

PYP programme of inquiry

2019-2020

Age	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the planet
3-4 K1	<p>Central Idea: We are different as humans and we are all organized in families</p> <p>Key Concepts: Form, Function, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - How my body looks like - The human body's functions - How humans are organized in families <p>Learner Profile: Knowledgeable, Communicator, Inquirer</p> <p>ATL: Self-</p>	<p>Central idea: We like to travel and explore new places.</p> <p>Key concepts: Form, Perspective, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Holiday destinations - Different ways of travelling - Packing a suitcase <p>Learner Profile: Balanced, Open-minded, Principled</p>	<p>Central idea: We can express our feelings through art.</p> <p>Key concepts: Form, Function, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Forms of art: music, dance and visual arts - Basic feelings and emotions (happy, sad, angry) - How art can reflect our feelings <p>Learner Profile: Communicator, Risk-taker, Reflective</p>	<p>Central Idea: We live on Earth and nature here goes through several changes during the transitions between seasons.</p> <p>Key Concepts: Form, Change, Perspective</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -The moments of the day are determined by the Sun and the Moon -The nature on Earth goes through several changes in autumn and winter -Life on Earth can be found in different forms <p>Learner Profile:</p>	<p>Central idea: We use transportation to go from one place to another.</p> <p>Key concepts: Function, Connection, Form</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Types of transportation - Transportation in our community - Transportation and traffic rules <p>Learner Profile: Thinker, Knowledgeable, Communicator</p> <p>ATL: Social skills,</p>	-

	management, Communication Skills	ATL: Social, Self- Management, Communication Skills	ATL: Communication, Self- Management skills	Inquirer, Knowledgeable, Caring ATL: Communication, Social, Research Skills	Self Management Skills	
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<p>4-5 K2</p>	<p>Central Idea: Humans have different genders and body features and they all have families.</p> <p>Key concepts: Form, Function, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -As humans, we have certain body features -The human body functions connect us to the world around us -We are all organized in families. <p>Learner Profile: Communicator, Knowledgeable, Inquirer</p> <p>ATL: Social, Communication Skills</p>	<p>Central Idea: Homes around the world are different.</p> <p>Key concepts: Form, Function, Causation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Areas of the globe and people who live there - Types of homes from these areas (name, materials and functions) - Homes in various climates <p>Learner Profile: Knowledgeable, Open minded, Principled</p> <p>ATL: Social Skills, Self-management, Thinking skills</p>	<p>Central idea: People tell stories to express feelings.</p> <p>Key concepts: Form, Perspective, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Feelings and emotions we can experience in different situations (love, happy, sad, angry, scared, disgusted) - Emotions we can find in stories - Feelings and real life situations similar to those in the stories <p>Learner Profile: Communicator, Caring, Balanced</p> <p>ATL: Social, Communication, Skills</p>	<p>Central Idea: The weather, flora and fauna on Earth are connected to the planet's place in the Galaxy.</p> <p>Key Concepts: Connection, Change, Causation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -The rotation of Earth and its connection to the seasons; -The nature goes through several changes and has certain characteristics in each season; -The changes that took place in the Universe influenced the evolution of the animals. <p>Learner Profile: Thinker, Inquirer, Caring</p>	<p>Central idea: People use certain equipment and tools to do their jobs.</p> <p>Key concepts: Form, Function, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> - Jobs and occupations in our community - Workplace and tools/equipment related to the different professions - The importance of each job <p>Learner Profile: Reflective, Risk-taker, Communicator</p> <p>ATL: Social, Thinking, Communication Skills</p>	<p style="text-align: center;">-</p>
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				ATL: Thinking, Self-management, Research Skills		
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<p>5-6 K3</p>	<p>Central idea: Every human being has an identity, a specific development and belongs to a family</p> <p>Key Concepts: Change, Form , Connection</p> <p>Lines of Inquiry: - What should I know about me at this age - How we changed through time and what abilities we have now - How to make connections in order to sketch your own family tree</p> <p>Learner Profile: Inquirer, Communicator, Well-Balanced</p>	<p>Central idea: People all over the world built different types of houses throughout time and came up with inventions that corresponded to their needs.</p> <p>Key concepts: Form, Function, Causation</p> <p>Lines of Inquiry: -Types of houses or buildings people built in different Eras. -Inventors and inventions throughout time -How inventions changed the way people used to do things</p> <p>Learner Profile: Knowledgeable, Inquirer, Principled</p>	<p>Central idea: Imagination is a tool we use to think, create stories and express ourselves.</p> <p>Key concepts: Form, Perspective, Connection</p> <p>Lines of Inquiry: - Why fiction is a form of imagination - How to tell a story through drama (facial expressions, body movements used to express emotions) - How we can use our imagination to create stories and express ourselves</p> <p>Learner Profile: Communicator, Risk-taker, Thinker</p> <p>ATL: Social, Communication,</p>	<p>Central Idea: There is a strong connection between planets, nature and animals.</p> <p>Key concepts: Form, Causation, Connection</p> <p>Lines of Inquiry: - Facts about the Solar System - The Earth`s place in the Universe influences the seasons and the nature - Animals are distributed on different continents according to each specific climate</p> <p>Learner Profile: Knowledgeable, Thinker, Reflective</p> <p>ATL: Thinking, Self-</p>	<p>Central idea: Each of the community helpers has certain responsibilities and a specific role.</p> <p>Key concepts: Responsibility, Function, Connection</p> <p>Lines of Inquiry: - Roles and responsibilities at home and within the school community - Community helpers and their responsibilities - Working together makes the community a better place</p> <p>Learner Profile: Risk-taker, Communicator, Caring</p> <p>ATL: Social, Self-</p>	
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	ATL: Communication, Social Skills	ATL: Research, Thinking, Communication Skills	Thinking Skills	Management Skills	management skills	
6-7 Gr. 0	<p>Central idea: The relationship with our family and friends helps us know each other better.</p> <p>Key concepts: Form, Connection, Causation</p> <p>Related concepts: Perspective, Change, Connection</p> <p>Lines of Inquiry: How we can have a positive relationship with the others. How we can communicate with the others. How the relationship</p>	<p>Central idea: A country's position on Earth influences its geographical features, climate, flora and fauna.</p> <p>Key concepts: Form, Causation, Function</p> <p>Related concepts: Change, Connection, Chronology</p> <p>Lines of Inquiry: What the natural environment is How the Earth's</p>	<p>Central idea: People use stories, gestures and symbols to express their feelings and ideas</p> <p>Key concepts: Connection, function, Causation</p> <p>Related concepts: Relationships, Interpretation, Expression</p> <p>Lines of Inquiry: Life lessons that we learn from stories Reasons for gestures and symbols How we express feelings and ideas</p>	<p>Central idea: People use electricity to make their life easier.</p> <p>Key concepts: Function, Causation, Change</p> <p>Related concepts: Cooperation, Action, Responsibility</p> <p>Lines of Inquiry: How electricity changed people's lives Home appliances that use electricity Safety rules when using electrical appliances Why and what people invent</p>	<p>Central idea: For a good functioning of the community, we need to be organized and to take on different roles and responsibilities.</p> <p>Key concepts: Function, Responsibility, Causation</p> <p>Related concepts: Cooperation, action, responsibility</p> <p>Lines of Inquiry: Ways to become more responsible Why it is important to be organized. How we can organise ourselves better.</p>	<p>Central idea: It is our responsibility to live in harmony with the environment</p> <p>Key concepts: Causation, Change, Responsibility</p> <p>Related concepts: Pollution, Consumption</p> <p>Lines of Inquiry: The world's resources that we use every day The main causes of pollution Taking responsible action</p> <p>ATL: Research, Communication, Self-management</p>

	<p>with my family can influence my personal well-being.</p> <p>ATL: Social, Communication skills</p> <p>LP: Inquirer, Communicator, Risk-taker, Open-minded</p>	<p>movement influences our lives</p> <p>In what way a country's geographical position influences its fauna and flora.</p> <p>ATL: Thinking, Research, Communication skills</p> <p>LP: Inquirer, Reflective, Thinker</p>	<p>ATL: Communication, Social skills</p> <p>LP: Inquirer, Caring Risk-taker</p>	<p>ATL: Thinking, Research, Social skills</p> <p>LP: Thinker, Reflective, Knowledgeable</p>	<p>ATL: Self-management, Communication, Social skills</p> <p>LP: Communicators, Principled, Caring</p>	<p>LP: Caring, Principled, Balanced</p>
7-8 Gr. I	<p>Central idea:</p> <p>The way we act and interact with the others defines us as individuals.</p> <p>Key concepts:</p> <p>Connection, Responsibility, Causation</p> <p>Related concepts:</p>	<p>Central idea:</p> <p>Learning from the past can help us make connections to the present.</p> <p>Key concepts:</p> <p>Connection, Perspective, Change</p> <p>Related concepts:</p> <p>cooperation, creativity,</p>	<p>Central idea:</p> <p>Humans express their ideas, imagination and emotions through words, actions and art.</p> <p>Key concepts:</p> <p>Connection, perspective, form</p> <p>Related concepts:</p> <p>communication,</p>	<p>Central idea:</p> <p>Energy is derived from a range of sources and used in various ways .</p> <p>Key concepts:</p> <p>Function, form, change</p> <p>Related concepts:</p> <p>energy, environment, transformation, materials</p>	<p>Central idea:</p> <p>Organising our programme helps us function better.</p> <p>Key concepts:</p> <p>Function, Responsibility, Connection</p> <p>Related concepts:</p> <p>Systems, relationships,</p> <p>Lines of Inquiry:</p>	<p>Central idea:</p> <p>Plants and animals are part of our lives and we are all responsible to protect them.</p> <p>Key concepts:</p> <p>Responsibility, Change, Connection</p> <p>Related concepts:</p> <p>Conservation, resources</p>

	<p>friendship, relationships</p> <p>Lines of Inquiry:</p> <p>The way we present ourselves to others.</p> <p>Good manners and codes of behaviour.</p> <p>How we can take responsibility of our own actions.</p> <p>Hobbies and free time activities.</p> <p>ATL:</p> <p>Communication, social, cooperation skills</p> <p>LP: Communicator, Thinker, Risk-Taker</p>	<p>movement</p> <p>Lines of Inquiry:</p> <p>How childhood games changed over time</p> <p>Free time activities then and now.</p> <p>Old vs. new household items.</p> <p>ATL:</p> <p>Thinking, Communication, Self-management, Cooperation skills</p> <p>LP: Inquirer, Knowledgeable</p>	<p>message, self-expression</p> <p>Lines of Inquiry:</p> <p>How expression takes different forms</p> <p>Use of voice, facial expressions and body movements to express themselves</p> <p>Create rhythms and works of art to express emotions and ideas</p> <p>ATL:</p> <p>Communication, Social skills</p> <p>LP: Communicator Reflective Risk-taker</p>	<p>Lines of Inquiry:</p> <p>Forms of energy and their sources</p> <p>The transformation of energy</p> <p>The various uses of energy</p> <p>ATL:</p> <p>Thinking, Communication, Research skills</p> <p>LP: Thinker, Knowledgeable, Inquirer</p>	<p>What a programme is;</p> <p>How a balanced programme can lead to a healthy lifestyle;</p> <p>Why our own actions and decisions are our own responsibility</p> <p>ATL:</p> <p>Thinking, Social, Self-management skills</p> <p>LP: Inquirer, Communicator, Risk-taker, Balanced</p>	<p>Lines of Inquiry:</p> <p>Parts and functions of a plant</p> <p>Life cycle and needs of plants</p> <p>Endangered species</p> <p>Taking responsible action</p> <p>ATL:</p> <p>Research, Thinking skills</p> <p>LP: Caring, Knowledgeable, Balanced</p>
<p>8-9 Gr. II</p>	<p>Central idea:</p> <p>Knowing yourself and your body can help you make the decision to lead a healthy life.</p>	<p>Central idea:</p> <p>People's lives are shaped differently according to the particular place on</p>	<p>Central idea:</p> <p>Artists are inspired by the mysteries of the universe and they express their feelings</p>	<p>Central idea:</p> <p>Scientific principles help people understand the world around them.</p>	<p>Central idea:</p> <p>Trade and money impact jobs and the way communities are organized.</p>	<p>Central idea:</p> <p>When interacting with natural habitats, humans make choices that have an impact on other</p>

	<p>Key concepts: Form, Connection, Change</p> <p>Related concepts: Perspective, Responsibility, Reflection</p> <p>Lines of Inquiry: Who I am and what humans look like</p> <p>How I connect with people who are like me and different from me</p> <p>How the human body is influenced by music</p> <p>ATL: Thinking, Communication, Research skills</p> <p>LP: Inquirer, Balanced, Communicator</p>	<p>Earth they live in.</p> <p>Key concepts: Form, Connection, Causation</p> <p>Related concepts: landforms, lifestyles,</p> <p>Lines of Inquiry: Landforms in our country and worldwide.</p> <p>How people's lifestyle depends on the region they live in (fashion, habits, food, daily routines)</p> <p>How people's appearance is different depending on the region they live in</p> <p>ATL: Thinking, Communication, Self-management, Research</p>	<p>and emotions through different forms of art.</p> <p>Key concepts: Causation, Perspective, Connection</p> <p>Related concepts: Creating, Composing</p> <p>Lines of Inquiry: Various forms of art;</p> <p>Basic feelings and emotions;</p> <p>The planets, the sun and the stars as sources of inspiration for artists;</p> <p>The connection between mood and seasons as reflected in music and poetry.</p> <p>ATL: Thinking, Communication,</p>	<p>Key concepts: Form, Function, Connection</p> <p>Related Concepts: Forces, Energy, motion, sound, vibrations</p> <p>Lines of Inquiry: Forces and motion: powers exerted by magnets</p> <p>Forms and energy transfer</p> <p>Electricity: solids and materials that drive power</p> <p>Beams and waves: the sound intensity and strength of the sound</p> <p>ATL: Thinking, Research, Social skills</p> <p>LP: Thinker, Knowledgeable, Inquirer</p>	<p>Key concepts: Connection, Function, Responsibility</p> <p>Related concepts: communities, economy, products, impact</p> <p>Lines of Inquiry: The role of money in a society</p> <p>The influence of the local products upon the economy</p> <p>The way we function within communities</p> <p>How local jobs are influenced by the resources and the needs of people</p> <p>ATL: Communication, Self-management, Social skills</p>	<p>living things.</p> <p>Key concepts: Responsibility, Connection, Change</p> <p>Related concepts: Resources, environment, waste, biodiversity</p> <p>Lines of Inquiry: Basic needs of plants and animals (air, water, food)</p> <p>Mutual characteristics of plants and animals</p> <p>Preservation of natural resources</p> <p>ATL: Research, Self-management</p> <p>LP: Inquirer, Knowledgeable, Caring</p>
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		LP: Inquirer, Open-minded, Communicator, Reflective	Self-management, Social LP: Communicator, Reflective, Open-minded		LP: Thinker, Communicator, Balanced	
9-10 Gr. III	<p>Central idea: A community's response to significant events provides an insight into the history and values of that community.</p> <p>Key concepts: Function, responsibility, causation, connection</p> <p>Related concepts: individual, family, groups, community, fellowship.</p> <p>Lines of Inquiry: Our relationships with other people (family, friends, groups,</p>	<p>Central idea: Knowing the history of our hometown can help us understand its present.</p> <p>Key concepts: Function, Change, Connection</p> <p>Related concepts: individual, community, lifestyle, history, identity</p> <p>Lines of Inquiry: How the present is connected to the past</p> <p>Changes that took place in our hometown over time</p> <p>People's lifestyle in a</p>	<p>Central idea: Needs force us to become creative and we express our creativity in a variety of ways.</p> <p>Key concepts: Function, Change, Causation</p> <p>Related concepts: Innovation, Creativity</p> <p>Lines of Inquiry: Ways in which we express our creativity</p> <p>In what way innovation can come from needs/wants</p>	<p>Central idea: Natural materials can undergo changes that may provide challenges and benefits for society and the environment.</p> <p>Key concepts: Function, Change, Causation, Responsibility</p> <p>Related concepts: transformation, sustainability, cycles, interaction, pattern.</p> <p>Lines of Inquiry: States and classification of matter Matter and its transformations Conditions that cause</p>	<p>Central idea: Different types of measurements influence human life and facilitate local and global communication.</p> <p>Key concepts: Connection, Function, Form</p> <p>Related concepts: Interaction, culture, rules</p> <p>Lines of Inquiry: Why people use measurements (time, distance, weight, money, temperature) Why measurements are regulated</p>	<p>Central idea: Humans make food choices that have an impact on other living beings.</p> <p>Key concepts: Responsibility, causation, and connection</p> <p>Related concepts: farming, sustainability, deforestation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> •Where our food comes from •Factory farming versus sustainable farming •Impact of our food

	<p>community)</p> <p>What makes a group/community (rules, conventions, common interests)</p> <p>Language as a tool for communication within a group</p> <p>School as an extension of family</p> <p>ATL: Communication, Social, Self-management, Research</p> <p>LP: Communicator Caring, Open-minded</p>	<p>big city nowadays vs. a long time ago</p> <p>ATL: Communication, Social, research skills</p> <p>LP: Inquirer, Knowledgeable, Reflective</p>	<p>How inventions impact or improve the world</p> <p>ATL: Thinking, Communication, research skills</p> <p>LP: Inquirer, Open-minded, Risk-taker</p>	<p>reversible and irreversible changes in materials</p> <p>How societies take advantage of the properties of matter</p> <p>ATL: Thinking, Research, Social skills</p> <p>LP: Inquirer, Reflective, Knowledgeable</p>	<p>The time difference between different countries</p> <p>Specific instruments that we use to measure different units.</p> <p>ATL: Thinking, Communication, research skills</p> <p>LP: Inquirer, Knowledgeable, Thinker</p>	<p>choices</p> <p>ATL: Research, Social, Communication skills</p> <p>LP: Principled, Caring, Inquirer</p>
<p>10-11 Gr. IV</p>	<p>Central idea: A healthy lifestyle within the family helps us grow as individuals.</p> <p>Key concepts: Function, causation, connection</p>	<p>Central idea: Journeys lead to discoveries, opportunities and new understandings</p> <p>Key concepts: Causation, function,</p>	<p>Central idea: Stories communicate ideas and beliefs that connect people to life</p> <p>Key concepts: Form, Connection, Perspective</p>	<p>Central idea: Water - the amazing element of nature.</p> <p>Key concepts: form, function, connection</p> <p>Related concepts:</p>	<p>Central idea: Assuming roles and responsibilities shapes a community and taking action makes it a better place.</p> <p>Key concepts:</p>	<p>Central idea: Human irresponsible actions can lead to conflicts</p> <p>Key concepts: Causation,</p>

	<p>Related concepts: individual, health, family, human relationships</p> <p>Lines of Inquiry:</p> <p>How our health impacts our development as individuals</p> <p>How our family environment shapes our identity</p> <p>How I see myself vs. how the others see me</p> <p>How music influences the human body</p> <p>ATL:</p> <p>Communication, self-management, research skills</p>	<p>connection, perspective</p> <p>Related concepts: Discovery, exploration</p> <p>Lines of Inquiry: Reasons for explorations</p> <p>Effects on individuals, groups and nations</p> <p>Explorations and explorers then and now</p> <p>Space - the final frontier</p> <p>ATL: Research, Thinking, Communication skills</p> <p>LP: Knowledgeable, Inquirer, Reflective</p>	<p>Related concepts: communication, interpretation, metacognition</p> <p>Lines of Inquiry:</p> <p>Character traits</p> <p>The structure of a story</p> <p>The hidden messages in stories</p> <p>ATL: Thinking, Communication, Self-management skills</p> <p>LP: Reflective, Communicator, Risk-taker</p>	<p>responsibility, transformation</p> <p>Lines of Inquiry:</p> <p>States of water</p> <p>Properties and characteristics of water</p> <p>Water as source of life</p> <p>Water and sound effects</p> <p>ATL: Thinking, Communication, Research skills</p> <p>LP: Inquirer, Open-minded, Knowledgeable</p>	<p>Function, Responsibility, Causation</p> <p>Related concepts: Structure, role, citizenship, community</p> <p>Lines of Inquiry:</p> <p>Codes of behaviour and good manners</p> <p>Understanding the needs and rules of a community</p> <p>How a big city functions</p> <p>What people can do to make a community a better place</p> <p>ATL: Social, Communication, Research, Self-management</p> <p>LP: Principled,</p>	<p>Responsibility, Perspective</p> <p>Related concepts: Conflict, peace, cooperation</p> <p>Lines of Inquiry: Causes of conflicts</p> <p>How our perspective can influence our decisions</p> <p>Strategies we use to resolve conflicts.</p> <p>Irresponsible actions in history that led to conflicts and tragedies</p> <p>ATL: Research, Social, Thinking skills</p> <p>LP: Balanced, Open-minded, Reflective</p>
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	LP: Communicator, Inquirer, balanced				Communicator, Reflective	
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