

## Programme of Inquiry PYP for the school year 2018/2019

	<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.	<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.	<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.	<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.	<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.	<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.
3-4	<b>Central idea:</b> We grow up and change every day.	<b>Central idea:</b> Travelling is a change that helps us discover new things.	<b>Central idea:</b> We use play to express our feelings, show our ideas and learn new things.	<b>Central idea:</b> The Earth's natural cycles influence the activity of living things.	<b>Central idea:</b> People of different professions use tools that help them at work.	<b>Central idea:</b> Animals and people affect each other in different ways.
	<b>Key concepts:</b> form, change, reflection	<b>Key concepts:</b> function, causation, change	<b>Key concepts:</b> function, perspective, connection	<b>Key concepts:</b> causation, change, connection	<b>Key concepts:</b> function, connection, causation	<b>Key concepts:</b> perspective, function, responsibility
	<b>Related concepts:</b> stages of development, body parts	<b>Related concepts:</b> diversity, transport, travelling	<b>Related concepts:</b> cooperation, creativity	<b>Related concepts:</b> cycles, interaction, pattern	<b>Related concepts:</b> tools, society	<b>Related concepts:</b> characteristics, relationships, needs
	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Physical and emotional characteristics</li> <li>• Changes in our appearance and behaviour</li> <li>• Recognizing similarities and differences between myself and others</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Different types of travelling</li> <li>• Reasons why people travel</li> <li>• Changes observed during travelling to different places</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Communication through playing</li> <li>• Our favourite games</li> <li>• Benefits derived from playing</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Natural cycles (night and day, weather, seasons)</li> <li>• The actions people take in response to Earth's natural cycles</li> <li>• Patterns of behaviour in living things related to Earth's natural cycles</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Various professions in our community</li> <li>• Tools used in professions</li> <li>• Why people work</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Animals play different roles in human life</li> <li>• Function of animals in the environment</li> <li>• Our responsibility for the well-being of animals</li> </ul>
	<b>Who we are</b>	<b>Where we are in place and time</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>How we organize ourselves</b>	<b>Sharing the planet</b>
4-5	<b>Central idea:</b> Senses help us know ourselves and the world around us better.	<b>Central idea:</b> Clothes change depending on the circumstances	<b>Central idea:</b> Stories teach, make us feel happy and stimulate the imagination.	<b>Central idea:</b> Elements influence human life in different ways.	<b>Central idea:</b> Many products go through a process of change before they are consumed or used.	<b>Central idea:</b> Plants influence life on Earth.
	<b>Key concepts:</b> form, function, responsibility	<b>Key concepts:</b> change, function, perspective	<b>Key concepts:</b> perspective, reflection, connection	<b>Key concepts:</b> form, connection, responsibility	<b>Key concepts:</b> change, connection, responsibility	<b>Key concepts:</b> causation, perspective, responsibility
	<b>Related concepts:</b> senses, balance, health	<b>Related concepts:</b> clothes, classification	<b>Related concepts:</b> story, fairy tale, history, art, emotions, feelings	<b>Related concepts:</b> elements, emergency	<b>Related concepts:</b> components, process, choice	<b>Related concepts:</b> correlation, appreciation
	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Characteristics of senses</li> <li>• How we use senses</li> <li>• How to take care of senses</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Different kinds of clothes then and now</li> <li>• Factors that influence the selection of clothes</li> <li>• Our favourite fashion style</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Our favourite stories and fairy tales</li> <li>• What stories can convey</li> <li>• Feelings and emotions that stories evoke</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Characteristics of elements</li> <li>• Using elements in human actions</li> <li>• Threats caused by elements</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Origins of products</li> <li>• Changes products go through</li> <li>• Distribution of products</li> <li>• How people select the products they use</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Causes and ways of taking care of plants</li> <li>• Products we derive from plants</li> <li>• How plants contribute to life on Earth</li> </ul>

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
5-6	<b>Central idea:</b> People around us better understand ourselves and our abilities.	<b>Central idea:</b> People live in different types of homes all over the world.	<b>Central idea:</b> Celebrations and traditions are expressions of shared beliefs and values.	<b>Central idea:</b> All living things go through a process of change.	<b>Central idea:</b> Good organization of the city helps us live and feel safe.	<b>Central idea:</b> As the planet changes, living things face challenges to survive.
	<b>Key concepts:</b> perspective/form, reflection	<b>Key concepts:</b> function, form, perspective	<b>Key concepts:</b> form, connection, perspective	<b>Key concepts:</b> causation, change, connection	<b>Key concepts:</b> function, perspective, connection	<b>Key concepts:</b> causation, form, responsibility
	<b>Related concepts:</b> identity, similarities and differences	<b>Related concepts:</b> culture, needs, ownership, locality, materials	<b>Related concepts:</b> beliefs, values, belonging, culture	<b>Related concepts:</b> cycles, transformation, similarities and differences	<b>Related concepts:</b> community, organization	<b>Related concepts:</b> pollution, waste, climate
	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Me as a part of my family</li> <li>• Me as a part of my class</li> <li>• Personal abilities and interests</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• What constitutes a home</li> <li>• Different types of homes</li> <li>• Factors that determine where people live</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Why people celebrate</li> <li>• Features of traditions and celebrations</li> <li>• Symbolic representations of celebrations and traditions</li> <li>• What meaning people assign to celebrations and traditions</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Patterns of growth</li> <li>• How living things change over their lifetime – life cycles</li> <li>• Factors that can influence life cycles</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Places which make our lives easier</li> <li>• The importance of signs and symbols in the city</li> <li>• Who and how provides us with safety in the city</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Why the Earth changes</li> <li>• Needs of living things</li> <li>• Ways of helping the planet</li> </ul>
	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
5-6 G 0	<b>Central idea:</b> Relationships are important for our well-being	<b>Central idea:</b> Exploring certain places in our region helps us develop an understanding of the past	<b>Central idea:</b> Sound can help us understand and express our world	<b>Central idea:</b> Weather can influence all parts of our lives	<b>Central idea:</b> Transportation connects people locally and globally	<b>Central idea:</b> The way people handle the waste produced impacts the environment
	<b>Key concepts:</b> function, form, responsibility	<b>Key concepts:</b> form, change, reflection	<b>Key concepts:</b> perspective, form, function	<b>Key concepts:</b> connection, form	<b>Key concepts:</b> function, causation, connection	<b>Key concepts:</b> connection, causation, responsibility
	<b>Related concepts:</b> friendship, relationship	<b>Related concepts:</b> similarities and differences, history, life cycle, evidence, chronology	<b>Related concepts:</b> sound, communication	<b>Related concepts:</b> weather, climate	<b>Related concepts:</b> transport, environment	<b>Related concepts:</b> action, sustainability, impact, consequences
	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• How we build and develop relationships</li> <li>• Kinds of connections people make</li> <li>• Responsibilities of being a classmate/friend</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Discovering famous places in our region</li> <li>• Finding evidence of history of the places</li> <li>• Stories and legends connected with the places</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Different sources of sound</li> <li>• How we express ourselves through sound</li> <li>• How we respond to sound</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Specifics of local weather</li> <li>• Connection between climate and culture</li> <li>• Connection between weather and daily life</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• How to travel to different destinations</li> <li>• Why people use different forms of transport</li> <li>• Relationship between transportation systems and the environment</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Origins of waste</li> <li>• Reusing and recycling different materials</li> <li>• Reducing waste</li> </ul>

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6-7 G 1	<b>Central idea:</b> Being a student is connected with new challenges.	<b>Central idea:</b> Knowledge about previous generations helps us understand the relationship between the past and the present.	<b>Central idea:</b> We use imagination in order to think, create and express ourselves.	<b>Central idea:</b> The Earth is constantly moving and this affects our daily lives.	<b>Central idea:</b> Co-operation is essential to achieve group goals.	<b>Central idea:</b> People can make choices to support sustainability of the Earth's resources
	<b>Key concepts:</b> function, form, change	<b>Key concepts:</b> change, reflection, connection	<b>Key concepts:</b> perspective, reflection, function	<b>Key concepts:</b> form, causation, change	<b>Key concepts:</b> causation, form, function	<b>Key concepts:</b> function, responsibility, connection
	<b>Related concepts:</b> identity, community, social role, duties, privileges	<b>Related concepts:</b> time, community, heritage	<b>Related concepts:</b> empathy, invention, transformation	<b>Related concepts:</b> Solar System, rotating, revolving	<b>Related concepts:</b> cooperation, goal, consequence	<b>Related concepts:</b> lifestyle, natural resources, waste
	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• My role in the classroom, school and at home</li> <li>• Characteristics of my school</li> <li>• Student's rights and responsibilities</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Ways to find out about the past</li> <li>• How the past influences the present</li> <li>• Changes of some behaviours and practices in a society</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• How we present and use our imagination</li> <li>• How the imagination helps us in understanding other points of view</li> <li>• How the imagination helps us in solving problems</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Place of the Earth in the Solar System</li> <li>• The cause of day and night cycles and seasonal change</li> <li>• Changes in life of living organisms</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Delimitation of group goals</li> <li>• Ways of communicating in the group</li> <li>• Factors affecting effectiveness of group work</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Using Earth's finite and infinite resources</li> <li>• The impact of our choices on the environment</li> <li>• Balance between meeting human needs and the use of limited resources</li> </ul>
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7-8 G 2	<b>Central idea:</b> The choices people make affect their health and well-being.	<b>Central idea:</b> Curiosity and inquisitiveness lead to discoveries and broaden our knowledge about the world.	<b>Central idea:</b> People use music and dance to express their beliefs and convey their history and culture.	<b>Central idea:</b> Over time, living things need to adapt in order to survive.	<b>Central idea:</b> In a workplace people share responsibility towards a common purpose.	<b>Central idea:</b> Understanding the properties of air allows people to make practical applications.
	<b>Key concepts:</b> causation, responsibility, reflection	<b>Key concepts:</b> causation, perspective, connection	<b>Key concepts:</b> form, perspective, function	<b>Key concepts:</b> form, causation, change	<b>Key concepts:</b> connection, responsibility, form	<b>Key concepts:</b> form, function, connection
	<b>Related concepts:</b> choice, influence, balance	<b>Related concepts:</b> discovery, research, conflict	<b>Related concepts:</b> tradition, individualism, culture	<b>Related concepts:</b> adaptation, evolution	<b>Related concepts:</b> relationships, cooperation, employment, systems	<b>Related concepts:</b> properties, proof
	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• What it means to have a balanced lifestyle</li> <li>• How the choices we make affect our health</li> <li>• Different sources of information that help us make choices</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Reasons why people do research</li> <li>• Researches and discoveries important to our life</li> <li>• Positive and negative impact of research on the community</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Different ways of expressing ourselves through music and dance</li> <li>• Our appreciation of music</li> <li>• The role of music and dance in culture and society</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Concept of adaptation</li> <li>• Circumstances that lead to adaptation</li> <li>• How living things adapt or respond to environmental conditions</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Differences between workplaces</li> <li>• Sharing responsibility at work</li> <li>• Ways of achieving common purposes in different communities</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• The evidence of the existence of air and air properties</li> <li>• Ways of using air</li> <li>• Impact of human choices on the air</li> </ul>

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8-9 G 3	<b>Central idea:</b> Rights of disabled members of our society and our responsibilities towards them	<b>Central idea:</b> Important events help us understand the culture and history of our region.	<b>Central idea:</b> Signs and symbols are part of human-made systems that facilitate local and global communication.	<b>Central idea:</b> The design of buildings and structures is dependent upon environmental factors and available materials.	<b>Central idea:</b> Communities provide interconnected services designed to meet people's needs.	<b>Central idea:</b> Water is a limited and essential resource for life.
	<b>Key concepts:</b> form, responsibility, reflection	<b>Key concepts:</b> form, function, connection, reflection	<b>Key concepts:</b> causation, function, form	<b>Key concepts:</b> causation, connection, form	<b>Key concepts:</b> causation, form, function	<b>Key concepts:</b> form, function, responsibility
	<b>Related concepts:</b> opportunities, disability, respect	<b>Related concepts:</b> values, culture, region	<b>Related concepts:</b> communication, system	<b>Related concepts:</b> structure, persistence, transformation	<b>Related concepts:</b> networks	<b>Related concepts:</b> protection, justice, processes
	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Types of disabilities</li> <li>How the community provides accessibility for everyone</li> <li>Ways of helping others</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Important events in the history of the region</li> <li>Ways of commemorating important events</li> <li>The impact of various events on functioning of the community</li> <li>Ways of learning about important events</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Reasons why people develop different systems of communication</li> <li>How visual language facilitates communication</li> <li>Specialized systems of communication</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Considerations to take into account when building a structure</li> <li>The impact of buildings and structures on the environment</li> <li>Different examples of local architecture</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Reasons why people live in the local community</li> <li>Services needed to support a community</li> <li>Planning services for a community</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Specifics of the water cycle</li> <li>Use of water by living things</li> <li>Our responsibility for water</li> </ul>
	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
9-10 G4	<b>Central idea:</b> Rights of disabled members of our society and our responsibilities towards them	<b>Central idea:</b> Through time people change where they live to improve their circumstances	<b>Central idea:</b> Links between reality and fantasy are expressed through magic	<b>Central idea:</b> All actions have reactions that create consequences	<b>Central idea:</b> The rise and fall of ancient civilizations affect our lives today	<b>Central idea:</b> People are responsible for taking actions to create a better and more peaceful world.
	<b>Key concepts:</b> form, responsibility, reflection	<b>Key concepts:</b> causation, connection, change	<b>Key concepts:</b> function, connection, perspective	<b>Key concepts:</b> change, causation, responsibility	<b>Key concepts:</b> connection, function, causation	<b>Key concepts:</b> responsibility, causation, connection
	<b>Related concepts:</b> opportunities, disability, respect	<b>Related concepts:</b> identity, tolerance, perception	<b>Related Concepts:</b> illusion phenomena, fantasy	<b>Related concepts:</b> properties, process, maturity	<b>Related concepts:</b> cause and effect, ancient times, civilization	<b>Related concepts:</b> global conflict, ecological awareness, grassroots initiative
	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Types of disabilities</li> <li>How the community provides accessibility for everyone</li> <li>Ways of helping others</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Why people move (choice or necessity)</li> <li>How the pre-existing community responds to these new groups (positive and negative effects)</li> <li>How an immigrant group maintains its identity in new circumstances</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Ways of expressing magic through literature and film</li> <li>Differences between natural and supernatural phenomena</li> <li>Drama and tricks as elements of stage magic</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Properties and states of liquids, solids and gases</li> <li>The use of scientific method</li> <li>Negative and positive impact of scientific discoveries in the world</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Links between ancient civilization and our world today</li> <li>The systems developed by those civilizations (philosophy, law, beliefs)</li> <li>Factors that affect the success of a civilization</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Human responsibility for the planet</li> <li>Methods of dealing with global and local conflicts</li> <li>Meaning of local initiatives in the global context</li> </ul>
			<b>PYP EXHIBITION</b>			