

Age 6-7 PYP 1	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 organize ourselves	An inquiry into: Sharing the planet
<b>Transdisciplinary Theme</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>
	<p><b>Central idea</b> We use our senses to explore the world around us.</p> <p><b>Key concepts:</b> Form, Function and Reflection</p> <p><b>Related concepts:</b> Senses, Properties of Materials, Perseverance and Resilience</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• What our senses are</li> <li>• How we use our senses</li> <li>• What it would be like to be without a sense</li> </ul>	<p><b>Central idea</b> Culture influences behaviour and shapes civilization.</p> <p><b>Key concepts:</b> Causation and Function</p> <p><b>Related concepts:</b> Behaviour, Communication, Impact and Consequence</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Influence of culture on civilizations</li> <li>• Different influences impact civilizations</li> </ul>	<p><b>Central idea</b> Stories engage human imagination to make meaning of our experiences.</p> <p><b>Key concepts:</b> Form and Perspective</p> <p><b>Related concepts:</b> Opinion, Expression and Imagination</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• How authors engage readers</li> <li>• How stories helps us make meaning of our experiences</li> <li>• How stories transfer feelings, beliefs and values</li> </ul>	<p><b>Central idea</b> All living things go through a process of change.</p> <p><b>Key concepts:</b> Causation, Change and Function</p> <p><b>Related concepts:</b> Cycle, Patterns and Impact</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Patterns of growth in life cycles</li> <li>• Stages of life cycles</li> <li>• Factors that can influence life cycles</li> </ul>	<p><b>Central idea</b> For teams to be effective, members must cooperate.</p> <p><b>Key concepts:</b> Form, Connection and Responsibility</p> <p><b>Related concepts:</b> Teamwork, Effectiveness, Cooperation and Organization</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Types of teams</li> <li>• Roles and Responsibilities within a team</li> <li>• The importance of effective social skills</li> </ul>	<p><b>Central idea</b> Responding to universal needs ensures children's wellbeing throughout the world.</p> <p><b>Key concepts:</b> Causation, Form and Reflection</p> <p><b>Related concepts:</b> Impact, Consequences, Similarities and Differences</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The basic needs of all children</li> <li>• How these needs are met in our family and community</li> <li>• How children's needs are met in different places around the world</li> <li>• Why the needs of all children are not met in different places</li> </ul>
LP	<b>Courageous, Inquirer</b>	<b>Open-minded, Reflective</b>	<b>Courageous, Communicator</b>	<b>Knowledgeable, Communicator</b>	<b>Principled, Reflective</b>	<b>Inquirer, Caring</b>
ATL Skills	<b>Self-Management</b> –safety and organization	<b>Social Skills</b> – respecting others, cooperating and resolving conflict	<b>Communication</b>	<b>Research</b> – formulating questions and observing	<b>Social Skills</b> – group decision-making and cooperation	<b>Research</b> – formulating questions and observing
Writing Genre	<b>Procedure</b>	<b>Descriptive</b>	<b>Narrative</b>	<b>Recount</b>	<b>Persuasive</b>	<b>Speech</b>

Age <b>7-8</b> <b>PYP 2</b>	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>Sharing the planet</b>
<b>Transdisciplinary Theme</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>
	<p><b>Central idea</b> Making balanced choices about daily routines enables people to be healthy.</p> <p><b>Key concepts:</b> Form, Causation, responsibility</p> <p><b>Related concepts:</b> pattern, consequences, impact, rights, values</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Similarities and differences in habits and routines</li> <li>• Consequences of lifestyle choices</li> <li>• Behaviors that promote a healthy lifestyle</li> </ul>	<p><b>Central idea</b> People build homes according to their needs and abilities.</p> <p><b>Key concepts:</b> Causation, Form, Causation</p> <p><b>Related concepts:</b> pattern, similarities, differences, properties, discovery, history</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The need for a home</li> <li>• Similarities and differences of homes</li> <li>• Influence of needs and abilities on the ways are built overtime</li> </ul>	<p><b>Central idea</b> Dramatic performances combine different art forms and require people to take on different roles.</p> <p><b>Key concepts:</b> Function, Form, Perspective</p> <p><b>Related concepts:</b> roles, communication, opinions</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Elements of dramatic performances</li> <li>• Characteristics of different performances</li> <li>• Different ways to convey messages through dramatic performances</li> </ul>	<p><b>Central idea</b> Understanding materials and their properties allow us to manipulate them for specific purposes.</p> <p><b>Key concepts:</b> Change, Form, Connection</p> <p><b>Related concepts:</b> Material and matter, forces, invention, transformation</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Properties of different materials</li> <li>• How the properties of materials connect with inventions</li> <li>• Impact of transportation systems in the community</li> </ul>	<p><b>Central idea</b> Communities make efforts to develop transportation systems that meet their needs</p> <p><b>Key concepts:</b> Function, change, perspective</p> <p><b>Related concepts:</b> systems, transportation, innovation, speed, pollution, float, sink, mechanics, air,</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Features of transportation system</li> <li>• How transportation systems respond to changing needs</li> <li>• The importance of effective social skills</li> </ul>	<p><b>Central idea</b> People can make choices to support the sustainability of the Earth's resources.</p> <p><b>Key concepts:</b> Form, connection, responsibility</p> <p><b>Related concepts:</b> Resources, renewable, non-renewable energy sources, sustainability, pollution, conservation of energy,</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Earth's finite and infinite resources</li> <li>• The impact of people's choices on the environment</li> <li>• Sustainable practices</li> </ul>
LP	<b>Balanced, Reflective</b>	<b>Open-minded, Reflective, Inquirer</b>	<b>Communicator, Courageous, Reflective</b>	<b>Knowledgeable, Thinkers</b>	<b>Principled, Caring</b>	<b>Reflective, Caring, Open-minded</b>
ATL Skills	<b>Self-management –</b> healthy lifestyle, informed choices	<b>Research skills –</b> observing, formulating questions	<b>Communication skills –</b> listening, speaking, reading, writing, viewing, presenting, non-verbal communication	<b>Thinking skills –</b> research skills	<b>Social skills –</b> research skills	<b>Research skills –</b> Formulating questions and observing
Writing Genre	<b>Procedure</b>	<b>Descriptive</b>	<b>Recount</b>	<b>Narrative</b>	<b>Persuasive</b>	<b>Persuasive</b>

Ages 8-9 PYP 3	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 organize ourselves	An inquiry into: Sharing the planet
<b>Transdisciplinary Theme</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>
	<p><b>Central idea</b> Being mindful of oneself and others helps people develop relationships</p> <p><b>Key concepts:</b> Perspective, Responsibility, Connection</p> <p><b>Related concepts:</b> Mindful, develop, relationship, believes and values, interaction, Identity, belong, leadership, teamwork, reparation,</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Personal beliefs and values</li> <li>Impact of people's actions on others</li> <li>Ways in which we can nurture leadership in ourselves</li> </ul>	<p><b>Central idea</b> The history and human migration of a place contribute to its identity.</p> <p><b>Key concepts:</b> Form, Change, Perspective</p> <p><b>Related concepts:</b> climate, resources, history, migration,</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The diverse features of a place (man-made, natural)</li> <li>How human migration changed the identity of a place</li> <li>What we can learn from diversity</li> </ul>	<p><b>Central idea</b> The Arts offers us new insights into ourselves and the world around us.</p> <p><b>Key concepts:</b> Form, Connection, Perspective</p> <p><b>Related concepts:</b> Identity, behaviour and use of material (Science),</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Different Forms of Arts</li> <li>How art is unique and personal</li> <li>How communities express themselves using arts</li> </ul>	<p><b>Central idea</b> The Earth's conditions and position in space make life sustainable.</p> <p><b>Key concepts:</b> <b>From, Change Connection</b></p> <p><b>Related concepts:</b> Solar system, technology, space, exploration, seasons, Day, night, month, phases of the moon, temperature, gravity, atmosphere,</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The relationship between the position of the earth in space and its cycles</li> <li>The necessary conditions to make life possible within the solar system.</li> <li>How scientific advances impact sustainability on earth.</li> </ul>	<p><b>Central idea:</b> Innovation, planning, and market knowledge contribute to running a successful business.</p> <p><b>Key concepts:</b> Connection, function, responsibility</p> <p><b>Related concepts:</b> economy, supply and demand, commerce</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The elements of running a successful business.</li> <li>The ways in which a business plan can be created and used.</li> <li>The responsibilities associated with running a business</li> <li>Understanding market and supply and demand</li> </ul>	<p><b>Central idea</b> Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p><b>Key concepts:</b> 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>Interdependence within ecosystems, biomes and environments</li> <li>Ways in which organisms are interconnected in nature</li> <li>How human interaction with the environment can affect the balance of systems</li> </ul>
LP	Caring, Reflective, Open-minded	Open-minded, Risk-taker	Communicator, Thinker	Inquirer, Knowledgeable	Thinker, Knowledgeable	Balanced, Principled, Knowledgeable
ATL Skills	Social skills	Communication skills	Self-management	Research skills	Thinking skills	Communication skills
Writing Genre	Narrative	Descriptive	Poetry	Report writing	Informative, Leaflet	Persuasive

Ages <b>10-11</b> <b>PYP 5</b>	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>Sharing the planet</b>
<b>Transdisciplinary Theme</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>
	<p><b>Central idea</b> Human organs and body systems are independent and require maintenance for health.</p> <p><b>Key concepts:</b> Function, Connection and Causation</p> <p><b>Related concepts:</b> Systems, Interdependence and Health</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Body systems, organs and how they function</li> <li>• How body systems and organs are interdependent</li> <li>• Maintaining the health of our organs and body systems</li> </ul>	<p><b>Central idea</b> Exploration causes change.</p> <p><b>Key concepts:</b> Causation, Change</p> <p><b>Related concepts:</b> Innovation, Consequences and Information</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Exploration is motivated in different ways</li> <li>• The influence of explorations/innovations on human lives</li> <li>• Information supports exploration</li> </ul>	<p><b>Central idea</b> Advertising can directly and indirectly influence our opinions.</p> <p><b>Key concepts:</b> Perspective and Reflection</p> <p><b>Related concepts:</b> Truth, Subjectivity, Opinion, Idea and Illusion</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The use of sound and images can be persuasive</li> <li>• The impact of advertising in our daily lives</li> <li>• The connection between audience {target group} and design</li> </ul>	<p><b>Central idea</b> Inventions can change the world.</p> <p><b>Key concepts:</b> Change, Connection and Function</p> <p><b>Related concepts:</b> Transformation, Adaption, Relationships and Systems</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The reasons for inventions</li> <li>• The specific contributions of inventors in history</li> <li>• The ways in which inventions shape society</li> </ul>	<p><b>Central idea</b> Governance involves decision-making that influences the rights and responsibilities of its citizens.</p> <p><b>Key concepts:</b> Function, Causation and Responsibility</p> <p><b>Related concepts:</b> Governance, Decision-making and Citizenship</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Different governing systems and how they function</li> <li>• Decision-making practices in governance</li> <li>• Impact of governance on citizens</li> <li>• Rights and responsibilities of citizens</li> </ul>	<p><b>Central idea</b> The demand for energy causes environmental and human challenges</p> <p><b>Key concepts:</b> Causation, Change, Responsibility</p> <p><b>Related concepts:</b> Transformation, conservation, forms of energy, power, sustainability, pollution, efficiency, physics</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• The storage and transformation of energy</li> <li>• Responsible use of energy consumption</li> <li>• Responsible use of energy consumption</li> </ul>
LP	<b>Knowledgeable, Caring</b>	<b>Reflective, Open-minded</b>	<b>Balanced, Communicator</b>	<b>Reflective, Communicator</b>	<b>Inquirer, Courageous</b>	
ATL Skills	<b>Self-Management</b> – organization, safety, healthy lifestyle and informed choices	<b>Thinking</b>	<b>Communication</b> – speaking, writing and listening	<b>Research</b> – formulating questions, recording and presenting research findings	<b>Thinking Skills</b> – metacognition, synthesis and analysis	

Writing Genre	Explanatory	Descriptive	Persuasive	Narrative	Reports	
Age <b>11-12</b> <b>PYP 6</b>	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>Sharing the planet</b>
<b>Transdisciplinary Theme</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>
	<p><b>Central idea</b> Being mindful about self and surroundings can impact our well-being.</p> <p><b>Key concepts:</b> Causation, Function, Change</p> <p><b>Related concepts:</b> Maturity, image, identity, reproduction, well-being, growth</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Physical changes in our bodies as we grow</li> <li>Environmental changes on well-being</li> <li>Ways to deal with these changes</li> </ul>	<p><b>Central idea</b> Past civilizations shape present day systems and technologies.</p> <p><b>Key concepts:</b> causation, change, perspective</p> <p><b>Related concepts:</b> continuity, progress, technology</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Aspects of past civilisations that have survived.</li> <li>Reasons these systems and technologies developed</li> <li>Why modern societies continue to use adaptations of these systems and technologies</li> <li>Implications for the future</li> </ul>	<p><b>Central idea</b> The Media can inform and influence values and opinions of its audience.</p> <p><b>Key concepts:</b> Function, Responsibility, Perspective,</p> <p><b>Related concepts:</b> Communication, perspective, subjectivity, truth, beliefs, opinion, prejudice, networks, propaganda</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The different kinds of media and their roles</li> <li>Responsible use of media</li> <li>Subjectivity and effectiveness of media</li> </ul>	<p><b>Central idea</b> Reproduction of living things contributes to the continuation of the species.</p> <p><b>Key concepts:</b> change, connection</p> <p><b>Related concepts:</b> cycles, growth</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Reproduction as part of a life cycle</li> <li>Reproductive processes</li> <li>Genetics and hereditary factors</li> </ul>	<p><b>Central idea</b> Technology impacts on the world of work and leisure.</p> <p><b>Key concepts:</b> change, connection, responsibility</p> <p><b>Related concepts:</b> communication, systems, ethics</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Technology and inventions of the home, workplace and leisure activities.</li> <li>Circumstances that lead to the development of important inventions and their impact.</li> <li>How technology supports/impacts development</li> </ul>	<p><b>Central idea</b> PYP EXHIBITION</p> <p><b>Key concepts:</b> ALL CONCEPTS</p> <p><b>Related concepts:</b> Dependent on the central idea</p> <p><b>Lines of inquiry</b> Dependent on the central idea</p>
LP	<b>Balanced, Caring</b>	<b>Inquirer, Thinker</b>	<b>Communicator, Principled</b>	<b>Inquirer, Balanced</b>	<b>Communicator, Knowledgeable</b>	<b>ALL</b>
ATL Skills	<b>Self-management –</b> healthy lifestyle, informed choices	<b>Research skills –</b> observing	<b>Thinking –</b> analysis	<b>Research skills –</b> Presenting research findings	<b>Self-management –</b> informed choices	<b>ALL</b>
Writing Genre	<b>Recount</b>	<b>Narrative</b>	<b>Opinion/persuasive</b>	<b>Descriptive</b>	<b>Speech</b>	<b>ALL</b>

