

| An inquiry into | 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 |
|-----------------|---|---|--|---|--|--|
| | <p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> Physical, emotional and spiritual health and well-being; Relationships and belonging; Learning and growing | <p>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> Periods, events and artifacts; Communities, heritage, culture and environment Natural and human drivers of movement, adaptation and transformation | <p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> Inspiration, imagination, creativity; Personal, social, and cultural notes and practices of communication; Interpretations, and responses | <p>An inquiry into the understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> Patterns, cycles, systems; Diverse practices, methods, and tools; Discovery, design, innovation, possibilities, and impacts. | <p>An inquiry into the systems, structures, and networks through:</p> <ul style="list-style-type: none"> Interactions with and between social and ecological systems; Approaches to livelihoods and trade practice - intended and unintended consequences; Representation, collaboration, and decision making | <p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> Rights, responsibilities, and dignity of all; Pathways to just, peaceful, and reimagined futures; Nature, complexity, coexistence, and wisdom |
| EY 1 | <p>Central idea We develop a sense of self through our relationships.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> My physical self What I can do Forming relationships in different learning spaces | | <p>Central idea We use symbolic language in play to express our ideas and come to new understandings.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Creative uses of materials Choices we make for our play Exploring ways to develop and express our understanding | <p>Central idea The Earth's natural cycles guide the activity of living things.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Natural cycles Actions people take in response to Earth's natural cycles Patterns of behaviour in living things are related to Earth's natural cycles | | <p>Central idea Appreciation of the environment shapes our connection to it.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The way senses help us learn about different environments The impact of our actions on the environment The responsibility we have for our environment |
| EY 2 | <p>Central idea We develop a sense of self through our relationships.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> My physical and emotional self The characteristics and qualities of different relationships How our space reflects our diverse community | | <p>Central idea The process of creating provides opportunities for expression and communication.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The process of communicating and creating. Symbolic languages as a means of expression The choices we make about the world around us when we create | <p>Central idea Inventing and creating enable discoveries about objects and phenomena.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The function of objects and phenomena How theories can be investigated and communicated in a variety of ways Applying scientific knowledge | | <p>Central idea Being a responsible member of a caring community involves sharing spaces and resources.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The spaces and resources that we share A community member's responsibility to care for our shared spaces and resources Our interdependence when sharing resources and spaces |
| KG | <p>Central idea Our identity changes as we learn.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Our identity as learners How people change as they learn Ways we can contribute to a learning community | | <p>Central idea Celebrations and traditions are expressions of shared culture, beliefs and values.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Features of traditions and celebrations Stories that are connected to celebrations and traditions How learning about celebrations of another's culture fosters an attitude of respect | <p>Central idea Design cycle thinking is embedded in making, creating, and constructing.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Design thinking as a creative process The possibilities of different materials and tools How reflection supports decision-making about designs | | <p>Central idea When interacting with habitats, people make choices that impact living things.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The characteristics of habitats The human impact on natural habitats Making responsible choices |
| G1 | <p>Central idea We develop a sense of self through our relationships.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How others see us and our own perspective of ourselves How our relationships impact who we are The relationship between ourselves and our environment | <p>Central idea Our understanding of the past influences our thinking about the future.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How artefacts tell us about the past Family histories can be shared through stories Our knowledge of the past helps us to innovate for the future | <p>Central idea We reflect on, extend and enjoy our creativity through the performing arts.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How we express our creativity through performance The process a performer may go through to create The different perspectives involved in a performance | <p>Central idea Light comes from different sources and can be manipulated.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How sources of light can be explored How light can be manipulated Scientific theories | <p>Central idea People in communities can participate in decision-making.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How communities work together How people make community decisions The responsibilities of being part of a community | <p>Central idea Relationships between living things sustain life on Earth.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> What living things need for survival The interconnectedness of living and non-living things Our responsibility to care for living things |

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| Gr2 | <p>Central idea Making informed decisions about health can lead to a balanced lifestyle.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> What it means to be healthy How our physical, social and mental health are interconnected How making informed choices can affect our health | <p>Central idea Culture helps us connect to self and others</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Characteristics of our host country Our personal cultural identities How our actions affect others | <p>Central idea People can express and respond to new learning and experiences.</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How people experience and respond to patterns that exist in the world. How new learning and experiences can change our thinking and actions. How we express new learning and experiences to share with others | <p>Central idea People and animals build structures to meet their needs.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Types of structures and how they are built The factors that affect the design of structures How structures impact the environment | <p>Central idea Communities need systems to stay organised.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The communities we belong to Needs of a community Roles and responsibilities within a community | <p>Central idea Water is essential to life and is a limited resource.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Sources of water and how it is distributed The availability of water impacts living things Our responsibilities around how water is used |
| Gr3 | <p>Central idea The character traits and actions of individuals can create sustainable change</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Why changemakers choose to act Common traits that changemakers have The action cycle | <p>Central idea Exploration and discovery can lead to new understandings.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Reasons for exploration How explorations have taken place over time The consequences of exploration | <p>Central idea Imagination is a powerful tool for extending our ability to think, create and express ourselves.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How artists use their imagination to express their ideas through the arts How we draw on our imagination to respond to art form How we can creatively demonstrate our imagination using different art forms | <p>Central idea Materials have various uses and different impacts on the world.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Properties and uses of materials How materials can be changed How the change of materials impacts our world | <p>Central idea The systems we use can impact the environment.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Resources we consume Systems in place to create the products we consume How consumer decisions impact people and the environment | <p>Central idea Relationships can play a role in shaping how different species share the planet.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How social groups work Symbiosis in nature |
| Gr4 | <p>Central idea People's beliefs and values influence their behaviour.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> An inquiry into beliefs and values How people practice their beliefs and values How beliefs and values influence people's thoughts and actions | <p>Central idea Human migration is a response to different factors.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The reasons why people migrate Migration throughout history Effects of migration on communities, cultures and individuals | <p>Central idea The elements of a performance interact with each other to engage an audience</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How people communicate through performing arts Roles within performing arts Impacts of performing arts | <p>Central idea (current G4) People apply their understanding of forces and motion to invent and create.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Forces and how they affect motion The design of machines Inventions and problem-solving | <p>Central idea Economic activity relies on interacting systems.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The role of supply and demand The distribution of goods and services Our responsibility as consumers and traders | <p>Central idea How living things adapt to changes in the environment.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How living things are suited to their environment How living things respond to changes within their environment Our responsibilities and personal actions within our environment |
| Gr5 | <p>Central idea Changes people experience impact their evolving identities.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Identity Changes people experience Ways of responding to change | <p>Central idea Learning from the past can help us understand present-day society and shape goals for the future.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How aspects of societies have changed over time How people interpret evidence of the past | <p>PYP Exhibition</p> <p>Lines of inquiry and specified concepts: Students choose their own lines of inquiry and specified concepts</p> | <p>Central idea Understanding the properties of energy allows people to solve problems.</p> <ul style="list-style-type: none"> Forms of energy How energy is transformed and transferred How people harness different forms of energy | <p>Central idea Government systems influence the rights and lives of people</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The rights and responsibilities of people How government systems function Factors which influence societal decision-making | <p>Central idea People's understanding of the connections between sustainability and resources impacts humanity.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> The meaning of sustainability Connections between sustainability and resources How choices impact the future |