



**Primary Years Programme**

# **PROGRAMME OF INQUIRY**

## **2019-2020**

**Updated August 2019**



## Nursery

An inquiry into: <b>Who We Are (WWA)</b>	An inquiry into: <b>Where We Are in Place and Time (WWAPT)</b>	An inquiry into: <b>How We Express Ourselves (HWEQ)</b>	An inquiry into: <b>How the World Works (HTWW)</b>	An inquiry into: <b>How We Organize Ourselves (HWOQ)</b>	An inquiry into: <b>Sharing The Planet (STP)</b>
<i>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.</i>		<i>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.</i> {Year-long unit}	<i>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.</i>	<i>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.</i>	<i>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.</i>
<b>Unit title: Me and my Environment ①</b>		<b>Unit title: My Self-Expression ④</b>	<b>Unit title: Do you See me? Do you Hear me? ②</b>	<b>Unit title: The Journey of Food ③</b>	
<b>Central idea:</b> People grow and develop their abilities through experiences and social interactions.		<b>Central idea</b> People express their feelings and ideas through different mediums.	<b>Central idea:</b> Light and sound function in many different ways.	<b>Central idea:</b> The journey of food is a process that involves many people.	
<b>Key concepts:</b> form, responsibility, change		<b>Key concepts:</b> function, causation perspective	<b>Key concepts:</b> connection, causation function, change	<b>Key concepts:</b> function, change, responsibility	
<b>Related concepts:</b> physical characteristics, senses, abilities, identity, similarities and differences, interaction, communication, growth, measurement		<b>Related concepts:</b> communication, interaction, representation, imagination, materials, expression, creativity, play, presentation	<b>Related concepts:</b> light, source, color, vision, shadow, day and night, transparency, reflection, projection, space, shape, pattern, measurement, vibration, seasons, electricity, echo	<b>Related concepts:</b> process, journey, food sources, food groups, food production, food waste, hygiene	
<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Personal abilities and interests</li> <li>Roles and behaviors within relationships</li> <li>How people grow and change</li> </ul>		<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Communicating through art and play</li> <li>Imaginative use of materials</li> <li>Self-expression through art</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Different sources of light and sound</li> <li>Relationship between light and sound</li> <li>How light and sound change the environment</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Different sources of food</li> <li>How food gets processed</li> <li>How people are responsible during the journey of food</li> </ul>	
<b>Subject focus:</b> Science, Mathematics, PSPE		<b>Subject focus:</b> Language, Social Studies, PSE, Arts	<b>Subject focus:</b> Science, Mathematics	<b>Subject focus:</b> Science, Social Studies, Math	
<b>ATL:</b> communication skills, self-management skills, social skills		<b>ATL:</b> social skills, self-management skills, thinking skills	<b>ATL:</b> self-management skills, thinking skills, research skills	<b>ATL:</b> communication skills, thinking skills, research skills	
<b>Learner profile attributes:</b> balanced, communicators, principled		<b>Learner profile attributes:</b> caring, open-minded, reflective	<b>Learner profile attributes:</b> inquirers, risk-takers, reflective, thinkers	<b>Learner profile attributes:</b> inquirers, thinkers, knowledgeable	

An inquiry into: <b>Who We Are (WWA)</b>	An inquiry into: <b>Where We Are in Place and Time (WWAPT)</b>	An inquiry into: <b>How We Express Ourselves (HWEO)</b>	An inquiry into: <b>How the World Works (HTWW)</b>	An inquiry into: <b>How We Organize Ourselves (HWOO)</b>	An inquiry into: <b>Sharing The Planet (STP)</b>
<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>		
<b>Unit title: Are we Robots?</b> ①	<b>Unit title: Oh The Places You'll Go!</b> ③	<b>Unit title: One World Many Stories</b> ④	<b>Unit title: Down and Dirty!</b> ②		
<b>Central idea:</b> Comparing living things helps me understand who I am.	<b>Central idea:</b> People experience places in different ways.	<b>Central idea:</b> Stories offer a medium to explore culture.	<b>Central idea:</b> Human use of materials reflects understanding of properties.		
<b>Key concepts:</b> perspective, connection, change	<b>Key concepts:</b> form, function, responsibility	<b>Key Concepts:</b> connection, form, perspective	<b>Key concepts:</b> form, causation, function		
<b>Related concepts:</b> living/non-living things, senses, similarities and differences, growth, classification, body form	<b>Related concepts:</b> similarities and differences, discovery, opinion, expression, behavior, creativity, role-play, teamwork, community	<b>Related concepts:</b> expression, entertainment, relationship, ideas, imagination, creativity, feelings, mime, dramatic play, message, purpose, audience, interpretation	<b>Related concepts:</b> properties and uses of materials, state, behavior, relationships, interaction, mixture, physical change, scientific method, heat, force		
<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>What makes me living</li> <li>Similarities and differences between humans and other living things</li> <li>How living things change and grow</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Features of places</li> <li>How places can have different purposes</li> <li>How people feel and behave in different places</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Exploring cultures through stories</li> <li>What makes a story</li> <li>Expressing cultures through different mediums</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Physical properties of materials</li> <li>Factors that affect properties of materials</li> <li>Use of materials in daily life</li> </ul>		
<b>Subject focus:</b> Science, Social Studies, PSE	<b>Subject focus:</b> Social Studies, Mathematics, PSE	<b>Subject focus:</b> Language, Arts, Social Studies	<b>Subject focus:</b> Science, Mathematics		
<b>ATL:</b> research skills, thinking skills, communication skills	<b>ATL:</b> self-management skills, communication skills, social skills	<b>ATL:</b> communication skills, social skills	<b>ATL:</b> thinking skills, research skills, self-management skills		
<b>Learner profile attributes:</b> inquirers, caring, risk-takers	<b>Learner profile attributes:</b> communicators, reflective, balanced	<b>Learner profile attributes:</b> communicators, open-minded, creative	<b>Learner profile attributes:</b> thinkers, knowledgeable, principled		

## KG2

An inquiry into: <b>Who We Are (WWA)</b>	An inquiry into: <b>Where We Are in Place and Time (WWAPT)</b>	An inquiry into: <b>How We Express Ourselves (HWEQ)</b>	An inquiry into: <b>How the World Works (HTWW)</b>	An inquiry into: <b>How We Organize Ourselves (HWOQ)</b>	An inquiry into: <b>Sharing The Planet (STP)</b>
<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
<b>Unit title: Let's Have Fun Together</b> ①	<b>Unit title: Is your House a Home?</b> ④	<b>Unit title: Expressing Ourselves</b> ②	<b>Unit title: Unseen Forces</b> ③	<b>Unit title: From Seed to Plants</b> ⑤	
<b>Central idea:</b> Participating in cooperative activities helps develop relationships.	<b>Central idea:</b> Living things make their homes in various places and in different ways.	<b>Central idea:</b> People express their feelings and ideas through language and arts.	<b>Central idea:</b> Forces help people move and make things work.	<b>Central idea:</b> Plants sustain life on Earth and play a role in people's lives.	
<b>Key concepts:</b> function, responsibility, perspective	<b>Key concepts:</b> function, form, connection	<b>Key concepts:</b> form, perspective, connection	<b>Key concepts:</b> form, function, causation	<b>Key concepts:</b> function, change, causation	
<b>Related concepts:</b> communication, relationships, diversity, conflict, roles, community, cooperation, routines	<b>Related concepts:</b> house, home, shelter, needs, resources, materials, environment, relationships	<b>Related concepts:</b> interpretation, expression, literature forms, art forms, feelings, creativity, communication, identity, storytelling	<b>Related concepts:</b> forces, equilibrium, movement, balance, motion, simple, magnetism, scientific thinking	<b>Related concepts:</b> plants, needs, interdependence, sustainability, conservation, growth, goods, services	
<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>▪ Social and emotional elements of participating in activities together</li> <li>▪ Growing by playing and sharing experiences</li> <li>▪ Solving problems and participating in activities</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>▪ The purpose of a home</li> <li>▪ Different types and styles of homes</li> <li>▪ How the environment, needs and resources determine type of home</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>▪ Different forms of literature and arts</li> <li>▪ How art is used to express literature</li> <li>▪ How people respond to literature and arts</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>▪ Types of forces</li> <li>▪ How forces affect motion</li> <li>▪ How understanding forces helps people to solve problems</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>▪ Role of plants in people's lives</li> <li>▪ Growth cycle of a plant</li> <li>▪ How people's actions affect plants</li> </ul>	
<b>Subject focus:</b> Social Studies, PSPE	<b>Subject focus:</b> Social Studies, Arts, science	<b>Subject focus:</b> Social Studies, Language, Arts	<b>Subject focus:</b> Science, Mathematics, PSPE	<b>Subject focus:</b> Science, Social Studies	
<b>ATL:</b> communication skills, self-management skills, social skills	<b>ATL:</b> communication skills, research skills	<b>ATL:</b> self-management skills, communication skills	<b>ATL:</b> research skills, thinking skills	<b>ATL:</b> research skills, thinking skills	
<b>Learner profile attributes:</b> inquirers, communicators, open-minded	<b>Learner profile attributes:</b> reflective, caring, open-minded	<b>Learner profile attributes:</b> thinkers, balanced, communicator	<b>Learner profile attributes:</b> inquirers, knowledgeable, risk-takers	<b>Learner profile attributes:</b> knowledgeable, principled, reflective	

# Grade 1

An inquiry into: <b>Who We Are (WWA)</b>	An inquiry into: <b>Where We Are in Place and Time (WWAPT)</b>	An inquiry into: <b>How We Express Ourselves (HWEEO)</b>	An inquiry into: <b>How the World Works (HTWW)</b>	An inquiry into: <b>How We Organize Ourselves (HWOO)</b>	An inquiry into: <b>Sharing The Planet (STP)</b>
<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
<b>Unit title: Healthy Living</b> ①	<b>Unit title: Where Do We Go Now?</b> ④	<b>Unit title: Can You Hear Me?</b> ⑥	<b>Unit title: What A Great Idea!</b> ⑤	<b>Unit title: Living Together</b> ②	<b>Unit title: Staying Alive</b> ③
<b>Central idea:</b> People's wellbeing is affected by the way they live.	<b>Central idea:</b> Migration affects communities around the world.	<b>Central idea:</b> People communicate in different ways to convey specific messages.	<b>Central idea:</b> People invent and innovate to create change.	<b>Central idea:</b> The organization of a community depends on its needs and characteristics.	<b>Central idea:</b> The survival of living things depends on the balance of nature.
<b>Key concepts:</b> connection, responsibility, causation	<b>Key concepts:</b> causation, connection, change	<b>Key concepts:</b> form, function, responsibility	<b>Key concepts:</b> perspective, function, change	<b>Key concepts:</b> form, function, connection	<b>Key concepts:</b> form, connection, responsibility
<b>Related concepts:</b> growth, nutrition, health, hygiene, wellbeing, balance, choice, decision-making, relationships, lifestyle, growth mindset	<b>Related concepts:</b> migration, identity, diversity, needs and wants, history, conflict, interconnectedness, maps, location, local, global, time, graphs, transportation	<b>Related concepts:</b> forms of energy (sound), communication, expression, language, audience, feelings, symbols	<b>Related concepts:</b> properties and uses of materials, innovation, inventions, scientific method, imagination, progress, design cycle, technological advances, engineering design	<b>Related concepts:</b> similarities and differences, rural and urban, community, systems, interdependence, interaction, neighborhood, governance	<b>Related concepts:</b> animals, plants, classification, food chains, natural resources, sustainability, interdependence, conservation, pollution
<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>▪ The importance of wellbeing</li> <li>▪ How choices affect wellbeing</li> <li>▪ Relationship between physical, social and emotional wellbeing</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>▪ Reasons for migration</li> <li>▪ Different ways of migration</li> <li>▪ How people are affected by migration</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>▪ Different ways of communication</li> <li>▪ How signs and symbols convey specific messages</li> <li>▪ Appreciation of the different messages</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>▪ Reasons for inventions</li> <li>▪ Principles of design and innovation</li> <li>▪ Impact of inventions on societies</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>▪ Comparing between rural and urban areas locally and globally</li> <li>▪ Interdependence of rural and urban communities</li> <li>▪ Role of people who help in different communities</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>▪ Characteristics of living things</li> <li>▪ Interdependence of living things</li> <li>▪ Human responsibility toward maintaining a balance on Earth</li> </ul>
<b>Subject focus:</b> Science, Social Studies, PSPE	<b>Subject focus:</b> Social Studies, Mathematics	<b>Subject focus:</b> Language, Science, Social Studies	<b>Subject focus:</b> Science, Social Studies	<b>Subject focus:</b> Social Studies, Arts	<b>Subject focus:</b> Science, Social Studies
<b>ATL:</b> thinking skills, self-management skills	<b>ATL:</b> research skills, communication skills	<b>ATL:</b> communication skills, self-management skills	<b>ATL:</b> research skills, thinking skills	<b>ATL:</b> social skills, thinking skills	<b>ATL:</b> research skills, thinking skills
<b>Learner profile attributes:</b> caring, balanced, reflective	<b>Learner profile attributes:</b> open-minded, risk-takers	<b>Learner profile attributes:</b> thinkers, communicators	<b>Learner profile attributes:</b> communicators, open-minded, knowledgeable	<b>Learner profile attributes:</b> open-minded, reflective, communicators	<b>Learner profile attributes:</b> inquirers, principled, balanced

## Grade 2

An inquiry into: <b>Who We Are (WWA)</b>	An inquiry into: <b>Where We Are in Place and Time (WWAPT)</b>	An inquiry into: <b>How We Express Ourselves (HWEEO)</b>	An inquiry into: <b>How the World Works (HTWW)</b>	An inquiry into: <b>How We Organize Ourselves (HWOO)</b>	An inquiry into: <b>Sharing The Planet (STP)</b>
<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
<b>Unit title: We Fit Together</b> ②	<b>Unit title: History of Life!</b> ⑤	<b>Unit title: Just Imagine!</b> ①	<b>Unit title: What Do You Notice?</b> ④	<b>Unit title: Show Me the Money</b> ⑥	<b>Unit title: My Habitat, My Home</b> ③
<b>Central idea:</b> Cultural and personal experiences help shape individuals and communities.	<b>Central idea:</b> Humans find evidence to understand the history of Earth and living things.	<b>Central idea:</b> People use imagination to extend their thinking and expression.	<b>Central idea:</b> Cycles and patterns help people understand and respond to the environment.	<b>Central idea:</b> Humans create systems to trade goods and services.	<b>Central idea:</b> People's actions impact other living things and natural habitats.
<b>Key concepts:</b> form, connection, change	<b>Key concepts:</b> causation, function, responsibility	<b>Key concepts:</b> form, perspective, change	<b>Key concepts:</b> form, function, connection	<b>Key concepts:</b> causation, form, function	<b>Key concepts:</b> connection, causation, responsibility
<b>Related concepts:</b> identity, diversity, culture, similarities and differences, community	<b>Related concepts:</b> natural phenomena, formation, rocks, fossils, landforms, preservation, history, timeline, map, time, duration	<b>Related concepts:</b> imagination, expression, creativity, point of view, interpretation, subjectivity, mixed reality	<b>Related concepts:</b> growth, night and day, seasons, cycles, patterns, sequences, migration, hibernation, camouflage, symmetry, shapes	<b>Related concepts:</b> systems, trade, exchange, services, cooperation, employment, market, transportation (of goods), money, digital / crypto currency, equity, e-commerce (cashless society)	<b>Related concepts:</b> adaptation, survival, habitat, consumption, interdependence, sustainability, climate, pollution, conflict resolution
<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Personal identity in a community</li> <li>Similarities and differences between individuals and communities</li> <li>Different ways cultural and personal experiences impact the community</li> </ul>	<b>Lines of inquiry: (not connected)</b> <ul style="list-style-type: none"> <li>How natural phenomena cause changes Earth and living things</li> <li>Different evidence to recognize the changes to Earth</li> <li>Responsibilities towards preserving Earth's natural history</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>What imagination is</li> <li>How people demonstrate and enjoy imagination</li> <li>Influence of imagination on the world</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Different cycles and patterns found in the environment</li> <li>How cycles and patterns function</li> <li>How human actions are connected to cycles and patterns in nature</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Reasons behind creation of trade</li> <li>How systems are organized to help exchange goods and services</li> <li>The role and value of money in trade and other services</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>How living things depend on each other and on resources in order to survive</li> <li>Human interaction and its impact on natural habitats</li> <li>Rights and responsibilities when interacting with natural habitats</li> </ul>
<b>Subject focus:</b> Social Studies, PSE	<b>Subject focus:</b> Science, Social Studies, Mathematics	<b>Subject focus:</b> Language, Arts, PSE	<b>Subject focus:</b> Science, Mathematics, Arts	<b>Subject focus:</b> Social Studies, Mathematics	<b>Subject focus:</b> Science, Social Studies
<b>ATL:</b> social skills, self-management skills	<b>ATL:</b> research skills, thinking skills	<b>ATL:</b> communication skills, thinking skills	<b>ATL:</b> research skills, self-management skills	<b>ATL:</b> social skills, self-management skills	<b>ATL:</b> research skills, communication skills
<b>Learner profile attributes:</b> principled, reflective	<b>Learner profile attributes:</b> thinkers, communicators	<b>Learner profile attributes:</b> open-minded, reflective, communicators	<b>Learner profile attributes:</b> knowledgeable, balanced	<b>Learner profile attributes:</b> inquirers, risk-takers	<b>Learner profile attributes:</b> caring, communicators

# Grade 3

An inquiry into: <b>Who We Are (WWA)</b>	An inquiry into: <b>Where We Are in Place and Time (WWAPT)</b>	An inquiry into: <b>How We Express Ourselves (HWEQ)</b>	An inquiry into: <b>How the World Works (HTWW)</b>	An inquiry into: <b>How We Organize Ourselves (HWOQ)</b>	An inquiry into: <b>Sharing The Planet (STP)</b>
<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
<b>Unit title: I Am the Choices I Make</b> ②	<b>Unit title: Old but Gold</b> ⑤	<b>Unit title: Is it Real?</b> ④	<b>Unit title: It's a Material World!</b> ⑥	<b>Unit title: Super Systems</b> ①	<b>Unit title: Blue Gold</b> ③
<b>Central idea:</b> Environmental factors and lifestyle choices affect body systems.	<b>Central idea:</b> Ancient civilizations contributed to modern day societies.	<b>Central idea:</b> Events and issues are interpreted through video production.	<b>Central idea:</b> Humans use materials to build structures.	<b>Central idea:</b> People create systems for different purposes.	<b>Central idea:</b> The availability of water has an impact on the global community.
<b>Key concepts:</b> function, causation, responsibility	<b>Key concepts:</b> perspective, change, connection	<b>Key concepts:</b> function, perspective, form	<b>Key concepts:</b> change, connection, responsibility	<b>Key concepts:</b> causation, connection, function	<b>Key concepts:</b> function, responsibility connection
<b>Related concepts:</b> body systems (digestive, respiratory), organs, interdependence, health, homeostasis, growth, physical safety, hygiene, vaccinations, nutrients	<b>Related concepts:</b> history, culture, heritage, civilization, innovation, technological advances, tools, simple machines, invention, progress	<b>Related concepts:</b> representation, self-expression, opinion, communication, characterization, elements, methods, approaches, beliefs and values, animation	<b>Related concepts:</b> properties, materials, cost, chemical and physical changes, transformation, availability, consumption, interdependence, design, model, quantity	<b>Related concepts:</b> systems, transportation, innovation, process, efficiency, role, interdependence, demand	<b>Related concepts:</b> conservation, resources (water), equity, consumption, distribution, scarcity, availability, conflict resolution, change of state, abundance, environmental change, sustainability
<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Function and interconnectedness of body systems</li> <li>Factors in the environment impacting health</li> <li>Impact of lifestyle choices on the body</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Historical evidence of past civilizations</li> <li>Inventions and contributions of past civilizations</li> <li>Connection/relation between different civilizations and cultural heritage</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Audio visual elements of video production</li> <li>Social issues through video production</li> <li>Messages behind video productions</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Properties and function of different materials</li> <li>Design factors affect selection of materials</li> <li>Implications of materials on the built environment</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Why human made systems emerge and evolve</li> <li>Different human made systems</li> <li>How human-made systems work around the world</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Distribution and availability of usable water</li> <li>Responsibilities regarding water management</li> <li>Equitable access to water</li> </ul>
<b>Subject focus:</b> Science, Mathematics, PSPE	<b>Subject focus:</b> Science, Social Studies, Arts	<b>Subject focus:</b> Language, Social Studies, Arts	<b>Subject focus:</b> Science, Social Studies, Mathematics, Arts	<b>Subject focus:</b> Social Studies, PSE	<b>Subject focus:</b> Science, Social Studies, Mathematics
<b>ATL:</b> thinking skills, self-management skills	<b>ATL:</b> research skills, communication skills	<b>ATL:</b> communication skills, social skills	<b>ATL:</b> research skills, thinking skills	<b>ATL:</b> self-management skills, social skills	<b>ATL:</b> research skills, thinking skills
<b>Learner profile attributes:</b> knowledgeable, balanced, caring	<b>Learner profile attributes:</b> reflective, inquirer, communicators	<b>Learner profile attributes:</b> principled, open-minded, risk-takers	<b>Learner profile attributes:</b> principled thinkers, balanced	<b>Learner profile attributes:</b> caring, thinkers	<b>Learner profile attributes:</b> knowledgeable, reflective, principled

# Grade 4

An inquiry into: <b>Who We Are (WWA)</b>	An inquiry into: <b>Where We Are in Place and Time (WWAPT)</b>	An inquiry into: <b>How We Express Ourselves (HWEO)</b>	An inquiry into: <b>How the World Works (HTWW)</b>	An inquiry into: <b>How We Organize Ourselves (HWOO)</b>	An inquiry into: <b>Sharing The Planet (STP)</b>
<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
<b>Unit title: We are One</b> ①	<b>Unit title: Let's Explore</b> ②	<b>Unit title: Express yourself!</b> ⑤	<b>Unit title: Don't Force It!</b> ③	<b>Unit title: What do You Need?</b> ⑥	<b>Unit title: Our Earth Our Home</b> ④
<b>Central idea:</b> Understanding people's beliefs, values and rights can enable us to be global citizens.	<b>Central idea:</b> Exploration can lead to discovery and the development of new understandings.	<b>Central idea:</b> Media has the power to influence thinking and behavior.	<b>Central idea:</b> Understanding the properties of forces allows people to make practical applications.	<b>Central idea:</b> People create organizations to solve problems and support needs.	<b>Central idea:</b> People have a responsibility to maintain the environment and sustain Earth's resources.
<b>Key concepts:</b> causation, perspective, responsibility	<b>Key concepts:</b> form, causation, change	<b>Key concepts:</b> form, function, connection, causation	<b>Key concepts:</b> function causation, connection	<b>Key concepts:</b> function, connection, responsibility	<b>Key concepts:</b> change, perspective, responsibility
<b>Related concepts:</b> systems of beliefs, values, rights, conflict, peace, bias, tolerance, subjectivity, diversity, identity, influence, tolerance, global citizenship, sustainability	<b>Related concepts:</b> exploration, consequences, discovery, impact, creativity, innovation, navigation, mindset, solar system, virtual space, timeline	<b>Related concepts:</b> verbal and nonverbal modes, expression, communication, interpretation, interaction, creativity, audience, presentation, media, technology, visual literacy, beliefs and values	<b>Related concepts:</b> force, motion, efficiency, equilibrium, work, physics, measurement, gravity, buoyancy, friction, magnetism	<b>Related concepts:</b> trade, supply and demand, needs and wants, organizations, market, production, distribution, import and export, marketing, advertising, entrepreneurship, sustainable business, ethics	<b>Related concepts:</b> forms of energy, transformation of energy, conservation of energy, renewable and non-renewable energy sources, resources, sustainability, conflict resolution
<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>How people's beliefs and values affect the way they think and behave</li> <li>Individual and collective rights and responsibilities</li> <li>Living and learning globally</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Attitudes, characteristics and mindsets of explorers</li> <li>Reasons for explorations</li> <li>Impact of exploration on people's lives</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Role of language in visual media</li> <li>Media literacy and its roles</li> <li>Creating and designing for a target audience</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Different types of forces and where they are found</li> <li>Role of different forces and their impact on people and the environment</li> <li>Relationship between forces and energy</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Structure and purpose of organizations</li> <li>How market organizations and economic conditions are interconnected</li> <li>How local and international social organizations support people in need</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Transformation of forms of energy</li> <li>Sustainability of natural resources and energy practices</li> <li>Rights and responsibility towards maintaining sustainability of Earth's resources</li> </ul>
<b>Subject focus:</b> Language, Social Studies, PSE	<b>Subject focus:</b> Science, Social Studies, Mathematics	<b>Subject focus:</b> Language, Arts, PSPE	<b>Subject focus:</b> Science, PE	<b>Subject focus:</b> Language, Social Studies, PSPE	<b>Subject focus:</b> Language, Science, Social Studies
<b>ATL:</b> self-management skills, communication skills	<b>ATL:</b> research skills, thinking skills	<b>ATL:</b> communication skills, social skills	<b>ATL:</b> research skills, thinking skills	<b>ATL:</b> social skills, self-management skills	<b>ATL:</b> thinking skills, research skills,
<b>Learner profile attributes:</b> open-minded, risk-takers	<b>Learner profile attributes:</b> inquirers, knowledgeable	<b>Learner profile attributes:</b> risk-takers, communicators, caring	<b>Learner profile attributes:</b> inquirers, knowledgeable, thinker	<b>Learner profile attributes:</b> principled, balanced, reflective	<b>Learner profile attributes:</b> thinkers, communicators, caring



# Grade 5

An inquiry into: <b>Who We Are (WWA)</b>	An inquiry into: <b>Where We Are in Place and Time (WWAPT)</b>	An inquiry into: <b>How We Express Ourselves (HWEQ)</b>	An inquiry into: <b>How the World Works (HTWW)</b>	An inquiry into: <b>How We Organize Ourselves (HWOQ)</b>	An inquiry into: <b>Sharing The Planet (STP)</b>
<i>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.</i>	<i>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. {Exhibition Unit}</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
<b>Unit title: Health and Wellbeing</b> ③	<b>Unit title: History {Exhibition}</b> ⑤	<b>Unit title: Forms of Art</b> ②	<b>Unit title: How Smart are they?</b> ④	<b>Unit title: Let the People Rule!</b> ①	<b>Unit title: Green Spaces!</b> ⑥
<b>Central idea:</b> Global health issues affect wellbeing of people around the world.	<b>Central idea:</b> Major events and periods in time have changed the world.	<b>Central idea:</b> Thinking beyond ourselves empowers us to communicate to others.	<b>Central idea:</b> Emerging and advanced technologies have an impact on society	<b>Central idea:</b> Governing systems influence the lives of citizens.	<b>Central idea:</b> Human interaction with the environment affects the balance of systems.
<b>Key concepts:</b> Responsibility connection, function,	<b>Key concepts:</b> causation, perspective, connection	<b>Key concepts:</b> form, change, perspective	<b>Key concepts:</b> form, change, causation	<b>Key concepts:</b> function, perspective, responsibility	<b>Key concepts:</b> connection, causation, perspective
<b>Related concepts:</b> choice, wellbeing, physical and mental health, hygiene, microorganisms, body systems (skeletal, nervous, circulatory), homeostasis, global health issues, health impact (personal, social, economic)	<b>Related concepts:</b> history, chronology, progress, artefacts, conflict, opinion, truth, subjectivity, bias, validity, cause and effect, impact, technological advancement	<b>Related concepts:</b> communication, innovation, creativity, presentation, performance, audience, interpretation, expression, imagination, inspiration, culture, technology, beliefs and values	<b>Related concepts:</b> properties and uses of materials, structures, sustainability, forms of energy (electricity), impact, transformation, design, technology, consequences, artificial intelligence, machine learning	<b>Related concepts:</b> governance, justice, authority, citizenship, equality, law, rights and roles, human rights	<b>Related concepts:</b> biodiversity, ecosystems, plants, classification, homeostasis, adaptation, conservation, interdependence, consumption, ecology, sustainability, photosynthesis, deforestation, conflict
<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Global health goals</li> <li>Dimensions of health and wellbeing</li> <li>Impact of health imbalance on body systems</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>People and events that have shaped the 21<sup>st</sup> century</li> <li>Different forms of evidence from a variety of historical sources</li> <li>Connections to current time and implications for the future</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Developing thinking to promote self-expression</li> <li>Innovative expression of ideas</li> <li>Understanding perspectives to promote responsible communication</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Modern technological advances</li> <li>Impact of technology in our lives</li> <li>Application of robotics and artificial intelligence</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Role of governing systems</li> <li>The decision-making process</li> <li>Rights, responsibilities and global human rights</li> </ul>	<b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Ecosystems and their interdependence</li> <li>Human impact on biomes</li> <li>Resolution of conflict over shared resources</li> </ul>
<b>Subject focus:</b> Science, PSPE	<b>Subject focus:</b> All	<b>Subject focus:</b> Social Studies, Arts	<b>Subject focus:</b> Science, Social Studies, Mathematics	<b>Subject focus:</b> Social Studies, PSE	<b>Subject focus:</b> Science, Social Studies
<b>ATL:</b> self-management skills, research skills	<b>ATL:</b> All	<b>ATL:</b> communication skills, social skills	<b>ATL:</b> research skills, thinking skills	<b>ATL:</b> social skills, thinking skills	<b>ATL:</b> self-management skills, research skills
<b>Learner profile attributes:</b> thinkers, inquirers, balanced	<b>Learner profile attributes:</b> All	<b>Learner profile attributes:</b> reflective, risk-takers, communicators	<b>Learner profile attributes:</b> thinkers, principled, knowledgeable	<b>Learner profile attributes:</b> principled, open-minded, risk-takers	<b>Learner profile attributes:</b> knowledgeable, caring, reflective