

# Grade 1

2024–2025

## PROGRAMME OF INQUIRY

### 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.

### 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.

### 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 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.

### 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.

### 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.

	CENTRAL IDEA	LINES OF INQUIRY	KEY CONCEPTS
	Celebrating our similarities and differences makes our community stronger.	<ul style="list-style-type: none"> <li>• An inquiry into what makes us special</li> <li>• An inquiry into what makes our community stronger</li> <li>• An inquiry into celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Connection</i></li> </ul>
	Systems help us organize ourselves and our communities.	<ul style="list-style-type: none"> <li>• An inquiry into systems within our lives</li> <li>• An inquiry into the processes involved in systems</li> <li>• An inquiry into improving systems in our communities</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Function</i></li> </ul>
	People use tools to explore and understand places.	<ul style="list-style-type: none"> <li>• An inquiry into exploration</li> <li>• An inquiry into different tools that help us explore places</li> <li>• An inquiry into how we use tools to understand place.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Function</i></li> <li>• <i>Connection</i></li> <li>• <i>Perspective</i></li> </ul>
	Observable patterns in our lives are impacted by Earth's place in our solar system.	<ul style="list-style-type: none"> <li>• An inquiry into the observable patterns in our lives</li> <li>• An inquiry into earth's place in our solar system</li> <li>• An inquiry into how we continue to learn about Earth's place in our solar system</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Causation</i></li> <li>• <i>Connection</i></li> </ul>
	The features and behaviors of living things can inspire us.	<ul style="list-style-type: none"> <li>• An inquiry into features of living things</li> <li>• An inquiry into the behavior of living things</li> <li>• An inquiry into how living things inspire us</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Function</i></li> <li>• <i>Connection</i></li> <li>• <i>Form</i></li> </ul>
	Performers use sound and other effects to express feelings and ideas.	<ul style="list-style-type: none"> <li>• An inquiry into sound</li> <li>• An inquiry into how sounds and other effects make us feel</li> <li>• An inquiry into how we use sound and other effects to communicate</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Function</i></li> <li>• <i>Causation</i></li> <li>• <i>Change</i></li> </ul>

\*\*\*Note: 2024-2025 units are based upon 2023-2024 units and are subject to change\*\*\*

# Grade 2

2024–2025

## PROGRAMME OF INQUIRY

### 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.

### 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.

### 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 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.

### 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.

### 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.

	CENTRAL IDEA	LINES OF INQUIRY	KEY CONCEPTS
	Responsibilities are shared within a successful learning community.	<ul style="list-style-type: none"> <li>• An inquiry into our learning community</li> <li>• An inquiry into what makes our learning community successful</li> <li>• An inquiry into our responsibilities within our learning community</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Function</i></li> <li>• <i>Responsibility</i></li> <li>• <i>Causation</i></li> </ul>
	Communities are designed to meet the needs of its people.	<ul style="list-style-type: none"> <li>• An inquiry into communities</li> <li>• An inquiry into the systems within a successful community</li> <li>• An inquiry into designing a community</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Function</i></li> <li>• <i>Perspective</i></li> <li>• <i>Connection</i></li> </ul>
	Life in ancient civilizations can be connected to the present.	<ul style="list-style-type: none"> <li>• An inquiry into ancient civilizations</li> <li>• An inquiry into the features of ancient civilizations</li> <li>• An inquiry into the connection between ancient civilizations and the present</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Connection</i></li> <li>• <i>Causation</i></li> </ul>
	Materials have properties that determine their use and effectiveness.	<ul style="list-style-type: none"> <li>• An inquiry into materials and their properties</li> <li>• An inquiry into the different ways materials are used</li> <li>• An inquiry into materials to design effectively</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Function</i></li> <li>• <i>Causation</i></li> </ul>
	Living things thrive as part of a balanced ecosystem.	<ul style="list-style-type: none"> <li>• An inquiry into living things</li> <li>• An inquiry into ecosystems</li> <li>• An inquiry into developing and maintaining a balanced ecosystem</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Connection</i></li> <li>• <i>Responsibility</i></li> </ul>
	Our learning can be shared in many creative ways.	<ul style="list-style-type: none"> <li>• An inquiry into creativity</li> <li>• An inquiry into the creative process</li> <li>• An inquiry into the different ways we can share our learning creatively</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Perspective</i></li> <li>• <i>Function</i></li> </ul>

\*\*\*Note: 2024-2025 units are based upon 2023-2024 units and are subject to change\*\*\*



# Grade 3

2024–2025

## PROGRAMME OF INQUIRY

### 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.

### 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.

### 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 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.

### 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.

### 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.

	CENTRAL IDEA	LINES OF INQUIRY	KEY CONCEPTS
	Our beliefs can inspire action.	<ul style="list-style-type: none"> <li>• An inquiry into our beliefs</li> <li>• An inquiry into how our beliefs connect us</li> <li>• An inquiry into action</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Connection</i></li> <li>• <i>Form</i></li> <li>• <i>Causation</i></li> </ul>
	Systems are developed to monitor and predict weather to keep people safe.	<ul style="list-style-type: none"> <li>• An inquiry into weather</li> <li>• An inquiry into the systems to monitor and predict weather</li> <li>• An inquiry into the systems that societies use to keep people safe</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Function</i></li> <li>• <i>Form</i></li> <li>• <i>Connection</i></li> </ul>
	Throughout history inventors have influenced our lives.	<ul style="list-style-type: none"> <li>• An inquiry into invention</li> <li>• An inquiry into inventors through time</li> <li>• An inquiry into the ongoing influence of inventions on our lives</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Connection</i></li> <li>• <i>Causation</i></li> </ul>
	Engineers apply their understanding of forces to design, create and evaluate solutions to problems.	<ul style="list-style-type: none"> <li>• An inquiry into forces &amp; motion</li> <li>• An inquiry into forces at work in the world</li> <li>• An inquiry into the design cycle</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Function</i></li> <li>• <i>Causation</i></li> </ul>
	Relationships between living things can impact survival.	<ul style="list-style-type: none"> <li>• An inquiry into living things</li> <li>• An inquiry into the different relationships between living things</li> <li>• An inquiry into how these relationships can impact survival</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Causation</i></li> <li>• <i>Function</i></li> <li>• <i>Connection</i></li> </ul>
	Celebrations can express our beliefs and cultures.	<ul style="list-style-type: none"> <li>• An inquiry into celebrations</li> <li>• An inquiry into how different cultures celebrate</li> <li>• An inquiry into how celebrations express our beliefs and cultures</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Connection</i></li> <li>• <i>Function</i></li> <li>• <i>Causation</i></li> </ul>

\*\*\*Note: 2024-2025 units are based upon 2023-2024 units and are subject to change\*\*\*

# Grade 4

2024–2025

## PROGRAMME OF INQUIRY

### 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.

### 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.

### 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 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.

### 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.

### 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.

	CENTRAL IDEA	LINES OF INQUIRY	KEY CONCEPTS
	Our wellbeing is impacted by our lifestyle choices.	<ul style="list-style-type: none"> <li>• An inquiry into wellbeing</li> <li>• An inquiry into our body systems</li> <li>• An inquiry into our lifestyle choices</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Function</i></li> <li>• <i>Causation</i></li> <li>• <i>Responsibility</i></li> <li>• <i>Form</i></li> <li>• <i>Connection</i></li> </ul>
	Entrepreneurs go through a process in creating a business.	<ul style="list-style-type: none"> <li>• An inquiry into entrepreneurship</li> <li>• An inquiry into the process involved in developing a business</li> <li>• An inquiry into how products are marketed</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Function</i></li> <li>• <i>Perspective</i></li> <li>• <i>Form</i></li> </ul>
	Migration can involve challenges, risks, and opportunities.	<ul style="list-style-type: none"> <li>• An inquiry into human migration</li> <li>• An inquiry into the impact of migration</li> <li>• An inquiry into the stories of migration</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Causation</i></li> <li>• <i>Form</i></li> <li>• <i>Perspective</i></li> </ul>
	Exploring landforms helps us understand the changing nature of the Earth.	<ul style="list-style-type: none"> <li>• An inquiry into landforms</li> <li>• An inquiry into the changing nature of our Earth</li> <li>• An inquiry into sharing our understanding of the changing Earth</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Causation</i></li> <li>• <i>Change</i></li> <li>• <i>Form</i></li> </ul>
	Choices in energy production contribute to the state of our environment.	<ul style="list-style-type: none"> <li>• An inquiry into renewable and non-renewable energy</li> <li>• An inquiry into different forms of energy production</li> <li>• An inquiry into the cause and effect of different forms of energy</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Causation</i></li> <li>• <i>Connection</i></li> <li>• <i>Responsibility</i></li> </ul>
	Effective communicators make informed choices when deciding on how to express themselves.	<ul style="list-style-type: none"> <li>• An inquiry into digital media &amp; tools</li> <li>• An inquiry into the different ways we can express ourselves</li> <li>• An inquiry into effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Function</i></li> <li>• <i>Connection</i></li> <li>• <i>Perspective</i></li> </ul>

\*\*\*Note: 2024-2025 units are based upon 2023-2024 units and are subject to change\*\*\*



# Grade 5

2024–2025

## PROGRAMME OF INQUIRY

### 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.

### 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.

### 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 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.

### 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.

### 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.

	CENTRAL IDEA	LINES OF INQUIRY	KEY CONCEPTS
	Our shared experiences shape who we are.	<ul style="list-style-type: none"> <li>• An inquiry into identity</li> <li>• An inquiry into who we are as a community</li> <li>• An inquiry into our shared experiences</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Causation</i></li> <li>• <i>Perspective</i></li> <li>• <i>Connection</i></li> <li>• <i>Change</i></li> </ul>
	Societies create and adopt systems of governance.	<ul style="list-style-type: none"> <li>• An inquiry into governance</li> <li>• An inquiry into the systems of governance</li> <li>• An inquiry into the impact of governance on society</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Function</i></li> <li>• <i>Causation</i></li> </ul>
	Societies create and adopt systems of governance.	<ul style="list-style-type: none"> <li>• An inquiry into governance</li> <li>• An inquiry into the systems of governance</li> <li>• An inquiry into the impact of governance on society</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Function</i></li> <li>• <i>Causation</i></li> </ul>
	Student-created Central Idea	<ul style="list-style-type: none"> <li>• An inquiry into the states of matter</li> <li>• An inquiry into the changes that matter goes through</li> <li>• An inquiry into the scientific process</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Function</i></li> <li>• <i>Change</i></li> <li>• <i>Causation</i></li> </ul>
	As a compassionate community, we are empowered to take action.  <b>PYP EXHIBITION</b>	<ul style="list-style-type: none"> <li>• Students share their own lines of inquiry based on their PYPx topics</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Function</i></li> <li>• <i>Causation</i></li> <li>• <i>Change</i></li> <li>• <i>Connection</i></li> <li>• <i>Perspective</i></li> <li>• <i>Responsibility</i></li> <li>• <i>Reflection</i> (student chosen)</li> </ul>
	Fantasy stories can inspire us to express creativity and explore our imagination.	<ul style="list-style-type: none"> <li>• An inquiry into fantasy stories</li> <li>• An inquiry into an author's craft</li> <li>• An inquiry into multi-modal story telling</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Function</i></li> <li>• <i>Causation</i></li> <li>• <i>Perspective</i></li> </ul>

\*\*\*Note: 2024-2025 units are based upon 2023-2024 units and are subject to change\*\*\*

# Pre-Kindergarten

2024–2025

# PROGRAMME OF INQUIRY

## 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.

## 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.

## 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 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.

CENTRAL IDEA	LINES OF INQUIRY	KEY CONCEPTS
	<p>As we grow and change, we discover new things about who we are and what we can do.</p> <ul style="list-style-type: none"> <li>• An inquiry into who we are</li> <li>• An inquiry into what we can do</li> <li>• An inquiry into how we grow and change</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Function</i></li> <li>• <i>Change</i></li> </ul>
	<p>People in communities work together for a purpose.</p> <ul style="list-style-type: none"> <li>• An inquiry into people in communities and what they do</li> <li>• An inquiry into the communities we are a part of</li> <li>• An inquiry into how communities work together</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Function</i></li> <li>• <i>Responsibility</i></li> </ul>
	<p>Through our curiosity and play we can learn more about the world.</p> <ul style="list-style-type: none"> <li>• An inquiry into our wonderings (curiosities, interests / what we like)</li> <li>• An inquiry into how we learn find out more</li> <li>• An inquiry into how we can share our learning/discoveries</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Connection</i></li> <li>• <i>Perspective</i></li> </ul>
	<p>We express ourselves in different ways.</p> <ul style="list-style-type: none"> <li>• An inquiry into our feelings and how we express them</li> <li>• An inquiry into how materials can be used creatively</li> <li>• An inquiry into how we communicate</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Form</i></li> <li>• <i>Perspective</i></li> <li>• <i>Connection</i></li> </ul>

\*\*\*Note: 2024-2025 units are based upon 2023-2024 units and are subject to change\*\*\*



# Kindergarten

2024–2025

## PROGRAMME OF INQUIRY

### 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.

### 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.

### 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.

### 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.

CENTRAL IDEA	LINES OF INQUIRY	KEY CONCEPTS
	<p>The choices we make affect ourselves and our relationships.</p>	<ul style="list-style-type: none"><li>• An inquiry into who we are</li><li>• An inquiry into friendships</li><li>• An inquiry into how our choices affect us and others</li></ul>
	<p>Scientists follow a process to discover more about our world.</p>	<ul style="list-style-type: none"><li>• An inquiry into scientists</li><li>• An inquiry into the scientific process</li><li>• An inquiry into how we can share our discoveries</li></ul>
	<p>Our actions can make a difference to living things.</p>	<ul style="list-style-type: none"><li>• An inquiry into living things</li><li>• An inquiry into living things and their needs</li><li>• An inquiry into how our actions affect living things</li></ul>
	<p>We can be creative through play and exploration.</p>	<ul style="list-style-type: none"><li>• An inquiry into being creative</li><li>• An inquiry into exploring the different ways we can be creative</li><li>• An inquiry into how our actions affect living things</li></ul>

\*\*\*Note: 2024-2025 units are based upon 2023-2024 units and are subject to change\*\*\*