

The Programme of Inquiry

Our students inquire into, and learn about, globally significant issues in the context of **units of inquiry**, each of which addresses a **central idea** relevant to a particular transdisciplinary theme. Lines of inquiry are identified in order to explore the scope of the central idea for each unit. These units collectively constitute the school's **programme of inquiry**, which is available on the following pages. The transdisciplinary themes provide a basis for much discussion and interpretation within a school, and allow for both local and global perspectives to be explored in the units. ISL teachers have explored the possibilities for links between the units taught at each year level, and also across the different age ranges, so that the programme of inquiry is articulated both vertically and horizontally.

PYP Transdisciplinary themes
Who we are 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.
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 and the interconnectedness of individuals and civilizations, from local and global perspectives.
How we express ourselves 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.
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.
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 humankind 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.

Units of Inquiry

2021-22

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Transdisciplinary Theme	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.	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.	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.	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.	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.	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.
Pre K, JK & SK	Every day I learn more about who I am, what I can do and how I feel.		Stories gives us the power to be someone else and somewhere else (Year long)	Water has many different properties and is essential to all life.		Animals have developed different characteristics in different environments.
Grade 1 & 2	Many systems in our body work together to help us function.	Our understanding of our home and host countries develops our understanding of each other's cultures and brings us together.	Imagination is a powerful tool for extending our ability to think, create and express ourselves.	Science is a way of investigating that combines our natural curiosity with a systematic way of thinking.	Where we live and the work we do influences the clothes we wear.	Peace is fostered when each member of a community is respected and conflict is managed.
Grade 3&4	Making balanced choices about daily routines enables us to have a healthy lifestyle.	Ancient civilizations contributed to modern-day societies.	Social media and online apps provide new ways of interacting, connecting and sharing.	Machines play a central role in society	Work is an essential part of a community	Access to natural resources can create conflict.
Grade 5	Changes people experience at different stages of their lives affect their evolving sense of self.	Exploration of space can lead to discoveries, challenges and new understandings.	Media is a powerful tool that influences the decisions people make.	The design of buildings and structures is dependent upon environmental factors, human ingenuity, and available materials.	There are push and pull factors that cause human movement.	Exhibition: Sharing our perspectives on local and global issues can inspire others to change the way they think and take action.

ISL PROGRAMME OF INQUIRY

EYU 2021/2022

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Subject Focus: (Primarily)	PSPE, Social Studies, Maths, Science		PSPE, Language, Social studies, Arts	Science, Language, Maths		Science, Social studies, Maths
Central Idea:	Every day I learn more about who I am, what I can do and how I feel.		Stories gives us the power to be someone else and somewhere else	Water has many different properties and is essential to all life.		Animals have developed different characteristics in different environments
An inquiry into:	<p>I know my daily routines PREK: I can settle into my school routines JK/SK: I know my daily/weekly routines</p> <p>I can take care of myself PREK: I understand hygienic routines in school and home. I know how sleep helps me to grow and learn. JK/SK: I know the importance of physical exercise</p> <p>I know what makes me the same and different from others PREK: I can talk about myself. JK/SK:</p>		<p>I can participate in a story PREK: I can share my favourite story. JK/SK: I can retell some of my favourite stories. I can share how I feel about a story I know that stories help me to understand the world around me</p> <p>I understand that stories can be shared in many different forms PREK: I can use pictures, mimes and words to share a story JK-SK: I can use pictures, mimes and words to make my own story.</p>	<p>How we use water PREK: Water in daily life - Weather - Washing - Drinking - Cooking - Swimming Different types of water. JK/SK: Where can we find water? How can we conserve water?</p> <p>How water can change PREK: Explore different forms of water - ice, steam JK/SK: Water cycle</p> <p>How water supports life. PREK: Animals that live in the water</p>		<p>The different roles animals play in people's lives PREK: - pets, discussing animals from indigenous countries, environments where we find animals / farms etc. JK/SK: Animals who have jobs (medical and police dogs, farm animals, entertainment animals)</p> <p>Suitability of particular animals for specific function (looking at physical characteristics and why) PREK: Difference between land, sky and water animals. Bi-peds and quadrupeds</p>

	I can inquire about what I can and can't do. I can show understanding of how I express how I feel.		<p>I can identify the main features of stories</p> <p>PREK: I understand that stories have meaning and sequence</p> <p>I understand that stories give me a sense of community and belonging</p> <p>JK/SK: I understand that stories have characters, genres and structures.</p>	<p>JK/SK: Water supports life in all environments (even life far away from water) including plants.</p>		<p>JK/SK: Defence characteristics (horns, camouflage, smell, sight)</p> <p>Our responsibility for the well-being of animals</p> <p>PREK: Recognising that animals have specific needs. Exploring the habitats of animals(domestic animals). Looking after animals.</p> <p>JJK/SK: Exploring animals in the wider world - how can we help to preserve their wellbeing</p>
Concepts	Perspective, Change , Responsibility		Form, Function Perspective	Connection, Function, Change, Causation		Responsibility, Change, Connection, Function
Related Concepts	Health, Family		Feelings, Community, Expression	Systems, Water cycle, Conservation		Interdependency, adaptation, Environment

ISL PROGRAMME OF INQUIRY

G1&2 2021/2022

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Subject Focus: (Primarily)	PSPE, Science	Social Studies, PSPE, Language	The Arts, PSPE, Language	Science, Maths	Social Studies, PSPE, The Arts	PSPE, Social Studies
Central Idea:	Many systems in our body work together to help us function.	Our understanding of our home and host countries develops our understanding of each other's cultures and brings us together.	Imagination is a powerful tool for extending our ability to think, create and express ourselves.	Science is a way of investigating that combines our natural curiosity with a systematic way of thinking.	Where we live and the work we do influences the clothes we wear.	Peace is fostered when each member of a community is respected and conflict is managed.
An inquiry into:	<ul style="list-style-type: none"> • The systems that work inside our bodies • How these systems work together • The role of food and exercise in keeping our bodies healthy • The role of good hygiene in keeping our bodies healthy 	<ul style="list-style-type: none"> • Where we call home • Adapting our lifestyles to be a part of a new culture • Lifestyle changes in our culture over time 	<ul style="list-style-type: none"> • Different forms of art • Resources and techniques we use to make art • How imagination helps us to solve problem 	<ul style="list-style-type: none"> • What is it to be a scientist • The scientific process used to investigate • Using scientific methods to investigate air 	<ul style="list-style-type: none"> • Factors that influence the clothes we wear • The relationship between clothing and the environment • The history of fashion 	<ul style="list-style-type: none"> • The causes of conflict • Resolving conflict effectively • The role of forgiveness in creating peace
Concepts	Causation, Function, Responsibility	Form, Connection, Perspective	Connection, Form, Perspective,	Form, Function, Connection	Form, Causation, Connection	Causation, Perspective, Responsibility
Related Concepts	Well-being, Growth,	Creativity, Diversity	Empathy, imagination, art, transformation, creativity	Responsibility	Properties, Pattern	Feelings, Community, Equity

ISL PROGRAMME OF INQUIRY

G3&4 2021/2022

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Subject Focus: (Primarily)	PSPE	Social Studies, Language	Language, The Arts	Science, Social Studies	PSPE, Social Studies, The Arts	PSPE, Social Studies, Language
Central Idea:	Making balanced choices about daily routines enables us to have a healthy lifestyle	Ancient civilizations contributed to modern-day societies.	Social media and online applications provide new ways of interacting, connecting and sharing.	Machines play a central role in society	Work is an essential part of a community	Access to natural resources can create conflict.
An inquiry into:	<ul style="list-style-type: none"> •Daily habits and routines (sleep, eating, hygiene, activities) •Balanced choices •Consequences of choices 	<ul style="list-style-type: none"> • Historical evidence -Comparing and contrasting ancient civilizations. -The impact of past civilizations on the present day. (How inventions bring about change in communities and societies) → link to UoI machines 	How social media facilitates communication Ways in which we access information online Social media and apps as a creative outlet	<ul style="list-style-type: none"> •Types of machines • The different ways machines are used • How simple machines impact on everyday life 	<ul style="list-style-type: none"> •The role of work in society •Types of work •The processes involved in obtaining work 	<ul style="list-style-type: none"> • Causes of conflict • Finite and renewable resources • Solutions for fair and sustainable distribution
Concepts	Responsibility, Function, Connection	Form, Connection, Perspective	Change Connection	Form, Function, Change	Causation Connection	Function, Causation Responsibility
Related Concepts	Balance, well-being	Structure, Truth, Subjectivity	Transformation, Rights	Properties, Behaviour, Adaptation	Sequences, Behaviour	Lifestyle; resources; conservation, fairness

ISL PROGRAMME OF INQUIRY

G5 2021/2022

	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Subject Focus: (Primarily)	PSPE, Science	Social studies, Science	Language, ICT	Mathematics, Social studies	Social studies, Science	The Arts, Language, Social studies
Central Idea:	Changes people experience at different stages of their lives affect their evolving sense of self.	Exploration of space can lead to discoveries, challenges and new understandings.	Media is a powerful tool that influences the decisions people make.	The design of buildings and structures is dependent upon environmental factors, human ingenuity, and available materials.	There are push and pull factors that cause human movement.	Exhibition: Sharing our perspectives on local and global issues can inspire others to change the way they think and take action.
An inquiry into:	<ul style="list-style-type: none"> •Life cycles and changes in our bodies and minds. •The decisions we make for ourselves and others. •The influence of technology and scientific advances on the decisions we make as our bodies live, grow and age. 	<ul style="list-style-type: none"> •The impact past discoveries have on present-day life •Space exploration affects our understanding of the universe •Individual and societal goals 	<ul style="list-style-type: none"> • Purpose and audience • Media and methods of delivery • The impact on society 	<ul style="list-style-type: none"> • Considerations to take into account when building a structure •The impact of buildings and structures on the environment <ul style="list-style-type: none"> • Local architecture and its connection with the needs of the community and availability of materials 	<ul style="list-style-type: none"> • Reasons people migrate • Migration throughout history • The effects of migration on communities, culture and individuals 	<ul style="list-style-type: none"> • Global Issues • Taking action • Problem Solving
Concepts	Change Causation Responsibility	Change Form Function Perspective	Perspective Connection Form	Form Function Connection	Function Causation responsibility	All
Related Concepts	Growth, behaviour, Citizenship	Prejudice, Consequences, Adaptation	Truth, Properties, Network	Structure, Interdependence, Pattern	Role, Impact, Rights	Initiative, Communication, Responsibility, Interpretation