

Grade 1

2026–2027

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.	• An inquiry into our similarities and differences • An inquiry into what makes our community stronger • An inquiry into celebrations	• <i>Form</i> • <i>Connection</i>
	Collaboration within communities helps improve systems.	• An inquiry into collaboration in our community • An inquiry into systems within our lives • An inquiry to designing or developing systems to help our community be more effective	• <i>Form</i> • <i>Function</i> • <i>Connection</i> • <i>Perspective</i>
	People and places adapt to change over time.	• An inquiry into exploration • An inquiry into different tools that help us explore places • An inquiry into how we use tools to understand place	• <i>Form</i> • <i>Change</i> • <i>Causation</i> • <i>Perspective</i>
	Observable patterns in our lives are impacted by Earth's place in our solar system.	• An inquiry into the observable patterns in our lives • An inquiry into earth's place in our solar system • An inquiry into how we continue to learn about Earth's place in our solar system	• <i>Form</i> • <i>Causation</i> • <i>Connection</i>
	The features and behaviors of living things can inspire us.	• An inquiry into features of living things • An inquiry into the behavior of living things • An inquiry into how living things inspire us	• <i>Function</i> • <i>Causation</i> • <i>Form</i>
	Performers use sound and other effects to express feelings and ideas.	• An inquiry into sound • An inquiry into how sounds and other effects make us feel • An inquiry into how we use sound and other effects to communicate	• <i>Form</i> • <i>Causation</i> • <i>Change</i>

Note: 2026-2027 units are based upon 2025-2026 units and are subject to change

Grade 2

2026–2027

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
	Individuals develop and utilize their strengths to contribute to a successful learning community.	• An inquiry into our strengths and interests • An inquiry into what makes our learning community successful • An inquiry into our responsibilities within our learning community	• <i>Form</i> • <i>Function</i> • <i>Responsibility</i> • <i>Causation</i>
	Communities are designed to meet the needs of the people within them.	• An inquiry into communities • An inquiry into the systems within a successful community • An inquiry into designing a community	• <i>Form</i> • <i>Function</i> • <i>Perspective</i> • <i>Connection</i>
	Games continue to bring people together as they evolve over time.	• An inquiry into games we play • An inquiry into how games connect and reflect different generations • An inquiry into the way games have evolved over time and place	• <i>Form</i> • <i>Function</i> • <i>Connection</i> • <i>Change</i>
	Materials have properties that determine their use and effectiveness.	• An inquiry into materials and their properties • An inquiry into the different ways materials are used • An inquiry into the effective use of materials and the design cycle	• <i>Form</i> • <i>Function</i> • <i>Causation</i>
	Plants change as they grow and need specific things from their surroundings.	• An inquiry into basic parts of plants and their function • An inquiry into the life cycle of plants and how they change as they grow • An inquiry into what plants need from their environment to survive and grow	• <i>Form</i> • <i>Connection</i> • <i>Connection</i> • <i>Change</i>
	Collaboration enhances the creative process.	• An inquiry into creativity • An inquiry into the creative process • An inquiry into collaboration	• <i>Form</i> • <i>Perspective</i> • <i>Function</i>

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Grade 3

2026–2027

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 values can inspire action that impacts our classroom community.	• An inquiry into our identity • An inquiry into our values • An inquiry into how our values can inspire us to take action	• <i>Connection</i> • <i>Form</i> • <i>Causation</i>
	Systems are developed to monitor and predict weather to keep people safe.	• An inquiry into components of the weather and how they are measured • An inquiry into patterns in weather and climate • An inquiry into how weather forecasting impacts community planning and decision-making	• <i>Responsibility</i> • <i>Form</i> • <i>Connection</i>
	Innovations stem from the practice of problem-solving to meet changing cultural and community needs.	• An inquiry into change-makers over time • An inquiry into challenges faced by change makers • An inquiry into the ongoing need for change-makers	• <i>Perspective</i> • <i>Change</i> • <i>Responsibility</i> • <i>Causation</i>
	Engineers apply their understanding of forces to design, create and evaluate solutions to problems.	• An inquiry into forces & motion • An inquiry into forces at work in the world • An inquiry into designing solutions to engineering problems	• <i>Form</i> • <i>Function</i> • <i>Causation</i>
	Within a changing ecosystem, living things adapt to survive.	• An inquiry into the diversity of living things in a balanced ecosystem • An inquiry into the changes that might occur in an ecosystem • An inquiry into the physical and behavioral changes in living things	• <i>Change</i> • <i>Causation</i> • <i>Responsibility</i>
	Festivals are an expression of values and cultures.	• An inquiry into various festivals from around the world • An inquiry into the origins of festivals • An inquiry into how different cultures view and celebrate the same events, and what unique traditions they bring to these celebrations	• <i>Form</i> • <i>Perspective</i> • <i>Causation</i>

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Grade 4

2026–2027

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 lifestyle choices impact our wellbeing.	• An inquiry into wellbeing • An inquiry into our body • An inquiry into our lifestyle choices	• <i>Function</i> • <i>Causation</i> • <i>Responsibility</i> • <i>Form</i>
	Entrepreneurs go through a process in creating a business.	• An inquiry into entrepreneurship • An inquiry into the process involved in developing a business • An inquiry into how products are marketed	• <i>Function</i> • <i>Perspective</i> • <i>Form</i>
	Migration can involve challenges, risks, and opportunities.	• An inquiry into human migration • An inquiry into the impact of migration • An inquiry into the stories of migration	• <i>Causation</i> • <i>Form</i> • <i>Perspective</i>
	Our energy choices can impact environmental sustainability.	• An inquiry into sustainability • An inquiry into Earth's Features • An inquiry into energy sources • An inquiry into the impact on environment and energy sources	• <i>Causation</i> • <i>Change</i> • <i>Form</i>
	Our energy choices can impact environmental sustainability.	• An inquiry into sustainability • An inquiry into Earth's Features • An inquiry into energy sources • An inquiry into the impact on environment and energy sources	• <i>Causation</i> • <i>Change</i> • <i>Form</i>
	Effective communicators make informed choices when deciding on how to express themselves.	• An inquiry into communication. • An inquiry into the ways we can effectively express ourselves • An inquiry into choices we make to fit audience and task.	• <i>Function</i> • <i>Connection</i> • <i>Perspective</i>

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Grade 5

2026–2027

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
	As we learn and grow, we develop our identities. • An inquiry into identity • An inquiry into who we are as a learner • An inquiry into my growth and change as a learner	• <i>Form</i> • <i>Change</i> • <i>Causation</i>
	Communities are impacted by social interactions and available resources. • An inquiry into how communities are established • An inquiry into community interactions • An inquiry into the consequences of the interactions	• <i>Form</i> • <i>Function</i> • <i>Causation</i> • <i>Responsibility</i>
	Communities are impacted by social interactions and available resources. • An inquiry into how communities are established • An inquiry into community interactions • An inquiry into the consequences of the interactions	• <i>Form</i> • <i>Function</i> • <i>Causation</i> • <i>Responsibility</i>
	We can explore how matter changes by using the scientific process. • An inquiry into the states of matter • An inquiry into the changes that matter goes through • An inquiry into the scientific process	• <i>Form</i> • <i>Function</i> • <i>Change</i> • <i>Causation</i>
	As a compassionate community, we are empowered to take action. PYP EXHIBITION • Students share their own lines of inquiry based on their PYPx topics	• <i>Form</i> • <i>Function</i> • <i>Causation</i> • <i>Change</i> • <i>Connection</i> • <i>Perspective</i> • <i>Responsibility</i> • <i>Reflection</i> (student chosen)
	Fantasy stories can inspire us to express creativity and explore our imagination. • An inquiry into fantasy stories • An inquiry into an author's craft • An inquiry into multi-modal story telling	• <i>Form</i> • <i>Function</i> • <i>Causation</i> • <i>Perspective</i>

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Pre-Kindergarten

2026–2027

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 (PK3)

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.

SHARING THE PLANET (PK4)

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
	As we grow and change, we discover new things about who we are and what we can do. • An inquiry into who we are • An inquiry into what we can do • An inquiry into how we grow and change	• <i>Form</i> • <i>Connection</i> • <i>Change</i>
	By exploring our daily routines, the roles of people in our community, and how we work together, we can create systems for play and learning that help us all connect and grow. • An inquiry into class routines and systems • An inquiry into using dramatic play to develop our understanding of the world around us • An inquiry into the people and systems we notice in our community	• <i>Form</i> • <i>Function</i> • <i>Responsibility</i>
	Through our curiosity and play we can learn more about the world. • An inquiry into our wonderings (curiosities, interests/what we like) • An inquiry into how we learn find out more • An inquiry into how we can share our learning/discoveries	• <i>Form</i> • <i>Connection</i> • <i>Perspective</i>
	The features and behaviors of living things can inspire us. • An inquiry into features of living things • An inquiry into the behavior of living things • An inquiry into how living things inspire us	• <i>Function</i> • <i>Causation</i> • <i>Form</i>
	We express ourselves in different ways. • An inquiry into our feelings and how we express them • An inquiry into how materials can be used creatively • An inquiry into how we communicate	• <i>Form</i> • <i>Perspective</i> • <i>Connection</i>

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Kindergarten

2026–2027

PROGRAMME OF INQUIRY

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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.

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
	Building relationships within our community contribute to our sense of belonging.	• An inquiry into who we are • An inquiry into friendships • An inquiry into how our choices affect us and others
	Scientists follow a process to discover more about our world.	• An inquiry into scientists • An inquiry into the scientific process • An inquiry into how we can share our discoveries
	Scientists follow a process to explore and discover more about our world.	• An inquiry into scientists • An inquiry into the scientific process • An inquiry into how we connect our knowledge to everyday life
	We can be creative through play and exploration.	• An inquiry into the different ways we can be creative. • An inquiry into the dynamics of imaginative play in creative exploration • An inquiry into how we can share our creativity

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