# PYP Programme of Inquiry

**2019 - 2020**

## Grade: Discovery / K1
**Age: 3 - 5 years old**

<table>
<thead>
<tr>
<th>Transdisciplinary Theme</th>
<th>WHO WE ARE</th>
<th>HOW WE EXPRESS OURSELVES</th>
<th>HOW THE WORLD WORKS</th>
<th>SHARING THE PLANET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central Idea</strong></td>
<td>We know we belong and have a strong sense of connection to others and the environment.</td>
<td>We are strong and effective communicators.</td>
<td>We are critical thinkers, problem solvers and explorers.</td>
<td>We are explorers, able to connect with and care for our own and wider worlds.</td>
</tr>
</tbody>
</table>

## Grade: Kindergarten 2
**Age: 5 - 6 years old**

<table>
<thead>
<tr>
<th>Transdisciplinary Theme</th>
<th>WHO WE ARE</th>
<th>WHERE WE ARE IN PLACE AND TIME</th>
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<th>SHARING THE PLANET</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Central Idea</strong></td>
<td>Knowing about identities helps us connect with others</td>
<td>Artists express ideas and emotions for different purposes.</td>
<td>We explore to understand our world.</td>
<td>People organize themselves through a process to create goods and services for the community.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### An inquiry into:
- Relationships build communities.
- We are all unique.
- Growth mindsets help us learn.

### Key Concepts
- Perspective, Connection, Change

### Related Concepts
- Interest, Ability, inclusion, diversity

### Subject Focus
- PSEL, Language,

### SDG, UN Connections

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*UNIS HANOI*
### Transdisciplinary Theme

#### WHO WE ARE
- An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; 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 civilisations from local and global perspectives.

#### HOW WE EXPRESS OURSELVES
- An inquiry into the way 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 the environment.

#### HOW WE ORGANISE 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 living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

### Central Idea
- Balance in our lives can promote health and well-being.
- The contributions of significant people affect the world.
- Artists express ideas and emotions for different purposes.
- Artificial light and sound allows us to experience our world.
- Language is a cultural schema that we use to communicate.
- Understanding living things helps us share our environment and resources.

### An inquiry into:
- Ways we take care of ourselves
- A balanced lifestyle
- How our choices impact our health
- Our personal histories
- Why a person becomes significant
- The effect of significant people
- Artists and Musicians
- Elements of a Performance
- The sources and properties of artificial light and sound
- The manipulation of light and sound
- Scientists use methods to help them answer questions
- We communicate in different languages
- How language is structured in different ways
- Language as part of our cultural identity
- The environments of different living things
- External features of living things
- Impact of humans on living things

### Key Concepts
- Form, Causation, Change, perspective, connection
- Form, Reflection
- Form, Function, Causation
- Causation, Function, Connection
- Form, Connection, Responsibility

### Related Concepts
- Choice, Well-being, Balance
- Contribution, Impact
- Expression, Audience, Voice
- Properties, Impact, Forms of Energy
- Systems, Organization, Impact, Interconnectedness,

### Subject Focus
- Science, PSEL, Social Studies, PE
- Social Studies, Visual Art
- Visual Arts, Performing Arts
- Science, Performing Arts
- Personal Social, Languages
- Social Studies, Science

### SDG, UN Connections
- [Image of SDG and UN connections]
# PYP Programme of Inquiry 2019 - 2020

**Grade:** 2  
**Age:** 7 - 8 years old

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<td><strong>Central Idea</strong></td>
<td>Our values shape our communities.</td>
<td>We explore to discover and understand our world.</td>
<td>Cultures express creativity in many ways.</td>
<td>We change and use materials for different purposes.</td>
<td>Choices that digital citizens make impact the global community.</td>
<td>People take actions to share water.</td>
</tr>
</tbody>
</table>
| **An inquiry into:**     | ● What a community is  
● How values influence our behaviours  
● Skills used to thrive in a community | ● Where people explore  
● How people explore  
● Outcomes of exploration | ● What culture is  
● Forms of cultural expression  
● Appreciation of cultural art forms | ● How materials behave  
● How materials can change  
● Why materials are manipulated to suit a certain purpose. | ● Purposes and forms of digital technology  
● Online responsibilities  
● Ways to evaluate media | ● Different perspectives on using water  
● Our responsibility as global citizens  
● Why water is a limited resource |
<p>| <strong>Key Concepts</strong>         | Function, Connection, Responsibility | Form, Function, Change | Connection, Perspective, | Form, Change, Causation | Causation, Connection, Responsibility | Causation, Responsibility, Perspective |
| <strong>Related Concepts</strong>     | Interdependence, Self regulation, Action | Exploration, Geography, Curiosity | Culture, Beliefs, Expression | Properties, Materials, Sustainability | Networks, Choices, Digital citizenship | Justice, Conflict, Rights, Agency |
| <strong>Subject Focus</strong>        | PSEL, PE | Social Studies, PE | Performing Arts, Visual Arts, World Languages, PE | Science, Visual Art, Performing Arts | Social Studies, Technology | Social Studies, PSE |
| <strong>SDG, UN Connections</strong> | <img src="image" alt="SDG Icon" /> | <img src="image" alt="UN Icon" /> | <img src="image" alt="Education Icon" /> | <img src="image" alt="Arts Icon" /> | <img src="image" alt="Technology Icon" /> | <img src="image" alt="Citizenship Icon" /> |</p>
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<td>Central Idea</td>
<td>Global citizenship requires knowledge of other people’s lives.</td>
<td>The universe and our understanding of it is constantly changing.</td>
<td>Art can be presented and interpreted in different ways.</td>
<td>We design, invent, and innovate to solve challenges.</td>
<td>Economic activities affect people and impact the environment.</td>
<td>The struggle to share the environment impacts living things.</td>
</tr>
<tr>
<td>An inquiry into:</td>
<td>● Experiences that shape beliefs and values. ● Similarities and differences between belief systems. ● Characteristics of a global citizen.</td>
<td>● Space exploration and discoveries impact our lives. ● Earth is part of a larger interacting system. ● The universe is constantly changing.</td>
<td>● Artists communicate their ideas in a variety of ways. ● Artistic choices are a result of the reflective process. ● Perspective influences an interpretation of the artist’s message.</td>
<td>● Types of forces in simple machines. ● Simple machines in everyday lives. ● How design thinking is a process.</td>
<td>● Buying and selling is an interconnected system. ● Fairness and sustainability in growth and development. ● Our power as consumers to effect change.</td>
<td>● Survival depends on how quickly animals adapt. ● The impact of changing environments. ● The perspectives and effects of conservation.</td>
</tr>
<tr>
<td>Related Concepts</td>
<td>religion, culture.</td>
<td>exploration, space, cycles of time.</td>
<td>emotion, choice, message.</td>
<td>force, design,.</td>
<td>choice, fairness.</td>
<td>adaptation, conservation, loss.</td>
</tr>
<tr>
<td>SDG, UN Connections</td>
<td>![SDG Icon]</td>
<td>![UN Icon]</td>
<td>![PSEL Icon]</td>
<td>![Science Icon]</td>
<td>![Social Studies Icon]</td>
<td>![UN Icon]</td>
</tr>
</tbody>
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# PYP Programme of Inquiry

**2019 - 2020**

**Grade:** 4  
**Age:** 9 - 10 years old

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**Central Idea**  
Our body systems are affected by our choices.  
What we preserve influences future generations.  
People use a number of methods to express and communicate ideas.  
Earth’s surface changes over time.  
Organisations consider purpose and market forces when creating goods and services.  
Access to opportunities affects equality for all children.

**Key Concepts**  
Form, Function, Causation  
Form, Connection, Perspective  
Connection,  
Form, Change, Causation  
Causation, Connection, Function  
Causation, Perspective, Responsibility

**Related Concepts**  
Health, Lifestyle, Choices, Systems  
Heritage, Legacy  
Identity, Design  
Time, Pressure, Geology  
Systems, Economics, Social responsibility  
Equity (fairness), Social action, Circumstances

**Subject Focus**  
Science, PSE, Physical Education, Performing Arts,  
Social Studies, Technology Art, World Languages  
Language, Social Studies, Performing Arts, Visual Art  
Science, Mathematics  
Mathematics, Social Studies, Visual Art, PSEL  
Social Studies

**SDG, UN Connections**

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# PYP Programme of Inquiry 2019 - 2020

**Grade: 5**

**Age: 10 - 11 years old**

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<tbody>
<tr>
<td><strong>Central Idea</strong></td>
<td>Transitions involve adaptation.</td>
<td>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.</td>
<td>An inquiry into the way 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.</td>
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<tr>
<th>An inquiry into:</th>
<th>● The ways people change</th>
<th>● Migration occurs for many reasons</th>
<th>● What is identity</th>
<th>● Forms of electrical energy</th>
<th>● Forms of governance</th>
<th>● Student groups co-construct Lines of Inquiry connected to their Exhibition Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>● The inevitability of change and its impact</td>
<td>● How migration results in change</td>
<td>● Factors that influence identity</td>
<td>● Energy consumption choices that affect the environment and society</td>
<td>● The responsibility of citizens and government</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Adopting (adapting to) new roles and responsibilities</td>
<td>● Perspectives related to migration</td>
<td>● Sharing and expressing our identity</td>
<td>● Ways energy is transferred, transformed and controlled</td>
<td>● The effectiveness of governing systems</td>
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<thead>
<tr>
<th>Key Concepts</th>
<th>Function, Change, Responsibility</th>
<th>Causation, Change, Perspective</th>
<th>Connection, Perspective</th>
<th>Form, Function, Causation,</th>
<th>Function, Responsibility, Perspective</th>
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<thead>
<tr>
<th>Subject Focus</th>
<th>PSPE, Science</th>
<th>Social Studies, Visual Art, Vietnamese</th>
<th>Performing Arts, PSEL, Technology</th>
<th>Science</th>
<th>Social Studies, World Languages</th>
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*Lines of Inquiry connected to their Exhibition Projects*