### WHO WE ARE

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships, including family, friends, relationships and cultures; rights and responsibilities; what it means to be human.

<table>
<thead>
<tr>
<th>K1</th>
<th>3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AMAZING ME</strong></td>
<td><strong>FRIENDSHIP</strong></td>
</tr>
<tr>
<td><strong>Central idea:</strong> Our characteristics, abilities and interests make us unique.</td>
<td><strong>Central idea:</strong> My friends help me grow and develop in many ways.</td>
</tr>
<tr>
<td><strong>Key concepts:</strong> form, function, connection</td>
<td><strong>Key concepts:</strong> function, causation and responsibility</td>
</tr>
<tr>
<td><strong>Related concepts:</strong> similarities &amp; differences, behaviour, relationships</td>
<td><strong>Related concepts:</strong> behaviour, values, impact</td>
</tr>
<tr>
<td><strong>Lines of inquiry:</strong> - Our characteristics and interests - Our abilities - Our similarities and differences</td>
<td><strong>Lines of inquiry:</strong> - Developing friendships - Roles as a friend - The importance of friends</td>
</tr>
<tr>
<td><strong>ATL Skills:</strong> - Social - Self-management</td>
<td><strong>ATL Skills:</strong> - Social - Communication</td>
</tr>
<tr>
<td><strong>Learner Profile:</strong> - Risk-takers - Open-minded - Balanced</td>
<td><strong>Learner Profile:</strong> - Caring - Open-minded - Playful</td>
</tr>
</tbody>
</table>

### WHERE WE ARE IN PLACE AND TIME

An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives.

<table>
<thead>
<tr>
<th>K1</th>
<th>3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LINES OF INQUIRY</strong></td>
<td><strong>LINES OF INQUIRY</strong></td>
</tr>
<tr>
<td><strong>Central idea:</strong> Colour is a means of creative expression</td>
<td><strong>Central idea:</strong> Colour is a means of creative expression</td>
</tr>
<tr>
<td><strong>Key concepts:</strong> form, causation, perspective</td>
<td><strong>Key concepts:</strong> form, connection and perspective</td>
</tr>
<tr>
<td><strong>Related concepts:</strong> properties, consequences, subjectivity</td>
<td><strong>Related concepts:</strong> similarities &amp; differences, relationships, opinion</td>
</tr>
<tr>
<td><strong>ATL Skills:</strong> - Social - Communication</td>
<td><strong>ATL Skills:</strong> - Self-management - Communication</td>
</tr>
<tr>
<td><strong>Learner Profile:</strong> - Communicators - Playful - Inquirers</td>
<td><strong>Learner Profile:</strong> - Communicators - Risk-takers</td>
</tr>
</tbody>
</table>

### HOW WE EXPRESS OURSELVES

An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, belief and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

<table>
<thead>
<tr>
<th>K1</th>
<th>3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LINES OF INQUIRY</strong></td>
<td><strong>LINES OF INQUIRY</strong></td>
</tr>
<tr>
<td><strong>Central idea:</strong> Materials behave in different ways and have different uses.</td>
<td><strong>Central idea:</strong> All living things go through a process of change.</td>
</tr>
<tr>
<td><strong>Key concepts:</strong> form, function, change</td>
<td><strong>Key concepts:</strong> form, change and responsibility</td>
</tr>
<tr>
<td><strong>Related concepts:</strong> properties, role, transformation</td>
<td><strong>Related concepts:</strong> similarities &amp; differences, behaviour, values</td>
</tr>
<tr>
<td><strong>ATL Skills:</strong> - Thinking - Research</td>
<td><strong>ATL Skills:</strong> - Inquirers - Knowledgeable - Thinkers</td>
</tr>
<tr>
<td><strong>Learner Profile:</strong> - Communicators - Playful - Inquirers</td>
<td><strong>Learner Profile:</strong> - Caring - Open-minded - Playful</td>
</tr>
</tbody>
</table>

### HOW THE WORLD WORKS

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.

<table>
<thead>
<tr>
<th>K1</th>
<th>3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LINES OF INQUIRY</strong></td>
<td><strong>LINES OF INQUIRY</strong></td>
</tr>
<tr>
<td><strong>Central idea:</strong> All living things go through a process of change.</td>
<td><strong>Central idea:</strong> Transportation has a large impact on a community.</td>
</tr>
<tr>
<td><strong>Key concepts:</strong> form, change and responsibility</td>
<td><strong>Key concepts:</strong> form, function and connection</td>
</tr>
<tr>
<td><strong>Related concepts:</strong> properties, growth, values</td>
<td><strong>Related concepts:</strong> properties, roles, interdependence</td>
</tr>
<tr>
<td><strong>ATL Skills:</strong> - Research - Thinking</td>
<td><strong>ATL Skills:</strong> - Research - Thinking</td>
</tr>
<tr>
<td><strong>Learner Profile:</strong> - Inquirers - Principled - Knowledgeable</td>
<td><strong>Learner Profile:</strong> - Thinkers - Principled - Reflective</td>
</tr>
</tbody>
</table>

### HOW WE ORGANIZE OURSELVES

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 human-kind and the environment.

### SHARING THE PLANET

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.
**WELL-BEING**
**Central idea:** A holistic approach can lead to a balanced lifestyle.
**Key concepts:** change, perspective, responsibility.
**Related concepts:** pattern, beliefs, rights.
**Lines of inquiry:**
- Elements of a balanced lifestyle
- Ways we can be responsible for our social, emotional and physical well-being
- Factors that affect our choices

**ATL Skills:**
- Self-management
- Social
- Thinking

**Learner Profile:**
- Balanced
- Caring
- Reflective

**PLAY**
**Central idea:** The ways we play have similar characteristics around the world.
**Key concepts:** form, function, perspective.
**Related concepts:** structure, systems, opinion.
**Lines of inquiry:**
- Rules of play in different countries
- Strategies development in game-making
- Fusions of play

**ATL Skills:**
- Social
- Communication

**Learner Profile:**
- Playful
- Risk-takers
- Communicators

**IMAGINATION**
**Central idea:** Imagination is a tool for extending our ability to think, create and express ourselves.
**Key concepts:** function, connection, perspective.
**Related concepts:** communication, relationship, opinion.
**Lines of inquiry:**
- Different ways we demonstrate and express our imagination
- The connection between fiction and non-fiction
- Imagination as a tool for problem solving

**ATL Skills:**
- Research
- Self-management

**Learner Profile:**
- Open-minded
- Thinkers
- Playful

**WEATHER**
**Central idea:** Weather impacts how we live.
**Key concepts:** causation, function, connection.
**Related concepts:** impact, systems, interdependence
**Lines of inquiry:**
- Seasonal weather changes
- Science skills that can help us to learn more about the weather
- How weather affects the behavior of living things

**ATL Skills:**
- Research
- Communication

**Learner Profile:**
- Communicators
- Knowledgeable
- Principled

**ART**
**Central idea:** Throughout the arts people express their ideas and feelings to others.
**Key concepts:** perspective, function, connection.
**Related concepts:** subjectivity, communication, expression.
**Lines of inquiry:**
- Types of art
- Ways we can create art
- How different people react to the arts

**ATL Skills:**
- Self-management
- Social
- Communications

**Learner Profile:**
- Communicators
- Risk-takers
- Open-minded

**MONEY**
**Central idea:** Economic choices have an impact in our community.
**Key concepts:** form, function, perspective.
**Related concepts:** differences, systems, value.
**Lines of inquiry:**
- Currency through time
- How money affects everyday life
- The differences between wants and needs

**ATL Skills:**
- Self-management
- Thinking
- Social

**Learner Profile:**
- Principled
- Thinkers
- Balanced

**ENVIRONMENT**
**Central idea:** The choices we make have an impact on our environment.
**Key concepts:** change, causation, responsibility.
**Related concepts:** adaptation, consequences, citizenship.
**Lines of inquiry:**
- Types of pollution
- The effects of pollution on the environment
- How our actions could cause the environment to change

**ATL Skills:**
- Communications
- Social
- Self-management

**Learner Profile:**
- Inquirers
- Balanced
- Caring
### HUMAN BODIES

**Central idea:** Body systems work together to keep us healthy.

**Key concepts:** function, connection, form

**Related concepts:** structure, systems, interdependence

**Lines of inquiry:**
- Functions of different body parts
- How different lifestyle choices affect our bodies
- How the body changes over time

**ATL Skills:**
- Research
- Self-management

**Learner Profile:**
- Inquirers
- Balanced

### EXPLORATIONS

**Central idea:** Curiosity leads to exploration and discovery.

**Key concepts:** perspective, causation, connection

**Related concepts:** beliefs, impact, globalisation

**Lines of inquiry:**
- Historical explorations
- Motivation for exploration
- The impact of exploration

**ATL Skills:**
- Communication
- Thinking
- Research

**Learner Profile:**
- Risk-takers
- Inquirers

### MEDIA

**Central idea:** Media is a powerful tool for expression

**Key concepts:** perspective, causation, function

**Related concepts:** communication, impact, subjectivity

**Lines of inquiry:**
- Forms and purposes of print and digital media
- Using media to express ourselves
- How we are influenced by media

**ATL Skills:**
- Communication
- Thinking
- Research

**Learner Profile:**
- Communicators
- Principled
- Thinkers
- Risk-takers

### INVENTIONS

**Central idea:** Inventions and innovations transform quality of life.

**Key concepts:** form, change, connection

**Related concepts:** structure, growth, systems

**Lines of inquiry:**
- Major historical inventions and their impact on society
- Circumstances that lead to the development of important inventions
- The process of design

**ATL Skills:**
- Research
- Self-management
- Communication

**Learner Profile:**
- Caring
- Open-minded
- Balanced

### AGREEMENTS

**Central idea:** An inclusive community is built through compassion and understanding.

**Key concepts:** responsibility, perspective, function

**Related concepts:** citizenship, opinion, behaviour

**Lines of inquiry:**
- Effective communication
- How to compromise
- Conflict resolution

**ATL Skills:**
- Social
- Self-management
- Communication

**Learner Profile:**
- Knowledgeable
- Principled
- Reflective

### EQUAL OPPORTUNITIES

**Central idea:** Equal opportunities affect children’s lifestyles.

**Key concepts:** causation, change, responsibility

**Related concepts:** consequences, equity

**Lines of inquiry:**
- Challenges, risks and opportunities that children encounter (local and global)
- Access to resources may cause conflict
- People share responsibility for creating awareness for equal opportunities

**ATL Skills:**
- Research
- Communication
- Thinking

**Learner Profile:**
- Knowledgeable
- Principled
- Reflective

### LEADERS

**Central idea:** Influential leaders make decisions that may affect us all.

**Key concepts:** responsibility, causation, perspective

**Related concepts:** rights, consequences, subjectivity

**Lines of inquiry:**
- Being influential and influential
- The achievements and important decisions of leaders
- The benefits and consequences of being influential

**ATL Skills:**
- Research
- Thinking
- Self-management

**Learner Profile:**
- Inquirers
- Risk-takers
- Communicators

### PERSONAL HISTORIES

**Central idea:** We are who we are today because of our life experiences.

**Key concepts:** change, causation, connection

**Related concepts:** growth, impact, relationships

**Lines of inquiry:**
- Personal change over time
- Similarities and differences among us
- The effect our experiences have on us

**ATL Skills:**
- Communication
- Research
- Self-management

**Learner Profile:**
- Reflective
- Communicators
- Balanced

### PLAY AND CREATIVITY

**Central idea:** Through play we express our emotions and show creativity.

**Key concepts:** form, function, change

**Related concepts:** structure, pattern, adaptation

**Lines of inquiry:**
- Definitions of play and creativity
- Ways we can express ourselves playfully and creatively
- Appreciating our creative differences

**ATL Skills:**
- Communication
- Research
- Self-management

**Learner Profile:**
- Playful
- Risk-takers
- Open-minded

### ENERGY

**Central idea:** Energy affects life.

**Key concepts:** change, form, causation

**Related concepts:** transformation, properties, impact

**Lines of inquiry:**
- The different forms of energy
- The different sources of energy
- Ways energy can be transferred and stored

**ATL Skills:**
- Research
- Communication
- Thinking

**Learner Profile:**
- Inquirers
- Knowledgeable
- Thinkers

### TEAMWORK (FLL)

**Central idea:** The ability to compromise and communicate helps us to achieve a common goal.

**Key concepts:** responsibility, perspective, change

**Related concepts:** initiative, opinions, transformation

**Lines of inquiry:**
- Effective ways to negotiate
- Communication skills and strategies
- Team members’ obligations

**ATL Skills:**
- Social
- Communication
- Self-management

**Learner Profile:**
- Principled
- Communicators
- Open-minded

### LIFE BELOW WATER

**Central idea:** The ocean is home to a wide variety of living things and habitats important to the earth.

**Key concepts:** form, connection, responsibility

**Related concepts:** structure, interdependence, initiative

**Lines of inquiry:**
- Marine life and habitats
- Interdependence between human and marine life
- Management of water resources

**ATL Skills:**
- Research
- Communication
- Thinking

**Learner Profile:**
- Caring
- Open-minded
- Reflective
<table>
<thead>
<tr>
<th>Programme of Inquiry</th>
<th>Central idea</th>
<th>Key concepts</th>
<th>Related concepts</th>
<th>Lines of inquiry</th>
<th>ATL Skills</th>
<th>Learner Profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADOLESCENCE</td>
<td>The onset of adolescence brings about physical, emotional and mental changes.</td>
<td>change, connection, responsibility</td>
<td>growth, relationships, values</td>
<td>- The physical, emotional, and mental changes that occur during adolescence - Reasons for changes during adolescence - Ways to deal with added responsibility</td>
<td>- Social - Self-management</td>
<td>- Open-minded - Balanced - Risk-takers</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td>Development of technology affects people in place and time.</td>
<td>function, causation, form</td>
<td>systems, impact, structure</td>
<td>- Definition of technology - The use of technology in different settings - The ways technology impacts people's lives</td>
<td>- Research - Communication</td>
<td>- Knowledgeable - Inquirers - Playful</td>
</tr>
<tr>
<td>CULTURE &amp; RELIGION</td>
<td>Ritual, traditions and artefacts express the beliefs and values of cultures and religions.</td>
<td>connection, change, perspective</td>
<td>relationships, adaptation, beliefs</td>
<td>- The connections between culture and religion - Significance of rituals and traditions - How artefacts symbolize beliefs and values</td>
<td>- Research - Communication</td>
<td>- Caring - Open-minded - Reflective</td>
</tr>
<tr>
<td>CHANGING WORLD</td>
<td>Humans need to adapt to the Earth's continuous changes.</td>
<td>change, causation, connection</td>
<td>transformation, consequences, systems</td>
<td>- Natural phenomena on Earth - Reasons the Earth changes - Human responses to Earth's changes</td>
<td>- Thinking - Research</td>
<td>- Thinkers - Communicators - Principled</td>
</tr>
<tr>
<td>SYSTEMS AND SERVICES</td>
<td>A community is composed of a network of a systems and services that allows it to work.</td>
<td>connection, function, causation</td>
<td>systems, roles, impact</td>
<td>- What different communities look like - Systems and services required to support a community - How external conditions determine our systems and services</td>
<td>- Thinking - Research - Self-management</td>
<td>- Open-minded - Communicators - Reflective</td>
</tr>
<tr>
<td>THE EXHIBITION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This Programme of Inquiry does not reflect the actual order that units will be covered during the year. That information is available for parents on ManageBac. Academic goals for each unit will be sent to parents at the start of each unit and is also available on ManageBac: IB Parents Association/Files/PYP Academic Goals.