

# Programme of Inquiry 2008/09

## Early Childhood / Kindergarten

Age	<p>Trans disciplinary Theme <b>Who we are</b></p> <p>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</p>	<p>Trans disciplinary Theme <b>Where we are in time and place</b></p> <p>A 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</p>	<p>Trans disciplinary Theme <b>How we express ourselves</b></p> <p>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</p>	<p>Trans disciplinary Theme <b>How the world works</b></p> <p>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.</p>	<p>Trans disciplinary Theme <b>How we organise ourselves</b></p> <p>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.</p>	<p>Trans disciplinary Theme <b>How we share the planet</b></p> <p>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.</p>
3-4 EC	<p><b><u>MY INCREDIBLE BODY</u></b></p> <p><b>Central Idea:</b> Our body is an amazing machine with special parts that do special jobs</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The function of parts of the body</li> <li>- Observation of the human body parts in action</li> </ul>		<p><b><u>MEDIA MANIA</u></b></p> <p><b>Central Idea:</b> People express themselves using many different types of media.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Art mediums</li> <li>- Materials</li> <li>- 2D &amp; BD sculpture &amp; collage</li> </ul>	<p><b><u>MINIBEASTS</u></b></p> <p><b>Central Idea:</b> Insects are vital to life on earth.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The nature of insects</li> <li>- Types of insects</li> <li>- Food Chains &amp; webs</li> </ul>	<p><b><u>THIS IS OUR CLASSROOM</u></b></p> <p><b>Central Idea:</b> Our classroom is our place which is organised to help us learn and work together</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>-Areas of the classroom</li> <li>-Effective use of all areas of the classroom</li> <li>- Individual responsibility in using all areas of the classroom</li> </ul>	
4-5	<p><b><u>LOOK AT ME</u></b></p> <p><b>Central Idea:</b> As individuals, we bring our personalities, preferences and experiences to school.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The nature of the unique individual</li> <li>- Personal preferences</li> <li>- Personal progress &amp; development</li> <li>- Behaviours that affect relationships</li> </ul>		<p><b><u>TELL ME A STORY</u></b></p> <p><b>Central Idea:</b> People tell stories in many different ways.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Ways of sharing (communicating / telling) stories (drawing, constructing, singing...)</li> <li>- Ways of responding to stories</li> <li>- Re-telling stories</li> <li>- Favourite stories</li> </ul>	<p><b><u>SHADOWS &amp; REFLECTIONS</u></b></p> <p><b>Central Idea:</b> Light creates shadows and reflections</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Different sources of light</li> <li>- Effects of blocking light</li> <li>- Making and changing shadows</li> <li>- Reflective surfaces</li> </ul>		<p><b><u>ANIMAL PLANET</u></b></p> <p><b>Central Idea:</b> We share our planet with animals and interact with them in different ways.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The types of animals on our planet</li> <li>- Ways in which people and animals interact (pets, farming, etc.)</li> <li>- The responsibility humans have towards animals</li> </ul>

**P1&2**

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6-7	<p><b><u>HEALTHY LIVING</u></b></p> <p><b>Central Idea:</b> Looking after our bodies carefully allows us to be healthy in many different ways.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The elements of healthy living</li> <li>- The function of various body parts &amp; systems</li> <li>- Indicators of good health</li> <li>- Taking responsibility for the health of our own bodies</li> </ul>	<p><b><u>GOING PLACES</u></b></p> <p><b>Central Idea:</b> People move around the world for different reasons.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The ways that people travel.</li> <li>- Transportation</li> <li>- The reasons why people travel</li> <li>- Our own personal journeys</li> </ul>	<p><b><u>EXPRESS YOURSELF</u></b></p> <p><b>Central Idea:</b> There are many ways to express ourselves.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Expression through the arts</li> <li>- Symbolic representation (visual, musical, dramatic, emotional)</li> </ul>	<p><b><u>A SEED IS A PROMISE</u></b></p> <p><b>Central Idea:</b> There are certain conditions that are necessary for different plants to grow.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Parts of a plant</li> <li>- Growth cycle</li> <li>- Conditions and requirements for healthy growth.</li> </ul>	<p><b><u>EVERYTHING HAS A PLACE</u></b></p> <p><b>Central Idea:</b> People live and work together in an organised way</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Towns, villages, city, suburbs</li> <li>- Similarities and differences between communities</li> <li>- Designing and constructing a community</li> <li>- Needs and wants</li> </ul>	<p><b><u>GOING...GOING...GONE!</u></b></p> <p><b>Central Idea:</b> Certain species of animals (and plants) are endangered and some are already extinct.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Classification of animals</li> <li>- The basic needs of animals.</li> <li>-The factors leading to the endangerment of species</li> <li>-Humans’ responsibility to share the planet</li> </ul>
5-6	<p><b><u>ME AND MY FAMILY</u></b></p> <p><b>Central Idea:</b> We all have unique celebrations and traditions</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Differences in families</li> <li>-Family traditions and celebrations</li> <li>-Personal family history</li> <li>-Past, present, future</li> </ul>	<p><b><u>A GREAT PLACE TO LIVE</u></b></p> <p><b>Central Idea:</b> There are different types of dwellings around the world that people call home.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Types of homes</li> <li>- Our own homes (past – present – future)</li> <li>- The difference between a house and a home</li> </ul>	<p><b><u>MESSAGES FROM STORIES</u></b></p> <p><b>Central Idea:</b> Stories carry messages which can help us learn about life.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The nature of fairy tales, fables, myths and legends</li> <li>- The cultural significance of stories and storytelling</li> <li>- The art of story telling</li> </ul> <p>Identifying symbols and messages from stories</p>	<p><b><u>TALES AND TECHNOLOGY</u></b></p> <p><b>Central Idea:</b> Different structures are built with particular materials to suit specific purposes</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The nature and properties of materials</li> <li>-types of structures</li> <li>- Designing structures to solve problems (i.e. A bridge for the Billy Goats gruff)</li> </ul>	<p><b><u>CLOCKWORK</u></b></p> <p><b>Central Idea:</b> People can achieve a common goal by working together and sharing responsibilities</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Importance of working as a team</li> <li>- Individual roles and responsibility</li> <li>- Stages of a process</li> <li>- Individual responsibilities (School)</li> </ul>	<p><b><u>COMMOTION IN THE OCEAN</u></b></p> <p><b>Central Idea:</b> Human behaviour and actions affect the world’s bodies of water and the creatures that live in them.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The variety of aquatic creatures</li> <li>- The earth’s water (salt &amp; fresh)</li> <li>- Human use of the earth’s bodies of water</li> <li>- Responsible use of the earth’s bodies of water</li> </ul>

**P3&4**

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8-9 Cycl e 1 P3/4	<p><b><u>THE RIGHTS OF A CHILD</u></b></p> <p><b>Central Idea:</b> Children are a unique part of our society who have specific rights.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Child Rights</li> <li>- Roles and responsibilities of children</li> <li>- Application of children’s rights in different parts of the world</li> </ul>	<p><b><u>PROVE IT!</u></b></p> <p><b>Central Idea:</b> Artefacts help us to understand history and how people lived in the past.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Types of historical evidence</li> <li>- How historians work with artefacts</li> <li>- The information artefacts offer us about the past</li> </ul>	<p><b><u>SETTING THE STAGE</u></b></p> <p><b>Central Idea:</b> The theatre is an avenue for creative expression.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Aspects of the theatre (Script writing , directing and producing, designing and making , props and costumes, Special effects and set design, choreography and dance)</li> <li>- Developing a performance</li> <li>- Performance</li> </ul>	<p><b><u>THE POWER TO MOVE IT</u></b></p> <p><b>Central Idea:</b> There are a variety of energy sources which cause objects to move in a variety of ways.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Sources of energy (electricity, magnetism, gravity, wind, etc.)</li> <li>- Ways in which objects move</li> <li>- The structure of objects</li> <li>- The scientific procedure (question, plan, test, reflect)</li> </ul>	<p><b><u>PEOPLE HELPING PEOPLE</u></b></p> <p><b>Central Idea:</b> People from around the world are involved in helping others in need.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Identifying the people in need</li> <li>- The motivation to help others</li> <li>- Empowering people to help themselves</li> </ul>	<p><b><u>THE WORLD WE LIVE IN</u></b></p> <p><b>Central Idea:</b> There are a wide variety of environments on our planet made up of living and non-living elements.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Types of biomes</li> <li>• Interactions between living and non-living things</li> <li>• Human responsibility to share resources with other living things</li> <li>• Preservation of natural environments</li> </ul>
7-8 Cycl e 2 P3/4	<p><b><u>THE MULTIPLE ME</u></b></p> <p><b>Central Idea:</b> Each of us is a unique combination of our nature, environment and experience.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- Physical form and appearance</li> <li>- Emotions and attitudes</li> <li>- Roles and responsibilities</li> <li>- Relationships</li> </ul>	<p><b><u>PEOPLE WHO CHANGE THE WORLD</u></b></p> <p><b>Central Idea:</b> The actions, discoveries and thinking of individuals can change the world we live in.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The power of the individual</li> <li>- Famous people who have caused change</li> <li>- Kinds of change</li> </ul>	<p><b><u>ETHNIC EXPRESSION</u></b></p> <p><b>Central Idea:</b> Everyone belongs to an ethnic group, each having its own forms of expression.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>-Cultural heritage</li> <li>-The elements of expression (music, art, dress, food, celebration etc.)</li> <li>-The ways in which particular groups express their unique cultural heritage.</li> </ul>	<p><b><u>STATES OF MATTER</u></b></p> <p><b>Central Idea:</b> The behaviours and use of materials is determined by their properties.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- The nature of solids, liquids and gasses</li> <li>- The identification of materials</li> <li>- Physical and Chemical changes</li> <li>- Conduction &amp; Convection</li> </ul>	<p><b><u>FROM LAND TO HAND</u></b></p> <p><b>Central Idea:</b> Humans use various processes to turn primary resources into products.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>-Identifying primary resources</li> <li>-The ways in which primary resources are gathered.</li> <li>-Procedures used to change a primary resource into a product.</li> </ul>	<p><b><u>WATER, WATER EVERYWHERE</u></b></p> <p><b>Central Idea:</b> Water is vital to all life on the planet but not all people have equal access to clean, safe drinking water</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>- the importance of clean drinking water for all people</li> <li>- the water cycle</li> <li>-ways of making water is safe to drink</li> <li>-the effects of not having access to clean water</li> </ul>

**P5&6**

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10-11 P5/6	<p><b><u>GROWING PAINS</u></b></p> <p><b><u>Central Idea:</u></b> Our bodies change throughout our lifetimes and these physical changes prepare us for new experiences</p> <p><b><u>Lines of inquiry:</u></b></p> <ul style="list-style-type: none"> <li>- Body systems</li> <li>- The reproductive system</li> <li>- Puberty and adolescence</li> <li>- Hormones and their function</li> <li>- Each person’s unique development</li> </ul>	<p><b><u>HUMANS EXPLORE</u></b></p> <p><b><u>Central Idea:</u></b> Human curiosity and the need to know more about the world motivates people to explore.</p> <p><b><u>Lines of inquiry:</u></b></p> <ul style="list-style-type: none"> <li>- The nature of exploration</li> <li>- Motivation for human exploration</li> <li>- Ways of exploring</li> <li>- Results of human exploration</li> </ul>	<p><b><u>POWER OF PERSUASION</u></b></p> <p><b><u>Central Idea:</u></b> The media is a powerful tool, which impacts on our perception of the world around us.</p> <p><b><u>Lines of inquiry:</u></b></p> <ul style="list-style-type: none"> <li>- Types of media (newspaper, internet, packaging, magazines)</li> <li>- The impact of images and language</li> <li>- The power of manipulation to persuade us.</li> <li>- The responsibility of making informed choices.</li> </ul>	<p><b><u>SIMPLE MACHINES</u></b></p> <p><b><u>Central Idea:</u></b> Simple machines operate according to the laws and principles of physics and affect work/lives.</p> <p><b><u>Lines of inquiry:</u></b></p> <ul style="list-style-type: none"> <li>- Simple principles of physics (work, force, resistance, gravity...)</li> <li>- The nature and types of simple machines (levers, pulleys, ramps...)</li> <li>- The scientific method</li> <li>- Inventions which us the principles of simple machines.</li> </ul>	<p><b><u>LAW &amp; ORDER</u></b></p> <p><b><u>Central Idea:</u></b> Different communities and groups establish rules by which they operate.</p> <p><b><u>Lines of inquiry:</u></b></p> <ul style="list-style-type: none"> <li>- The purpose and function of rules</li> <li>- Approaches to governing</li> <li>- The nature of justice</li> <li>- Commonalities between systems</li> </ul>	<p><b><u>PYP EXHIBITION</u></b></p> <p><b><u>Central Idea:</u></b></p> <p><b><u>Lines of inquiry:</u></b></p>
9-10 P5/6	<p><b><u>WHO AM I TO JUDGE?</u></b></p> <p><b><u>Central Idea:</u></b> Peoples beliefs and values influence the way they live and interact with others.</p> <p><b><u>Lines of Inquiry:</u></b></p> <ul style="list-style-type: none"> <li>-Possible causes of prejudice</li> <li>-Beliefs and values</li> <li>-The impact of racism, prejudice, discrimination and segregation</li> <li>-Our rights and responsibilities as we interact with other people</li> </ul>	<p><b><u>X MARKS THE SPOT</u></b></p> <p><b><u>Central Idea:</u></b> There are many different kinds of maps, which provide us with information about the world</p> <p><b><u>Lines of Inquiry:</u></b></p> <ul style="list-style-type: none"> <li>- The nature and variety of maps</li> <li>- Using interpreting and making maps</li> <li>- African geography</li> <li>- The purpose of bias or perspective in communicating a message about the world</li> <li>- How humans activities cause maps to be changed</li> </ul>	<p><b><u>AUTHORS &amp; ARTISTS</u></b></p> <p><b><u>Central Idea:</u></b> Writing and Visual Art allow people to express themselves in ways which elicit powerful responses and emotions</p> <p><b><u>Lines of Inquiry:</u></b></p> <ul style="list-style-type: none"> <li>- The writing process</li> <li>- The visual art process</li> <li>- Tools and techniques used by authors and artists</li> <li>- The identification and appreciation of “good” writing / art</li> </ul>	<p><b><u>LANDFORMS &amp; LANDSCAPES</u></b></p> <p><b><u>Central Idea:</u></b> Formations and changes in landforms and landscapes tell us about phenomenon which occur under the earth’s surface.</p> <p><b><u>Lines of inquiry:</u></b></p> <ul style="list-style-type: none"> <li>- Types of landscapes and landforms</li> <li>- Types of rocks, soils and minerals</li> <li>- The impact of landforms and landscapes on peoples lives.</li> <li>- Emergency Procedures</li> </ul>	<p><b><u>WORK &amp; PLAY</u></b></p> <p><b><u>Central Idea:</u></b> The things we value are reflected in the way we divide our time between work and play.</p> <p><b><u>Lines of Inquiry:</u></b></p> <ul style="list-style-type: none"> <li>- The nature of work and play</li> <li>- The division of Labour</li> <li>- Job Descriptions</li> <li>- Employment, unemployment, self-employment and subsistence life style.</li> </ul>	<p><b><u>WASTE MATTERS</u></b></p> <p><b><u>Central Idea:</u></b> Waste is a by-product of human lifestyles and impacts on our environment.</p> <p><b><u>Lines of Inquiry:</u></b></p> <ul style="list-style-type: none"> <li>- The nature of waste</li> <li>- Organic and inorganic materials</li> <li>- Methods of waste disposal</li> <li>- Reduce, reuse, recycle</li> <li>- Responsible choices regarding waste and our environment</li> </ul>