

Programme of Inquiry EYP 1 2019 - 2020

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 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Every day we learn about who we are and what we can do.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Our bodies (form) • Taking care of ourselves (responsibility) • How I feel (reflection) <p>Learner Profiles: Risk-Taker, Caring</p>	<p>Personal and community events bring us together.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • How we celebrate (function) • How celebrations look and feel (form) • Why we celebrate (reflection) <p>Learner Profiles: Risk-Taker, Caring</p>	<p>We learn about ourselves and our world by sharing stories</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • What is a story? (form) • How we experience stories (perspective) • How we understand or relate to characters (connection) <p>Learner Profiles: Risk-Taker, Caring and Communicators</p>	<p><i>EYP 1 completes four units of inquiry per year.</i></p>	<p><i>EYP 1 completes four units of inquiry per year.</i></p>	<p>We take care of living things.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • How living things grow (change) • Why living things grow (causation) • Caring for living things (responsibility) <p>Learner Profiles: Risk-Taker, Caring and Principled</p>

Programme of Inquiry EYP 2 2019 - 2020

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 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Working together and making friends is important.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • How we make friends (function) • How friends treat each other (responsibility) • Choices and actions affect friendships (causation) <p>Learner Profiles: Risk-takers, Caring,</p>	<p><i>EYP 2 completes four units of inquiry per year.</i></p>	<p>We can express our ideas and feelings through art.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Elements of art (form) • How art makes us feel (function) • Artists create in many ways (perspective) <p>Learner Profiles: Risk-Taker, Balanced</p>	<p><i>EYP 2 completes four units of inquiry per year.</i></p>	<p>We use transportation to go from one place to another.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Types of transportation (form) • Transportation in our community (connection) • How transportation works (function) <p>Learner Profiles: Knowledgeable, Reflective</p>	<p>We share the planet with many different animals.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Characteristics of animals (form) • What animals need (function) • Similarities and differences between animals (connection) <p>Learner Profiles: Inquirers, Knowledgeable, Caring</p>

Programme of Inquiry EYP 3 2019 - 2020

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 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>My family is unique and contributes to who I am.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Family similarities, roles and responsibilities Unique characteristics of families What we learn from our families <p>Key concepts: form, responsibility, perspective</p> <p>Learner Profile: Caring, Balanced, Reflective</p>	<p><i>EYP3 completes five Units of Inquiry per year</i></p>	<p>We communicate ideas and information using signs and symbols.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Body language and hand signals Signs and symbols in the world around us The alphabet and numbers <p>Key concepts: Form, connection, reflection</p> <p>Learner Profile: Knowledgeable, Communicators</p>	<p>Our world is part of a larger solar system.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> How the planets move in the solar system The differences & similarities between the Earth and other planets The challenges and possibilities of space travel <p>Key concepts: Function, causation, change</p> <p>Learner Profile: Open-Minded, Inquirers, Thinkers</p>	<p>Schools serve different needs.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The way schools are organized (form) Different jobs and responsibilities in our school (responsibility) Independent learners at school (reflection) <p>Key concepts: form, responsibility, reflection</p> <p>Learner Profile: Inquirers, Reflective, Principled</p>	<p>Mini-beasts are an essential part of our environment.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Different types of small creatures and their habitats How mini-beasts interact with their environments How mini-beasts and people help each other <p>Key concepts: Form, responsibility, connection</p> <p>Learner Profile: Caring, Knowledgeable, Inquirers</p>

Programme of Inquiry Grade One 2019-2020

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 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Peaceful relationships happen when we make good choices and respect one another.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Who we have relationships with Different types of behaviour (responsibility) How relationships affect us <p>Key concepts: Function, responsibility, perspective</p> <p>Learner Profile: Caring, Communicator, Risk-taker</p>	<p>We live in different places that change over time.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The difference between a house and a home (change) Ways in which homes in our host country have changed over time (causation) <p>Key concepts: Causation, connection, change</p> <p>Learner Profile: Knowledgeable, Inquirer</p>	<p>Storytellers share in many different ways.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The structure of storytelling (form) How stories are shared (perspective) Tales from many lands and cultures (connection) <p>Key concepts: Form, perspective, connection</p> <p>Learner profile: Communicator, Open-minded</p>	<p>Recognizing patterns help us to understand the world.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> Types of patterns (form) Functions of patterns (function) Identifying patterns in the world around us (connection) <p>Key concepts: form, function, connection</p> <p>Learner Profile: Inquirer, Knowledgeable</p>	<p>The food we eat goes through many changes.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> The role people play in putting food on our table (connection) The changes food undergoes before they are sold in shops (form & change) <p>Key concepts: Change, form, connection</p> <p>Learner Profile: Inquirer, Thinker, Reflective</p>	<p>Humans make choices that impact living things.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> What living things need How we interact with living things (change) Caring for living things (responsibility) <p>Key concepts: Causation, responsibility, reflection</p> <p>Learner Profile: Reflective, Balanced, Principled</p>

Programme of Inquiry Grade Two 2019-2020

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 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>A healthy person is balanced.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • What it means to be healthy and balanced. • The effects of our choices on our health • How we can look after the well-being of ourselves and others <p>Key concepts: Causation, reflection & responsibility</p> <p>Learner Profile: Caring, Balanced & Reflective</p>	<p>Learning about the past influences the present and future</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • People, places and artefacts then and now • Some things change, some things stay the same • How our past helps to prepare for the future <p>Key concepts: Change, perspective & connection</p> <p>Learner Profile: Knowledgeable, Inquirer, Thinkers & Reflective</p>	<p>People use different forms of expression.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The ways people can express themselves • How creative expression enhances communication • Appreciation of creative expression of others <p>Key concepts: Perspective, reflection & connection</p> <p>Learner Profile: Communicators, Open-minded & Risk-Taker</p>	<p>Cycles are natural and man-made.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Similarities and differences in cycles • The connection between cycles • The effects of changes in cycles <p>Key concepts: Connection, change & function</p> <p>Learner Profile: Inquirers, Knowledgeable & Thinkers</p>	<p>People make different groups for different reasons.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Communities come in many forms • There are specific roles in communities • Community members needs vs wants <p>Key concepts: Form, function & connection</p> <p>Learner Profile: Knowledgeable, Caring & Reflective</p>	<p>We can make informed choices about the materials we use.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • natural and man-made materials • properties of materials • how materials are used around the world <p>Key concepts: Function, form & causation</p> <p>Learner Profile: Inquirers, Knowledgeable & Thinkers</p>

Programme of Inquiry Grade Three 2019-2020

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 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>We learn from Role Models</p> <p>An inquiry into</p> <ul style="list-style-type: none"> ● role models ● character traits ● choices which affect others <p>Key concepts: function, responsibility, reflection</p> <p>Learner Profile: Caring, Open-minded, Balanced</p> <p>Skills: communication, thinking, research</p>	<p>Finding connections to ancient civilizations.</p> <p>An inquiry into</p> <ul style="list-style-type: none"> ● artefacts ● the lives of people in ancient civilizations ● contributions of past civilizations to our civilization today <p>Key concepts: change, perspective, connection</p> <p>Learner Profile: Thinker, Inquirer, Knowledgeable</p> <p>Skills: research, thinking, communication</p>	<p>We express ideas, feelings, cultures and values through performing</p> <p>An inquiry into</p> <ul style="list-style-type: none"> ● how performers use their bodies, voices, faces, and dialogue to express ideas and feelings ● how cultural values can be expressed ● how we express ourselves when viewing performances <p>Key Concepts: form, function, perspective</p> <p>Learner Profile: Risk-taker, Open-Minded, Communicator</p> <p>Skills: communication, social, self-management</p>	<p>The earth is always changing!</p> <p>An inquiry into</p> <ul style="list-style-type: none"> ● earth's geology ● the causes and effects of changes to the earth ● the impact of the earth's changes on people and the environment <p>Key Concepts: form, causation, change</p> <p>Learner Profile: Inquirer, Knowledgeable, Reflective</p> <p>Skills: research, thinking, communication</p>	<p>In an organization, people share responsibilities toward a common purpose.</p> <p>An inquiry into</p> <ul style="list-style-type: none"> ● the purpose and structure of an organization ● the interconnectedness of people within an organization ● the importance of common purpose and shared vision. <p>Key Concepts: form, function, connection</p> <p>Learner Profile: Thinker, Communicator, Principled</p> <p>Skills: thinking, social, self-management</p>	<p>Our personal choices impact the environment.</p> <p>An inquiry into</p> <ul style="list-style-type: none"> ● the limits of earth's natural resources ● kinds of pollution people create ● personal choices which sustain the environment: refuse, reduce, repair, reuse, recycle, rot <p>Key Concepts: reflection, responsibility, causation</p> <p>Learner Profile: Principled, Reflective, Caring</p> <p>Skills: social, research, self-management</p>

Programme of Inquiry Grade Four 2019-2020

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 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Our personal and cultural identities are unique and shape who we are and how we live.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Unique personal and cultural identities which are shaped by environment • How our beliefs influence behaviours • What religion is and how it impacts our cultures and society <p>Key concepts: connection, perspective, reflection</p> <p>Learner Profiles: Open-Minded, Inquirers, Principled</p> <p>ATL Skills: Research; social</p>	<p>Exploration leads to discoveries and develops new understandings.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Reasons for exploration • Necessities for exploration • Discoveries and understandings from the past <p>Key concepts: perspective, reflection, causation</p> <p>Learner Profiles: Inquirers, Thinkers, Reflective</p> <p>ATL Skills: Research; self-management; communication</p>	<p>We express our ideas and opinions through media.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Purposes of media communication for human connection • How the format of media changes when purpose changes <p>Key concepts: function, perspective, change</p> <p>Learner Profiles: Thinkers, Communicators, Knowledgeable</p> <p>ATL Skills: Research; self-management; communication</p>	<p>Understanding the physical laws of forces and motion helps us to use them in different ways.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • How scientists use the scientific method • The forces that allow movement • How humans use forces to make life easier <p>Key concepts: form, function, connection</p> <p>Learner Profiles: Risk-takers, Principled, Open-minded</p> <p>ATL Skills: Self-management; thinking</p>	<p>Global agricultural systems provide food for the world.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • The process agricultural products go through to get from field to table • How agricultural products get to people around the world • Our responsibility in growing and trading foods <p>Key concepts: causation, responsibility, connection</p> <p>Learner Profiles: Inquirers, Knowledgeable, Principled, Reflective</p> <p>ATL Skills: Research, communication</p>	<p>People have access to and consume different types of energy</p> <p>An inquiry into</p> <ul style="list-style-type: none"> • forms of energy humans use • finite and sustainable sources of energy. • consumption and conservation of energy around the world <p>Key concepts: form, function, responsibility</p> <p>Learner Profiles: Knowledgeable, Reflective, Thinkers</p> <p>ATL Skills: Communication; self-management</p>

Programme of Inquiry Grade Five 2019-2020

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 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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>EXHIBITION I am _____.</p>	<p>Human migration is a response to people's need or desire for change.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Reasons people migrate • Challenges for immigrants and their new communities • Contributions of immigrants • Effect of migration patterns <p>Key concepts: causation, change, connection</p> <p>Learner Profile: Open-minded, Reflective</p>	<p>Poetry is a form of personal expression.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> - what inspires poets to write - how poets use form to express themselves - how poems can express worldviews <p>Key concepts: form, perspective</p> <p>Learner Profile: Communicators, Knowledgeable</p>	<p>Technology impacts on the world of work and leisure.</p> <p>An inquiry into:</p> <ul style="list-style-type: none"> • Technology and inventions • Circumstances that lead to the development of important inventions and technology and their impact • How technology supports/ impact sustainability • Responsible use of technology <p>Key concepts: responsibility, causation</p>	<p>Urban planning This unit is being developed</p>	<p>River Danube This unit is being developed</p>

			Learner Profile: Knowledgeable, Thinkers, Risk-Takers		
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