different forms of art serve different purposes Art is subjective. <p>Key concepts: form, perspective</p> <p>Related concepts: imagination, creativity, expression, movement, pattern, balance, abstraction, opinion</p> <p>Learner profile: open-minded, risk-taker.</p> <p>Approaches to Learning: Communication skills, social skills, self-management skills</p> <p>Link to subjects: social and natural science, English, maths. Art, STEM, Gym, Music</p>	<p style="text-align: center; color: red; font-weight: bold;">6</p> <p>How the world works: patterns, cycles, systems</p> <p>CI: Forces affect the world we live in.</p> <ul style="list-style-type: none"> How different forces work How forces affect our daily life Simple machines <p>Key concepts: function, change</p> <p>Related concepts: force, design, gravity, natural/manufactured, impact, invention, transformation, measurement, mechanics, equilibrium, geography, resources</p> <p>Learner profile: thinkers, inquirers.</p> <p>Approaches to Learning: Social skills, thinking skills</p> <p>Link to subjects: social and natural science, English, maths, gym, STEM, Art</p>	<p style="text-align: center; color: red; font-weight: bold;">5</p> <p>How we organise ourselves: representation, collaboration and decision-making</p> <p>CI: Nature serves as inspiration for problem-solving, offering a variety of solutions.</p> <ul style="list-style-type: none"> Different materials and their uses. Humans find inspiration in nature's adaptability. Applying design thinking and biomimicry to develop innovative solutions. <p>Key concepts: function, responsibility, form.</p> <p>Related concepts: resources, process, sustainability, diversity</p> <p>Learner profile: caring, risk-takers.</p> <p>Approaches to Learning: Social skills, research skills, self-management skills, thinking skills</p> <p>Link to subjects: social and natural science, English, maths. music, STEM</p>	<p style="text-align: center; color: red; font-weight: bold;">4</p> <p>Sharing the planet: right, responsibilities and dignity of all</p> <p>CI: Responsible use of natural resources is essential for a sustainable future</p> <ul style="list-style-type: none"> Formation of natural resources (water, rocks, animals, plants cycle) Resources from source to points of use Renewable and non-renewable resources <p>Key concepts: responsibility, perspective</p> <p>Related concepts: characteristics, geology, renewable and non-renewable, sustainability, systems, cycles.</p> <p>Learner profile: balanced, communicators.</p> <p>Approaches to Learning: Communication skills, social skills, self-management skills</p> <p>Link to subjects: social and natural science, English, maths. STEM</p>

IB PYP Programme of Inquiry 2024-25

<p style="text-align: center;">Year 4</p>	<p style="color: red; font-weight: bold;">2</p>	<p style="color: red; font-weight: bold;">1</p>	<p style="color: red; font-weight: bold;">6</p>	<p style="color: red; font-weight: bold;">4</p>	<p style="color: red; font-weight: bold;">3</p>	<p style="color: red; font-weight: bold;">5</p>
	<p>Who we are: learning and growing</p> <p>CI: There are diverse factors that make us human</p> <ul style="list-style-type: none"> Natural and environmental factors Human intelligence vs artificial intelligence <p>Key concepts: change, causation, responsibility.</p> <p>Related concepts: identity, process, ethics, choice.</p> <p>Learner profile: balanced, reflective.</p> <p>Approaches to Learning: thinking and research skills.</p> <p>Link to subjects: social and natural science, English, maths. Castellano, Gym, STEM</p>	<p>Where we are in place and time: natural and human drivers of movement, adaptation, and transformation</p> <p>CI: Migration is a natural process that impacts living things and places.</p> <ul style="list-style-type: none"> Causes and effects of migration Cultural and environmental exchange Human migration throughout history <p>Key concepts: causation, change, perspective.</p> <p>Related concepts: migration, sustainability, resources, systems, identity, culture, adaptation, ecosystems,</p> <p>Learner profile: thinkers, knowledgeable, caring.</p> <p>Approaches to Learning: research, communication, thinking skills.</p> <p>Link to subjects: social and natural science, English, maths. Castellano, Gym, STEM</p>	<p>How we express ourselves: intentions, perceptions, interpretations and responses</p> <p>CI: Visual Storytelling: the power of photography to capture stories, shape understanding and inspire change</p> <ul style="list-style-type: none"> The purpose and impact of visual storytelling Techniques and elements in photojournalism Ethical responsibilities <p>Key concepts: form, perspective</p> <p>Related concepts: resources, characteristics, civilization, culture</p> <p>Learner profile: risk-takers, open-minded, communicators.</p> <p>Approaches to Learning: communication and social skills.</p> <p>Link to subjects: social and natural science, English, maths. Spanish, Drama, STEM, music</p>	<p>How the world works: diverse practices, methods and tools</p> <p>CI: Scientific investigation helps understand the world around us</p> <ul style="list-style-type: none"> The scientific methods scaffold experimentation We apply scientific principles in real life settings Sequence of events Evidence allows for making conclusions. <p>Key concepts: form, function and connection.</p> <p>Related concepts: process, properties and sequence, evidence, variable, causation, proof.</p> <p>Learner profile: knowledgeable, inquirer.</p> <p>Approaches to Learning: thinking and communication skills.</p> <p>Link to subjects: social and natural science, English, maths. Castellano, music, STEM</p>	<p>How we organise ourselves: approaches to livelihoods and trade practices: intended and unintended consequences</p> <p>CI: Money plays an important role as a system of exchange in the world.</p> <ul style="list-style-type: none"> How money has developed as a system of exchange (connection) How people earn and use money(function) Making choices with assets <p>Key concepts: Function and connection.</p> <p>Related concepts: supply, demand, interactions, material, properties, income, debt, inflation, budget, choice argument, definition, cryptocurrency, blockchain, decentralisation.</p> <p>Learner profile: principled, knowledgeable.</p> <p>Approaches to Learning: research, social skills, self-management.</p> <p>Link to subjects: social and natural science, English, maths. Castellano, STEM</p>	<p>Sharing the planet: nature, complexity, coexistence and wisdom</p> <p>CI: Ongoing development leads to change (focus on environmental and economic change)</p> <ul style="list-style-type: none"> Biodiversity Marine deforestation and its effects on the planet Promoting global responsibility. <p>Key concepts: perspective, responsibility, causation.</p> <p>Related concepts: causation, natural/manufactured, adaptation, life and living, diversity, habitat, consequences, resources.</p> <p>Learner profile: principled, thinkers, reflective.</p> <p>Approaches to Learning: communication and research skills.</p> <p>Link to subjects: social and natural science, English, maths. Castellano, STEM, music</p>

IB PYP Programme of Inquiry 2024-25

Year 5	2	6	4	5	1	3
	<p>Who we are: physical, emotional and spiritual health and well-being</p> <p>CI: The human body as an organism that is subject to change.</p> <ul style="list-style-type: none"> How we change and how we stay the same Artificial changes and their impact on identity Morals influence decisions about changes we make <p>Key concepts: causation, change.</p> <p>Related concepts: identity, ethics, choice, diversity.</p> <p>Learner profile: balanced, reflective.</p> <p>Approaches to Learning: thinking and research skills.</p> <p>Link to subjects: social and natural science, English, maths. Castellano, STEM, music</p>	<p>Where we are in place and time: periods, events, artefacts</p> <p>CI: advances in space exploration allow us to understand our place in the universe.</p> <p>EXHIBITION</p> <p>Key concepts: student chosen</p> <p>Related concepts: student chosen</p> <p>Learner profile: student chosen</p> <p>Approaches to Learning: student chosen</p> <p>Link to subjects: student chosen</p>	<p>How we express ourselves: personal, social and cultural modes and practices of communication</p> <p>CI: Urban art promotes inclusivity, embraces diversity, and encourages dialogue</p> <ul style="list-style-type: none"> The history of urban art (change) Different forms and styles of urban art (form) How urban art can reflect and challenge societal issues (perspective and function) <p>Key concepts: function, perspective, form.</p> <p>Related concepts: community, identity, diversity</p> <p>Learner profile: communicators, caring, open-minded.</p> <p>Approaches to Learning: Social skills, communication skills</p> <p>Link to subjects: social science, English, maths. Castellano, Art and French</p>	<p>How the world works: patterns, cycles, systems</p> <p>CI: Natural disasters impact communities and individuals in different ways.</p> <ul style="list-style-type: none"> How the Earth is changing Causes and effects of natural disasters How humans respond to and recover from natural disasters <p>Key concepts: connection, perspective.</p> <p>Related concepts: community, geography, natural disasters</p> <p>Learner profile: open-minded, risk-taker.</p> <p>Approaches to Learning: thinking, research and communication skills.</p> <p>Link to subjects: social and natural science, English, maths. Castellano, music, Català</p>	<p>How we organise ourselves: representation, collaboration and decision-making</p> <p>CI: Understanding the principles of democracy and our responsibilities helps us contribute to a fair and just society.</p> <ul style="list-style-type: none"> The role and functions of institutions Principles and function of democracy The importance of equality in societies <p>Key concepts: responsibility, function.</p> <p>Related concepts: structure, conflict, power, process, choice institutions</p> <p>Learner profile: communicator, knowledgeable</p> <p>Approaches to Learning: social and self-management skills, communication skills, research (Maths).</p> <p>Link to subjects: social and natural science, English, maths. Castellano, Català</p>	<p>Sharing the planet: pathways to just, peaceful, and reimagined futures; rights, responsibilities and dignity of all</p> <p>CI: The choices we make every day about how we use energy, impact our environment and our lives.</p> <ul style="list-style-type: none"> What is energy and why it is important. Human journey with energies. Our responsibilities with energy. <p>Key concepts: perspective, causation.</p> <p>Related concepts: resources, sustainability, conflict, interactions</p> <p>Learner profile: principled, thinker.</p> <p>Approaches to Learning: communication and self-management skills.</p> <p>Link to subjects: social and natural science, English, maths. Castellano, STEM, gym</p>