



	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
	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 civilisations, 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 worlds (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.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; 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.
ELC 1&2 (Rotation 1)	<p>Central Idea: We explore our world through our senses.</p> <p>An Inquiry into: The five senses and how we use them (form)</p> <p>How our senses help us to find out about our world (connection)</p> <p>How our senses work together (connection)</p>	<p>Central Idea: Children’s daily lives are influenced by where they live.</p> <p>An Inquiry into: Daily routines (form)</p> <p>Different places we have lived in (perspective)</p> <p>Similarities and differences between daily routines of children from different places (connection)</p>	<p>Central Idea: Musical – Sharing the creative process can bring us together as a community.</p> <p>An Inquiry into: The arts as a tool for expression and communication (form)</p> <p>The creative process (function)</p> <p>Community building through the arts (reflection)</p>	<p>Central Idea: We can see lines and shapes in the world around us.</p> <p>An Inquiry into: Shape, line and space (form)</p> <p>The properties of different materials (form)</p> <p>How we use different materials to create different structures (connection)</p>	<p>Central Idea: Everyone can be a community helper.</p> <p>An Inquiry into: People who help us stay safe and healthy (form)</p> <p>How people in our community keep us safe and healthy (function)</p> <p>How we can help to keep ourselves safe and healthy (responsibility)</p>	<p>Central Idea: We share our planet with other living things.</p> <p>An Inquiry into: Characteristics of living and non-living things (form)</p> <p>What living things need to grow (function)</p> <p>Why other living things are important to us (causation/responsibility)</p>



<p>ELC 1&2 (Rotation 2)</p>	<p>Central Idea: Every day I learn about who I am and what I can do</p> <p>An Inquiry into: Physical characteristics (form)</p> <p>How am I changing and growing (change)</p> <p>Myself as part of a group (perspective)</p>	<p>Central Idea: Children play to learn.</p> <p>An Inquiry into: Different ways of playing and how we play (form)</p> <p>What we learn from play (connection)</p> <p>What we like to play (reflection)</p>	<p>Central Idea: Imagination helps us to think, create and express ourselves in new ways.</p> <p>An Inquiry into: What imagination is (form)</p> <p>How we use, show and enjoy our imagination (function)</p> <p>How imagination helps us think about other perspectives (perspective)</p>	<p>Central Idea: Cycles are a part of life.</p> <p>An Inquiry into: How living things change during their lifetime (change)</p> <p>The particular needs animals have when they are young (connection)</p> <p>The ways that animals, including humans, care for their young (function)</p>	<p>Central Idea: People depend on others for the things they have.</p> <p>An Inquiry into: Where the things we have come from (form)</p> <p>How things are changed so we can use them (change)</p> <p>People who make the things we have (connection)</p>	<p>Central Idea: Minibeasts are essential to our survival.</p> <p>An Inquiry into: Characteristics of minibeasts (form)</p> <p>Role of minibeasts in the environment (connection)</p> <p>Our responsibility to minibeasts (responsibility)</p>
<p>Gr1</p>	<p>Central idea: People work together in communities to achieve a goal.</p> <p>An inquiry into: Different forms of communities (form)</p> <p>Why people work together in communities (causation)</p> <p>Our responsibility as part of a community (responsibility)</p>	<p>Central idea: People have learned to communicate with each other in different ways throughout history.</p> <p>An Inquiry Into: Ways we communicate (function)</p> <p>Communication throughout history (change)</p> <p>How changes in communication affect us today (causation)</p>	<p>Central idea: Patterns help us to communicate and to understand our world.</p> <p>An inquiry into: Different kinds of patterns (form)</p> <p>Patterns in different cultures (perspective)</p> <p>The meaning of patterns (connection)</p>	<p>Central idea: The properties of materials determine how people use them.</p> <p>An inquiry into: The properties of materials (form)</p> <p>How individual properties make materials suitable for different purposes (function)</p> <p>How properties of materials can be changed (change)</p>	<p>Central idea: People develop systems to make journeys.</p> <p>An inquiry into: How people move from place to place (form)</p> <p>Why people need various means of transportation (causation)</p> <p>How transport systems work together (connection)</p>	<p>Central idea: Trees and forests are resources for us and for other living things.</p> <p>An inquiry Into: The parts of a tree (form)</p> <p>The importance of trees and their role in the forest (connection)</p> <p>Caring for trees (responsibility)</p>

Gr2	<p>Central idea: The systems in our body work together.</p> <p>An inquiry Into: Systems in our body (function)</p> <p>What we can do to support our body functions (responsibility)</p> <p>The role of hygiene (connection)</p>	<p>Central idea: Homes vary depending on when and where they are built.</p> <p>An inquiry Into: Types of homes (form)</p> <p>Why homes are important to people (perspective)</p> <p>How environment and culture affect the way we design our homes (causation)</p>	<p>Central idea: We communicate through stories.</p> <p>An inquiry Into: Characteristics/elements of stories (form)</p> <p>The purpose of stories (causation)</p> <p>Similarities and differences between stories from different cultures (perspective)</p>	<p>Central idea: Simple machines meet people's needs.</p> <p>An inquiry Into: Simple machines and how they work (form & function)</p> <p>How simple machines affect our daily lives (connection)</p> <p>The development of simple machines to meet our changing needs (causation)</p>	<p>Central idea: People create and use maps to help understand their surroundings.</p> <p>An inquiry Into: Different kinds of maps and their features, e.g symbols (form)</p> <p>What makes maps effective (causation)</p> <p>How we use maps to organize ourselves (function)</p>	<p>Central idea: Living things depend on each other and their habitat to survive.</p> <p>An inquiry Into: Features of different habitats (form)</p> <p>How living things are interdependent (connection)</p> <p>Our responsibility towards living things and their habitats (responsibility)</p>
Gr3	<p>Central Idea: Beliefs and values are part of who we are.</p> <p>An Inquiry Into: Our beliefs and values (form)</p> <p>How beliefs and values influence the way we behave (perspective)</p> <p>Different cultural traditions (perspectives)</p>	<p>Central Idea: Knowing about our family histories enables us to discover our cultural origins and develop historical awareness.</p> <p>An Inquiry Into: Our family ancestries (form)</p> <p>Ways we can find out about the past (reflection)</p> <p>Similarities and differences between generations in a family (perspective)</p>	<p>Central Idea: We can express ourselves creatively through the arts.</p> <p>An Inquiry Into: Different kinds of art (form)</p> <p>How one can express oneself through the arts (perspective)</p> <p>Creative expression in different cultures and points in history (change)</p>	<p>Central Idea: People depend on changing energy from one form to another.</p> <p>An Inquiry Into: Different forms of energy (form)</p> <p>How energy can be changed to a form we can use (function/change)</p> <p>Ways in which we use energy (connection)</p>	<p>Central Idea: People develop systems to help in responding to emergencies.</p> <p>An Inquiry Into: Emergencies communities face (form)</p> <p>Local and international responses to emergencies (function)</p> <p>Ways we can prepare for emergencies (responsibility)</p>	<p>Central Idea: Our personal choices can change and affect our environment.</p> <p>An Inquiry Into: Limited natural resources (change)</p> <p>How personal choices impact our environment (causation)</p> <p>Reducing, reusing, recycling (responsibility)</p>



<p style="text-align: center;">Gr4</p>	<p>Central idea: Our rights and responsibilities connect, help and protect people.</p> <p>An inquiry into: The role and importance of human/children’s rights (form)</p> <p>The relationship between rights and responsibilities (connection)</p> <p>How personal strengths can be applied to help others (perspective)</p>	<p>Central idea: Past civilizations shape present day systems and technologies.</p> <p>An inquiry into: Ancient civilizations from around the world (form)</p> <p>Aspects of past civilizations that have survived (change)</p> <p>Reasons these systems and technologies developed (causation)</p>	<p>Central idea: Language is a tool of persuasion.</p> <p>An Inquiry into: How our use of language affects others (connection)</p> <p>Linguistic techniques used when giving speeches (form)</p> <p>Our interpretation of language (perspective)</p>	<p>Central idea: Forces in the natural world impact design technology.</p> <p>An inquiry into: Major forces in nature (function)</p> <p>How we use and overcome forces in our daily lives (connection)</p> <p>How forces influence design: the scientific process (causation)</p>	<p>Central idea: Global trade affects people and societies around the world.</p> <p>An inquiry into: How trade works (function)</p> <p>Impact of global trade (connection)</p> <p>Ethical aspects of trade (perspective)</p>	<p>Central idea: Uneven distribution of clean water impacts human communities.</p> <p>An inquiry into: Sources and distribution of usable water (function)</p> <p>Factors that affect the availability of usable water (causation)</p> <p>Responsibilities regarding water (responsibility)</p>
<p style="text-align: center;">Gr5</p>	<p>Central idea: Individuals face many changes as they grow, develop and go through life.</p> <p>An inquiry into: Changes that occur as we grow and develop (change)</p> <p>Taking responsibility for the challenges we face (responsibility)</p> <p>Transitioning from Lower School to Middle School (responsibility)</p>	<p>Central idea: Migration can cause change in individuals and communities.</p> <p>An inquiry into: Reasons for human migration (causation)</p> <p>Effects of migration on the environment, communities, cultures and individuals (perspective)</p> <p>What it means to be a global citizen (responsibility)</p>	<p>Central idea: We are all creators and consumers of messages in a media-rich world.</p> <p>An inquiry into: Different forms of media (form)</p> <p>How media affects our opinions thinking and actions (reflection)</p> <p>Responsible behaviour with (social) media (responsibility)</p>	<p>Central idea: People depend on light and use their understanding of its properties.</p> <p>An inquiry into: Sources of light (form)</p> <p>How we depend on light (connection)</p> <p>How we use the properties of light (connection)</p>	<p>Central idea: Governmental systems and decisions can promote or deny equal opportunity and social justice.</p> <p>An inquiry into: Systems of government (function)</p> <p>Principles of human rights and social justice (responsibility)</p> <p>Impact of government on people’s lives (perspective)</p>	<p style="text-align: center;">PYP Exhibition</p> <p>Central idea: We can have an impact on issues in our community by demonstrating responsibility through action.</p>