

## Primary Years Programme (PYP) Programme of Inquiry 2023–24

T R A N S D I S C I P L I N A R Y  T H E M E S	<p><b>Who we are</b></p> <p>An inquiry into the nature of 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><b>Where we are in place and time</b></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><b>How we express ourselves</b></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><b>How the world works</b></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><b>How we organize ourselves</b></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><b>Sharing the planet</b></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>
N u r s e r y	<p><b>Central idea:</b> People’s relationships with each other can have an impact on well-being.</p> <p><b>Key concepts:</b> Function, Connection, Responsibility</p> <p><b>Related concepts:</b> Similarities and differences, Belonging, Roles</p>		<p><b>Central idea:</b> Through play we express our feelings and ideas and come to new understandings.</p> <p><b>Key concepts:</b> Function, Change, Perspective</p> <p><b>Related concepts:</b> Interpretation, Creativity, Communication</p> <p><b>Lines of inquiry</b></p>		<p><b>Central idea:</b> Communities make efforts to create transportation systems that meet their needs.</p> <p><b>Key concepts:</b> Form, Causation, Responsibility</p> <p><b>Related concepts:</b> Component, Interconnection, Sustainability</p>	<p><b>Central idea:</b> Animals and people interact in different ways in different contexts.</p> <p><b>Key concepts:</b> Function, Connection, Responsibility</p> <p><b>Related concepts:</b> Characteristics, Needs, Interdependence</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The different roles</li> </ul>

	<p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How we develop relationships</li> <li>• How relationships affect us</li> <li>• Roles and behaviours within relationships</li> </ul> <p><b>Approaches to learning:</b> Social , Research skills</p> <p><b>IBLP attributes:</b> Caring, Communicator, Principled</p>		<ul style="list-style-type: none"> <li>• Communicating through play</li> <li>• Imaginative use of everyday materials</li> <li>• Different games and toys</li> </ul> <p><b>Approaches to learning:</b> Social, Communication skills</p> <p><b>IBLP attributes:</b> Reflective, Balanced, Risk-taker</p>		<p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Features of transportation systems</li> <li>• Decisions involved in using transportation</li> <li>• How systems of transportation respond to changing needs</li> </ul> <p><b>Approaches to learning:</b> Thinking, Self-management skills</p> <p><b>IBLP attributes:</b> Inquirer, Thinker</p>	<p>animals play in peoples' lives</p> <ul style="list-style-type: none"> <li>• Suitability of particular animals for specific functions</li> <li>• Our responsibility for the well-being of animals</li> </ul> <p><b>Approaches to learning:</b> Thinking, Research skills</p> <p><b>IBLP attributes:</b> Open-minded, Knowledgeable</p>
K i n d e r g a r t e n	<p><b>Central idea:</b> Choices we make defines and builds our character.</p> <p><b>Key concepts:</b> Connection, Responsibility, Perspective</p> <p><b>Related concepts:</b> Well-being, Balance, Independence</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Developing and acquiring skills that impact our well-being</li> <li>• Creating a balanced life</li> <li>• Safety awareness</li> </ul> <p><b>Approaches to learning:</b> Thinking, Self-management and Social skills</p>	<p><b>Central idea:</b> Homes reflect cultural influences and local conditions.</p> <p><b>Key concepts:</b> Function, Change, Perspective</p> <p><b>Related concepts:</b> Culture, Needs, Ownership, Locality</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• What constitutes a home</li> <li>• How homes reflect family values</li> <li>• How homes reflect local culture</li> <li>• Factors that determine where people live</li> </ul> <p><b>Approaches to learning:</b> Communication, Social and Research skills</p> <p><b>IBLP attributes:</b> Caring,</p>	<p><b>Central idea:</b> Stories can engage their audience and communicate meaning.</p> <p><b>Key concepts:</b> Form, Connection, Perspective</p> <p><b>Related concepts:</b> Communication, Characterization, Expression</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How to construct an effective story</li> <li>• What stories can convey</li> <li>• How stories are created and shared</li> <li>• Feelings and emotions that stories evoke</li> </ul> <p><b>Approaches to learning:</b> Thinking, Research and Social skills</p> <p><b>IBLP attributes:</b></p>	<p><b>Central idea:</b> The Earth's natural cycles influence the activity of living things.</p> <p><b>Key concepts:</b> Causation, Change, Responsibility</p> <p><b>Related concepts:</b> Cycles, Interaction, Pattern, Impact</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Natural cycles (e.g. night and day, weather patterns, seasons)</li> <li>• The actions people take in response to Earth's natural cycles</li> <li>• Patterns of behaviour in living things related to Earth's natural cycles</li> </ul> <p><b>Approaches to learning:</b> Research, Self-management, Thinking skills</p>		

	<b>IBLP attributes:</b> Open-minded, Risk-taker, Reflective	Knowledgeable, Thinker	Communicator, Risk-taker, Reflective	<b>IBLP attributes:</b> Principled, Inquirer, Balanced		
<b>G r a d e 1</b>	<p><b>Central idea:</b> Awareness of our characteristics, abilities and interests informs our learning and development.</p> <p><b>Key concepts:</b> Form, Change, Perspective</p> <p><b>Related concepts:</b> Identity, Similarities and differences</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Physical, social and emotional characteristics</li> <li>Similarities and differences between ourselves and others</li> <li>Personal abilities and interests</li> </ul> <p><b>Approaches to learning:</b> Thinking, Communication and Self-management skills</p> <p><b>IBLP attributes:</b> Thinker, Balanced, Reflective</p>	<p><b>Central idea:</b> Learning about previous generations helps to understand the relationship between the past and the present.</p> <p><b>Key concepts:</b> Change, Connection, Perspective</p> <p><b>Related concepts:</b> Time, Continuity, Heritage</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Ways to find out about the past</li> <li>How aspects of the past still influence us today</li> <li>Why some behaviours and practices have changed or remained the same over time</li> </ul> <p><b>Approaches to learning:</b> Research, Social and Thinking skills</p> <p><b>IBLP attributes:</b> Inquirer, Open-minded</p>	<p><b>Central idea:</b> Celebrations and traditions are expressions of shared beliefs and values.</p> <p><b>Key concepts:</b> Causation, Connection, Perspective</p> <p><b>Related concepts:</b> Culture, Beliefs, Values, Belonging</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Why people celebrate</li> <li>Features of traditions and celebrations</li> <li>Symbolic representations of celebrations and traditions</li> <li>What meaning people assign to celebrations and traditions</li> </ul> <p><b>Approaches to learning:</b> Communication, Social and Research skills</p> <p><b>IBLP attributes:</b> Caring, Open-minded, Reflective</p>	<p><b>Central idea:</b> All living things go through a process of change.</p> <p><b>Key concepts:</b> Change, Connection, Responsibility</p> <p><b>Related concepts:</b> Cycles, Transformation, Similarities and differences</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Patterns of growth</li> <li>How living things change over their lifetime</li> <li>Factors that can influence life cycles</li> </ul> <p><b>Approaches to learning:</b> Research and Thinking skills</p> <p><b>IBLP attributes:</b> Knowledgeable, Caring, Reflective</p>	<p><b>Central idea:</b> Physical and virtual public spaces provide people with opportunities to make connections and establish a sense of community.</p> <p><b>Key concepts:</b> Function, Connection, Responsibility</p> <p><b>Related concepts:</b> Community, Environment, Participation, Access</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Purposes of public spaces</li> <li>Characteristics of different public spaces</li> <li>How people use public spaces</li> </ul> <p><b>Approaches to learning:</b> Self-management and Social skills</p> <p><b>IBLP attributes:</b> Communicator, Principled, Risk-taker</p>	<p><b>Central idea:</b> Plants sustain life on Earth and play a role in our lives.</p> <p><b>Key concepts:</b> Change, Causation, Responsibility</p> <p><b>Related concepts:</b> Interdependence, Appreciation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Caring for plants</li> <li>Products we derive from plants</li> <li>How plants contribute to life on Earth</li> </ul> <p><b>Approaches to learning:</b> Thinking, Research skills</p> <p><b>IBLP attributes:</b> Knowledgeable, Principled, Inquirer</p>
	<b>Central idea:</b> The choices people make affect their health and well-being.	<b>Central idea:</b> The Earth's physical geography has an impact on human interactions and	<b>Central idea:</b> Through the arts people use different forms of expression to convey their uniqueness as	<b>Central idea:</b> People apply their understanding of forces and energy to invent and create.	<b>Central idea:</b> Many products go through a process of change before they are consumed or used.	<b>Central idea:</b> When interacting with natural habitats, humans make choices that have an

Grade 2	<p><b>Key concepts:</b> Connection, Causation, Responsibility</p> <p><b>Related concepts:</b> Choice, Influence, Balance</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• What it means to have a balanced lifestyle</li> <li>• How the choices we make affect our health</li> <li>• Different sources of information that help us make choices</li> </ul> <p><b>Approaches to learning:</b> Communication, Self-management skills</p> <p><b>IBLP attributes:</b> Thinker, Balanced, Reflective</p>	<p>settlements.</p> <p><b>Key concepts:</b> Form, Causation, Change</p> <p><b>Related concepts:</b> Geography, Impact, Transformation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Variability of physical geography around the world</li> <li>• The relationship between location and settlement</li> <li>• Impact of human interaction on the physical environment</li> </ul> <p><b>Approaches to learning:</b> Social, Research skills</p> <p><b>IBLP attributes:</b> Inquirer, Open-Minded</p>	<p>human beings.</p> <p><b>Key concepts:</b> Function, Perspective, Responsibility</p> <p><b>Related concepts:</b> Communication, Self-expression, Values</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The diverse ways in which people express themselves</li> <li>• How everyone can express their uniqueness through the arts</li> <li>• The role of art in culture and society</li> </ul> <p><b>Approaches to learning:</b> Research, Communication skills</p> <p><b>IBLP attributes:</b> Inquirer, Risk-taker, Thinker</p>	<p><b>Key concepts:</b> Function, Causation, Change</p> <p><b>Related concepts:</b> Inventions, Forces, Energy, Application</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Inventions that impact people’s lives</li> <li>• How circumstances lead to the creation of important inventions</li> <li>• How understanding forces and energy helps inventors</li> </ul> <p><b>Approaches to learning:</b> Self-management, Thinking skills</p> <p><b>IBLP attributes:</b> Open-minded, Knowledgeable, Risk-Taker</p>	<p><b>Key concepts:</b> Function, Change, Responsibility</p> <p><b>Related concepts:</b> Components, Process, Purpose</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Origins of products</li> <li>• Changes products go through</li> <li>• Distribution of products</li> <li>• How people select the products they use</li> </ul> <p><b>Approaches to learning:</b> Thinking, Research skills</p> <p><b>IBLP attributes:</b> Communicator, Inquirer, Reflective</p>	<p>impact on other living things.</p> <p><b>Key concepts:</b> Connection, Causation, Responsibility</p> <p><b>Related concepts:</b> Habitat, Interdependence, Behavioral adaptations, Diversity</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Balance between rights and responsibilities when interacting with natural habitats</li> <li>• Human impact on natural habitats</li> <li>• How living things respond to changing environmental conditions</li> </ul> <p><b>Approaches to learning:</b> Research, Social, Self-Management skills</p> <p><b>IBLP attributes:</b> Caring, Principled, Knowledgeable</p>
Grade 3	<p><b>Central idea:</b> Choices of role models reflect the beliefs and values of individuals and societies.</p> <p><b>Key concepts:</b> Function, Perspective, Responsibility</p> <p><b>Related concepts:</b> Identity, Peer pressure, Opinion</p>	<p><b>Central idea:</b> A community’s response to significant events provides an insight into the history and values of that community.</p> <p><b>Key concepts:</b> Change, Connection, Perspective</p> <p><b>Related concepts:</b> Impact, Bias, Truth, Evidence</p>	<p><b>Central idea:</b> People can create or manipulate messages to target specific audiences.</p> <p><b>Key concepts:</b> Function, Connection, Responsibility</p> <p><b>Related concepts:</b> Media, Advertising, Propaganda</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How images, text and</li> </ul>	<p><b>Central idea:</b> Changes in the Earth and its atmosphere have impacts on the way people live their lives.</p> <p><b>Key concepts:</b> Form, Causation, Responsibility</p> <p><b>Related concepts:</b> Geology, Weather, Adaptation</p> <p><b>Lines of inquiry</b></p>	<p><b>Central idea:</b> Signs and symbols are part of human-made systems that facilitate local and global communication.</p> <p><b>Key concepts:</b> Form, Function, Perspective</p> <p><b>Related concepts:</b> Culture, Pattern, Access, Information</p>	<p><b>Central idea:</b> People can make choices to support the sustainability of the Earth’s resources.</p> <p><b>Key concepts:</b> Connection, Perspective, Responsibility</p> <p><b>Related concepts:</b> Lifestyle, Waste, Conservation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Earth’s finite and infinite</li> </ul>

	<p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• What determines our beliefs and values</li> <li>• How and why role models are chosen</li> <li>• Influence of role models on our choices and actions</li> </ul> <p><b>Approaches to learning:</b> Thinking, Social, Communication skills</p> <p><b>IBLP attributes:</b> Inquirer, Thinker, Reflective</p>	<p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The ways in which significant events may be recognized, locally and/or globally</li> <li>• How a significant event has an impact on a community</li> <li>• Why viewpoints differ about significant events</li> </ul> <p><b>Approaches to learning:</b> Thinking, Communication, Research skills</p> <p><b>IBLP attributes:</b> Inquirer, Open-minded, Reflective</p>	<p>music are used to influence behaviour of target audiences</p> <ul style="list-style-type: none"> <li>• Critical evaluation of messages presented in the media</li> <li>• How people respond to messages</li> </ul> <p><b>Approaches to learning:</b> Thinking, Communication, Social skills</p> <p><b>IBLP attributes:</b> Risk-taker, Principled, Reflective</p>	<ul style="list-style-type: none"> <li>• How the different components of the Earth are interrelated</li> <li>• Why the Earth has changed and is continuing to change</li> <li>• Human response to the Earth's changes</li> </ul> <p><b>Approaches to learning:</b> Social, Self-management, Research skills</p> <p><b>IBLP attributes:</b> Communicator, Balanced, Knowledgeable</p>	<p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Iconography</li> <li>• How visual language facilitates communication</li> <li>• Specialized systems of communication</li> </ul> <p><b>Approaches to learning:</b> Thinking, Communication, Self-management skills</p> <p><b>IBLP attributes:</b> Thinker, Open-minded, Knowledgeable</p>	<p>resources</p> <ul style="list-style-type: none"> <li>• The balance between meeting human needs and the use of limited resources</li> </ul> <p><b>Approaches to learning:</b> Thinking, Social , Self-management skills</p> <p><b>IBLP attributes:</b> Caring, Balanced, Risk-taker</p>
Grade 3	<p><b>Central idea:</b> Choices of role models reflect the beliefs and values of individuals and societies.</p> <p><b>Key concepts:</b> Function, Perspective, Responsibility</p> <p><b>Related concepts:</b> Identity, Peer pressure, Opinion</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• What determines our beliefs and values</li> <li>• How and why role models are chosen</li> <li>• Influence of role models on our choices</li> </ul>	<p><b>Central idea:</b> A community's response to significant events provides an insight into the history and values of that community.</p> <p><b>Key concepts:</b> Change, Connection, Perspective</p> <p><b>Related concepts:</b> Impact, Bias, Truth, Evidence</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The ways in which significant events may be recognized, locally and/or globally</li> <li>• How a significant event has an impact on a</li> </ul>	<p><b>Central idea:</b> People can create or manipulate messages to target specific audiences.</p> <p><b>Key concepts:</b> Function, Connection, Responsibility</p> <p><b>Related concepts:</b> Media, Advertising, Propaganda</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How images, text and music are used to influence behaviour of target audiences</li> <li>• Critical evaluation of messages presented in the media</li> <li>• How people respond to messages</li> </ul>	<p><b>Central idea:</b> Changes in the Earth and its atmosphere have impacts on the way people live their lives.</p> <p><b>Key concepts:</b> Form, Causation, Responsibility</p> <p><b>Related concepts:</b> Geology, Weather, Adaptation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How the different components of the Earth are interrelated</li> <li>• Why the Earth has changed and is continuing to change</li> <li>• Human response to the Earth's changes</li> </ul>	<p><b>Central idea:</b> Signs and symbols are part of human-made systems that facilitate local and global communication.</p> <p><b>Key concepts:</b> Form, Function, Perspective</p> <p><b>Related concepts:</b> Culture, Pattern, Access, Information</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Iconography</li> <li>• How visual language facilitates communication</li> <li>• Specialized systems of communication</li> </ul> <p><b>Approaches to learning:</b></p>	<p><b>Central idea:</b> People can make choices to support the sustainability of the Earth's resources.</p> <p><b>Key concepts:</b> Connection, Perspective, Responsibility</p> <p><b>Related concepts:</b> Lifestyle, Waste, Conservation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Earth's finite and infinite resources</li> <li>• The balance between meeting human needs and the use of limited resources</li> </ul> <p><b>Approaches to learning:</b> Thinking, Social , Self-</p>

	<p>and actions</p> <p><b>Approaches to learning:</b> Thinking, Social, Communication skills</p> <p><b>IBLP attributes:</b> Inquirer, Thinker, Reflective</p>	<p>community</p> <ul style="list-style-type: none"> <li>• Why viewpoints differ about significant events</li> </ul> <p><b>Approaches to learning:</b> Thinking, Communication, Research skills</p> <p><b>IBLP attributes:</b> Inquirer, Open-minded, Reflective</p>	<p><b>Approaches to learning:</b> Thinking, Communication, Social skills</p> <p><b>IBLP attributes:</b> Risk-taker, Principled, Reflective</p>	<p><b>Approaches to learning:</b> Social, Self-management, Research skills</p> <p><b>IBLP attributes:</b> Communicator, Balanced, Knowledgeable</p>	<p>Thinking, Communication, Self-management skills</p> <p><b>IBLP attributes:</b> Thinker, Open-minded, Knowledgeable</p>	<p>management skills</p> <p><b>IBLP attributes:</b> Caring, Balanced, Risk-taker</p>
Grade 4	<p><b>Central idea:</b> The effective interactions between human body systems contribute to health and survival.</p> <p><b>Key concepts:</b> Form, Connection, Responsibility</p> <p><b>Related concepts:</b> Interdependence, Health, Systems</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Body systems and how they work</li> <li>• How body systems are interdependent</li> <li>• Impact of lifestyle choices on the body</li> </ul> <p><b>Approaches to learning:</b> Thinking, Self-management skills</p> <p><b>IBLP attributes:</b> Balanced, Knowledgeable,</p>	<p><b>Central idea:</b> Exploration leads to discoveries, opportunities and new understandings.</p> <p><b>Key concepts:</b> Function, Connection, Perspective</p> <p><b>Related concepts:</b> Impact, Navigation, Colonialism, Development</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Reasons for exploration (historical and personal)</li> <li>• How explorations have taken place over time</li> <li>• The consequences of exploration</li> </ul> <p><b>Approaches to learning:</b> Thinking, Research, Communication skills</p> <p><b>IBLP attributes:</b> Inquirer, Risk-taker, Communicator</p>	<p><b>Central idea:</b> Throughout history, people have interacted with each other and communicated using arts.</p> <p><b>Key concepts:</b> Form, Change, Perspective</p> <p><b>Related concepts:</b> Aesthetics, Creativity, Metaphor</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How people communicate through arts</li> <li>• How art works provide insight and information</li> <li>• The role of arts in different cultures, places and times</li> <li>• Development of art forms over time</li> </ul> <p><b>Approaches to learning:</b> Thinking, Communication, Social skills</p> <p><b>IBLP attributes:</b> Open-</p>	<p><b>Central idea:</b> Energy may be converted, transformed and used to support human progress.</p> <p><b>Key concepts:</b> Form, Change, Responsibility</p> <p><b>Related concepts:</b> Conservation, Progress, Technology</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Different forms of energy sources (renewable and non-renewable)</li> <li>• How energy is used (transformation)</li> <li>• Sustainable energy practices</li> </ul> <p><b>Approaches to learning:</b> Thinking, Social, Research skills</p> <p><b>IBLP attributes:</b> Knowledgeable, Balanced, Inquirer</p>	<p><b>Central idea:</b> Economic activity relies on systems of production, exchange and consumption of goods and services.</p> <p><b>Key concepts:</b> Function, Connection, Responsibility</p> <p><b>Related concepts:</b> Interdependence, Equilibrium, Fair trade</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The role of supply and demand</li> <li>• The distribution of goods and services</li> <li>• Our responsibility as consumers</li> </ul> <p><b>Approaches to learning:</b> Social, Self-management Skills</p> <p><b>IBLP attributes:</b> Risk-taker, Principled, Thinker</p>	<p><b>Central idea:</b> Children worldwide encounter a range of challenges, risks and opportunities.</p> <p><b>Key concepts:</b> Form, Causation, Responsibility</p> <p><b>Related concepts:</b> Equality, Rights, Resilience</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Challenges, risks and opportunities that children encounter (local and global)</li> <li>• How children respond to challenges, risks and opportunities</li> <li>• Ways in which individuals and organizations work to protect children from risk</li> </ul> <p><b>Approaches to learning:</b> Self-management, Social, Thinking skills</p> <p><b>IBLP attributes:</b> Caring,</p>

	Reflective		minded, Knowledgeable, Reflective			Communicator, Reflective
<b>G r a d e 5</b>	<p><b>Central idea:</b> People’s cultural background has an impact on their beliefs, values and actions.</p> <p><b>Key concepts :</b> Form, Connection, Perspective</p> <p><b>Related concepts:</b> Interpretation, Identity, Subjectivity</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• What constitutes culture</li> <li>• How people use different experiences to inform their perspectives</li> <li>• The connections between beliefs and values, and the actions taken in response to them</li> </ul> <p><b>Approaches to learning:</b> Social and Research skills</p> <p><b>IBLP attributes:</b> Knowledgeable, Open-minded, Risk-taker</p>	<p><b>Central idea:</b> Human migration is a response to challenges, risks and opportunities.</p> <p><b>Key concepts:</b> Causation, Change, Responsibility</p> <p><b>Related concepts:</b> Population, Settlement, Diversity, Refugees</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The reasons why people migrate</li> <li>• Migration throughout history</li> <li>• Effects of migration on communities, cultures and individuals</li> </ul> <p><b>Approaches to learning:</b> Social, Communication, Self-management skills</p> <p><b>IBLP attributes:</b> Inquirer, Balanced, Reflective</p>	<p><b>Central idea:</b> A person’s behaviour and how they choose to present themselves project aspects of their identity.</p> <p><b>Key concepts:</b> Change, Connection, Perspective</p> <p><b>Related concepts:</b> Identity, Status, Image, Impression</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How appearance and behaviour influence our perception of others</li> <li>• The influence of physical, social, emotional and intellectual changes that occur throughout life</li> <li>• Expression as an evolving sense of self</li> </ul> <p><b>Approaches to learning:</b> Social, Communication, Self-management skills</p> <p><b>IBLP attributes:</b> Thinker, Balanced, Reflective</p>	<p><b>Central idea:</b> Natural materials can undergo changes that may provide challenges and benefits for society and the environment.</p> <p><b>Key concepts:</b> Function, Causation, Responsibility</p> <p><b>Related concepts:</b> Sustainability, Transformation, Industrialization</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Conditions that cause reversible and irreversible changes in materials</li> <li>• How societies take advantage of the properties of materials</li> <li>• The impact of retrieval, production and the use of materials on the environment</li> </ul> <p><b>Approaches to learning:</b> Research, Communication and Thinking skills</p> <p><b>IBLP attributes:</b> Principled, Risk-taker, Knowledgeable</p>	<p><b>Central idea:</b> Government systems influence the lives of citizens.</p> <p><b>Key concepts:</b> Change, Perspective, Responsibility</p> <p><b>Related concepts:</b> Equality, Citizenship, Governance, Law, Politics</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How government systems function</li> <li>• How decision-making practices reflect human rights</li> <li>• Impact of government on citizens</li> <li>• The rights and responsibilities of citizenship</li> </ul> <p><b>Approaches to learning:</b> Social, Communication skills</p> <p><b>IBLP attributes:</b> Knowledgeable, Balanced, Inquirer</p>	<p><b>Central idea:</b> Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p><b>Key concepts:</b> Function, Connection, Responsibility</p> <p><b>Related concepts:</b> Balance, Biodiversity, Interdependence</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Ways in which ecosystems, biomes and environments are interdependent</li> <li>• How human interaction with the environment can affect the balance of systems</li> <li>• The consequence of imbalance within ecosystems</li> </ul> <p><b>Approaches to learning:</b> Research, Communication skills</p> <p><b>IBLP attributes:</b> Thinker, Inquirer, Caring</p>

**\*\*Note :**

Learning and teaching process will be driven by

- Agency - voice, choice and ownership in learning for the learner, learning and teaching and the learning community
- The Exhibition will be a unit of inquiry and decided by students of Grade 5 to mark the culmination of the Primary Years Programme