

PROGRAMME OF INQUIRY school year 2010/2011

Year group	An Inquiry into: Who we are	An Inquiry into: Where we are in place and time	An Inquiry into: How we express ourselves	An Inquiry into: How the world works	An Inquiry into: How we organise ourselves	An Inquiry into: Sharing the planet
3,4	<p>Central idea:</p> <p>I am somebody.</p> <p>Key concepts:</p> <p>perspective, form/connection, function</p> <p>Related concepts:</p> <p>Identity, rights, rules and routines</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - Who I am - My physical and personal characteristics - Likes and dislikes, feelings 		<p>Central idea:</p> <p>Manners are important.</p> <p>Key concepts:</p> <p>function, change, reflection</p> <p>Related concepts:</p> <p></p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> -manners -importance of manners -group decision making 	<p>Central idea:</p> <p>Even garbage is useful.</p> <p>Key concepts:</p> <p>form/responsibility, function, reflections</p> <p>Related concepts:</p> <p>Properties and uses of materials, structures, solids</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - Identify and sort garbage by texture of material. - Discover the properties of different waste materials and how they behave in different conditions. - Imaginative uses for waste materials. 		<p>Central idea:</p> <p>Life is all around us.</p> <p>Key concepts:</p> <p>change, connection, responsibility</p> <p>Related concepts:</p> <p>growth, animals, plants</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - life cycles of plants and animals - Interdependence between living things - Our responsibilities towards the environment, animals and plants
4,5	<p>Central idea:</p> <p>Everybody needs a family.</p> <p>Key concepts:</p> <p>Function, perspective, connection</p> <p>Related concepts:</p> <p>Family, roles, identity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - The function of the family - Family involvement in society - Families in different cultures 	<p>Central idea</p> <p>Farms are important for people.</p> <p>Key concepts</p> <p>form, function, connection</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - Different farm animals - Farmer's duties and farm products - Comparing life on a farm and in a town 	<p>Central idea:</p> <p>We express ourselves through music in unique ways.</p> <p>Key concepts:</p> <p>form, function, perspective</p> <p>Related concepts:</p> <p>communication, cooperation, identity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> - Different styles of music - Making own music and song - Influence of music on me 	<p>Central idea</p> <p>Light behaves in many different ways.</p> <p>Key concepts</p> <p>causation, function, change</p> <p>Related concepts</p> <p>structure, transformation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - the different ways that light behaves - Discovering and making shadows - Reflective surfaces and how things can look different 	<p>Central idea</p> <p>Time helps us organise.</p> <p>Key concepts</p> <p>Connection, function, change</p> <p>Related concepts</p> <p>Chronology, impact, interdependence</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - Time planning and prediction - Organizing our day in the kindergarten - Different time cycles 	<p>Central idea</p> <p>Water life is important for balance in nature.</p> <p>Key concepts</p> <p>Form, connection, change</p> <p>Related concepts</p> <p>Adaptation, interdependence</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - Water animals and plants - Differences between water and land life - Food webs

6,7	<p>Central idea</p> <p>Safety is our responsibility.</p> <p>Key concepts: responsibility, causation, reflection</p> <p>Related concepts: consequences, rights, conflict</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - Home and school safety - actions and consequences -am I responsible? 	<p>Central idea</p> <p>Each of us has unique cultural and geographical roots</p> <p>Key concepts: perspective, connection, change</p> <p>Related concepts: beliefs, values, adaptation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - my family and its festivals - my cultural roots - my geographical roots 	<p>Central idea</p> <p>People express themselves through stories in many different ways.</p> <p>Key concepts: form, perspective, function</p> <p>Related concepts: pattern, role, opinion/subjectivity</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - what makes up a story (parts of a story) - text formats - From idea to book 	<p>Central idea</p> <p>Materials have various properties that affect their use in many ways.</p> <p>Key concepts: form, change, causation</p> <p>Related concepts: properties, similarities/differences, consequences</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> -states of matter -properties of solids, liquids, gases -people use their understanding of the three states of matter in various ways 	<p>Central idea</p> <p>Schools are the anthills of the school community.</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: similarities/differences role, system</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - the organization of school - the people who are in school have various roles - purpose of rules and routines 	<p>Central idea</p> <p>Sharing the planet with plants brings us both benefits and responsibilities.</p> <p>Key concepts: causation, change, responsibility</p> <p>Related concepts: responsibility/behaviour, rights/values, consequences</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> -plants and their growth -a world without plants -Plants are our responsibility
7,8	<p>Central idea</p> <p>Making balanced choices about daily routines enables us to have a healthy lifestyle.</p> <p>Key concepts: causation, form, responsibility</p> <p>Related concepts: impact, structure, initiative</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> -how your food choices affect your health -the role of physical activity in staying healthy -what you can do to maintain a healthy lifestyle 	<p>Central idea</p> <p>From past to present people have developed ways and systems in order to communicate with others.</p> <p>Key concepts: form, function, change</p> <p>Related concepts: progress, discovery chronology, history</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - how has communication between people changed over time? - identification of inventions used to communicate - comparing and contrasting different communication inventions 	<p>Central idea</p> <p>People can express feelings and ideas through the arts.</p> <p>Key concepts: perspective, responsibility, reflection</p> <p>Related concepts: opinion, value, interpretation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> -how emotions can be expressed through the arts - how artists are inspired by their feelings - personal responses to creative works 	<p>Central idea</p> <p>The earth is made of different rocks , from the tallest mountains to the deepest ocean floor.</p> <p>Key concepts: form, connection, change</p> <p>Related concepts: geology, erosion, structure, cycles</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - identification of rocks and minerals - comparison of the physical properties of different kinds of rocks (shape, size, texture, colour) - rocks provide building resources 	<p>Central idea</p> <p>Our differences and similarities make us unique.</p> <p>Key concepts: function, causation, connection</p> <p>Related concepts: role, pattern, interdependence</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> - Different roles, habits and routines we have in our everyday lives and reasons for them - Different homes and cultures - Uniqueness of each child, his/her family 	<p>Central idea</p> <p>We share our planet with many living groups of vertebrates.</p> <p>Key concepts: form, causation, change, responsibility</p> <p>Related concepts: classification, animals, growth, habitat</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> -classification of animals based on their similarities -different types of vertebrate habitats -people's impact on different habitats
8,9	<p>Central idea</p> <p>My body informs me about my surroundings.</p>	<p>Central idea</p> <p>There are many ways to find directions.</p> <p>Key concepts:</p>	<p>Central idea</p> <p>Extraordinary people are ordinary people with an extraordinary amount of</p>	<p>Central idea</p> <p>The weather is constantly changing and it has a great influence on life.</p>	<p>Central idea</p> <p>Co-operation helps us everywhere.</p> <p>Key concepts: form,</p>	<p>Central idea</p> <p>All people have rights, so do children</p> <p>Key concepts:</p>

	<p>Key concepts: function, Connection, responsibility</p> <p>Related concepts: Systems, role, interdependence, initiative</p> <p>Lines of inquiry - how do senses work - Limits to our senses - How to look after my senses</p>	<p>connection, function, causation</p> <p>Related concepts: systems, role, consequences</p> <p>Lines of inquiry - Orientation in nature - Orientation on the map, globe - Early explorations and explorers</p>	<p>determination</p> <p>Key concepts: connection, perspective, reflection</p> <p>Related concepts: relationships, opinion, interpretation</p> <p>Lines of inquiry - Discovering students' individual talents - Mozart as an extraordinary person - Students' and other people's point of view of extraordinary people</p>	<p>Key concepts: change, responsibility, connection</p> <p>Related concepts: adaptation, initiative, consequences</p> <p>Lines of inquiry - reasons for weather changes - difference between weather and climate - weather problems: people and places are affected by the weather</p>	<p>connection, reflection</p> <p>Related concepts: similarities, differences, independence, responsibility/behaviour</p> <p>Lines of inquiry - Reasons for co-operation - Co-operation in a group, our class, school, between home and school - Importance of being helpful and co-operative</p>	<p>Connection, perspective, responsibility</p> <p>Related concepts: relationships, subjectivity, rights</p> <p>Lines of inquiry - What it means to have rights - Children's rights now and in the past - UNICEF as an organisation that protects children's rights</p>
9,10	<p>Central idea</p> <p>Each culture has its own belief(s) and value systems</p> <p>Key concepts: Form, perspective/reflection, connection</p> <p>Related concepts: religion, traditions, values, beliefs</p> <p>Lines of inquiry -Main world religions (Christianity, Buddhism, Hinduism, Islam, Judaism, Sikhism) -Common aspects of different religions -Values promoted by different religions</p>	<p>Central idea</p> <p>The Roman period has had an impact on, and influences our lives today.</p> <p>Key concepts: function, change, connection</p> <p>Related concepts: Discovery, innovation, continuity</p> <p>Lines of inquiry - Roman daily life - Past civilizations and their influence on present-day societies</p>	<p>Central idea</p> <p>Stories come in different forms, which can be analysed and reused to express different ideas and intentions</p> <p>Key concepts: connection, form, function, perspective</p> <p>Related concepts: communication, traditions</p> <p>Lines of inquiry - Myths, legends, tales and fables around the world - Similarities and differences between fables, myths, tales and legends - Characterization, plot development and the role of setting - Morals of fables</p>	<p>Central idea</p> <p>Energy exists in various forms and is changed, stored and used in different ways</p> <p>Key concepts: change, connection/responsibility, function</p> <p>Related concepts: Conservation of energy, transformation</p> <p>Lines of inquiry - The nature of various forms of energy - Use of energy in today's world and saving energy - properties and use of sound; making and receiving sound</p>	<p>Central idea</p> <p>Being part of a traffic system makes our lives easier</p> <p>Key concepts: causation, connection, responsibility, function,</p> <p>Related concepts: discovery, safety, transportation, interdependence</p> <p>Lines of inquiry - Development of transportation - Local traffic, safety and traffic manners - Riding a bicycle in traffic</p>	<p>Central idea</p> <p>Trees and their importance</p> <p>Key concepts: Connection, function, responsibility</p> <p>Related concepts: classification, ecosystems, balance</p> <p>Lines of inquiry - The diversity of trees and compared life cycles - the ecosystem of a forest - Significant events that affect the balance of an ecosystem and their consequences</p>
10,11	<p>Central idea</p> <p>Stress is a condition that can affect everyone, including students</p> <p>Key concepts: function,</p>	<p>Central idea</p> <p>It took humans a long time to become what they are today</p> <p>Key concepts: perspective, change/connection</p>	<p>Central idea</p> <p>We use various codes to make non-verbal communication for a number of purposes</p> <p>Key concepts: causation,</p>	<p>Central idea</p> <p>Over time various breakthroughs in the understanding and exploration of space have given us clues about life in our solar system.</p>		<p>Central idea</p> <p>Reptiles have adapted to different environments, yet some may become extinct</p> <p>Key concepts:</p>

<p>responsibility/reflection, causation</p> <p>Related concepts: conflict, identity, communication</p> <p>Lines of inquiry - What causes stress - Consequences of stressful situations - How to deal with stressful situations?</p>	<p>Related concepts: beliefs, evolution chronology/adaptation,</p> <p>Lines of inquiry - Theories about the evolution of man - The development of the human environment</p>	<p>form</p> <p>Related concepts: innovation, communication</p> <p>Lines of inquiry -reasons for different codes and recording systems -ways of non-verbal communication</p> <p><u>PYP EXHIBITION</u></p> <p>Central idea</p> <p>The world is a better place when people make the effort to reuse waste/litter in a sustainable way.</p> <p>Key concepts: connection, responsibility; form, reflection; change, function</p> <p>Related concepts: pollution, reusing, reducing, recycling</p> <p>Lines of inquiry: - the environmental effects of pollution - recycling processes in our school community - turning waste/litter into resources</p>	<p>Key concepts: connection, causation, perspective</p> <p>Related concepts: survivability,time line, technological advances</p> <p>Lines of inquiry - the positions and conditions of space bodies in our Solar System and their suitability for human/Earth life (organisms, plants, animals, humans); - different historical views of Earth's place in the solar system</p>	<p>form, change, connection/perspective</p> <p>Related concepts: adaptation, balance, conservation</p> <p>Lines of inquiry -adaptation of reptiles; -importance of reptiles for the balance of nature; - endangered reptiles and their conservation</p> <p><u>PYP EXHIBITION</u></p> <p>Central idea</p> <p>The world is a better place when people make the effort to reuse waste/litter in a sustainable way.</p> <p>Key concepts: connection, responsibility; form, reflection; change, function</p> <p>Related concepts: pollution, reusing, reducing, recycling</p> <p>Lines of inquiry: - the environmental effects of pollution - recycling processes in our school community - turning waste/litter into resources</p>
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