

grade	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
K (4-5)	<p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social, and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing</li> </ul>	<p>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul>	<p>An inquiry into the diversity of voice, perspectives and expression through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination and creativity</li> <li>personal, social, and cultural modes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul>	<p>An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles and systems</li> <li>diverse practices, methods and tools</li> <li>discovery, design and innovation: possibilities and impacts</li> </ul>	<p>An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision-making</li> </ul>	<p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> <li>rights, responsibilities and dignity of all</li> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, coexistence and wisdom</li> </ul>
	<p><b>Central idea</b> Everyday I learn about who I am, my responsibilities to myself, my school and my friends.</p> <p><b>Key concepts:</b> reflection, responsibility, function</p> <p><b>Related concepts:</b> , behaviour, justice, rights, communication,data handling, measurement</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Reflecting on who we are</li> <li>Ways in which we take care of ourselves</li> <li>The role of rules we follow at school</li> <li>Ways in which we interact with one another</li> </ul> <p><b>Subject areas:</b> PSPE, Mathematics, Language, ,Social Studies</p>		<p><b>Central idea</b> We communicate and express emotions through Arts.</p> <p><b>Key concepts:</b> function, perspective, causation</p> <p><b>Related concepts:</b> communication, opinion, impact, performance, interpretation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>People experience different emotions</li> <li>Ways in which we communicate and express emotions through Arts</li> <li>Music and visual arts influence our creativity</li> </ul> <p><b>Subject areas:</b> Social Studies, Arts</p>	<p><b>Central idea</b> Weather affects us every day.</p> <p><b>Key concepts:</b> connection, change, function</p> <p><b>Related concepts:</b> cycles, adaptation, pattern, system, measurement</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Ways people act in different weather conditions</li> <li>Natural cycles (weather patterns and seasons) affect the weather</li> <li>Tools we use to observe and measure weather</li> </ul> <p><b>Subject areas:</b> Science, Mathematics</p>		<p><b>Central idea</b> Animals and people interact in different ways in different contexts.</p> <p><b>Key concepts:</b> form, function, responsibility</p> <p><b>Related concepts:</b> similarities, differences, role, behaviour, rights and values, categorization</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Characteristics of different animals</li> <li>The roles animals play in people's lives</li> <li>Our responsibility for the well-being of animals</li> </ul> <p><b>Subject areas:</b> PSPE, Social Studies, Science</p>

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K2 (5-6)	<p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social, and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing</li> </ul>	<p>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul>	<p>An inquiry into the diversity of voice, perspectives and expression through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination and creativity</li> <li>personal, social, and cultural modes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul>	<p>An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles and systems</li> <li>diverse practices, methods and tools</li> <li>discovery, design and innovation: possibilities and impacts</li> </ul>	<p>An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision-making</li> </ul>	<p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> <li>rights, responsibilities and dignity of all</li> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, coexistence and wisdom</li> </ul>
	<p><b>Central idea</b> Family relationships contribute to shaping our identity.</p> <p><b>Key concepts:</b> form, responsibility, perspective</p> <p><b>Related concepts:</b> roles, rights, communication, interdependence</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How we describe families</li> <li>Roles and responsibilities within a family</li> <li>How families influence who we are</li> </ul> <p><b>Subject areas:</b> Social Studies, PSPE</p>	<p><b>Central idea</b> Houses are made to suit people's needs.</p> <p><b>Key concepts:</b> form, function, causation</p> <p><b>Related concepts:</b> settlements, locality, diversity</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different types of houses</li> <li>Materials and processes involved in making a house</li> <li>Factors that determine where people live</li> </ul> <p><b>Subject areas:</b> Social Studies, PSPE</p>	<p><b>Central idea</b> Songs and nursery rhymes influence our development.</p> <p><b>Key concepts:</b> connection, change, function</p> <p><b>Related concepts:</b> similarities, differences, growth, communication</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Songs and rhymes around the world</li> <li>How songs and rhymes help us develop</li> <li>Expressing ourselves through songs and nursery rhymes</li> </ul> <p><b>Subject areas:</b> Language, Arts, PSPE, Social Studies</p>	<p><b>Central idea</b> All living things go through the process of change during their life cycles.</p> <p><b>Key concepts:</b> form, change, connection</p> <p><b>Related concepts:</b> pattern, classification, cycles</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Characteristics of living things</li> <li>Elements of a life cycle</li> <li>Similarities and differences of animals' and plants' life cycles</li> </ul> <p><b>Subject areas:</b> Science, Mathematics</p>	<p><b>Central idea</b> Community helpers play different roles in a society.</p> <p><b>Key concepts:</b> connection, function, responsibility</p> <p><b>Related concepts:</b> community, interdependence, roles, communication</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The ways community workers are connected to people's needs</li> <li>How community helpers interact with one another</li> <li>How we look for help from community workers</li> </ul> <p><b>Subject areas:</b> Social Studies, PSPE</p>	<p><b>Central idea:</b> Plants sustain life on Earth.</p> <p><b>Key concepts:</b> connection, function, responsibility</p> <p><b>Related concepts:</b> preservation, growth, plants, interdependence</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Products we get from plants</li> <li>How plants contribute to life on Earth</li> <li>Caring for plants</li> </ul> <p><b>Subject areas:</b> Science, PSPE, Social Studies</p>

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PO	<p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social, and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing</li> </ul>	<p>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul>	<p>An inquiry into the diversity of voice, perspectives and expression through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination and creativity</li> <li>personal, social, and cultural modes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul>	<p>An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles and systems</li> <li>diverse practices, methods and tools</li> <li>discovery, design and innovation: possibilities and impacts</li> </ul>	<p>An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision-making</li> </ul>	<p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> <li>rights, responsibilities and dignity of all</li> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, coexistence and wisdom</li> </ul>
	<p><b>Central Idea:</b> People create communities where they feel a sense of belonging.</p> <p><b>Key concepts:</b> perspective, connection, function, responsibility</p> <p><b>Related concepts:</b> belonging, community, teamwork, safety, roles, family</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>People belong to different groups</li> <li>How belonging contributes to identity and well-being</li> <li>The roles and responsibilities of community members</li> </ul> <p><b>Subject areas:</b> PSPE, Language, Social Studies</p>	<p><b>Central Idea:</b> The country we live in has its own unique features and heritage.</p> <p><b>Key concepts:</b> change, form, perspective</p> <p><b>Related concepts:</b> heritage, culture, geography, traditions, animals, plants</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How physical features of Poland vary across the country</li> <li>Plants and animals in Poland</li> <li>How people pass on the heritage in a country</li> </ul> <p><b>Subject areas:</b> PSPE, Social Studies, Science</p>	<p><b>Central Idea:</b> Stories convey meaning and engage people’s feelings.</p> <p><b>Key concepts:</b> form, perspective, function</p> <p><b>Related concepts:</b> structure, pattern, expression, emotions, creativity</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What makes a good story</li> <li>Messages stories convey</li> <li>Stories evoke feelings and emotions</li> </ul> <p><b>Subject areas:</b> Arts, Language</p>	<p><b>Central Idea:</b> People apply their understanding of forces to manipulate objects.</p> <p><b>Key Concepts:</b> function, change, causation</p> <p><b>Related Concepts:</b> gravity, magnetism, physical changes, evidence, power, spatial awareness</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Forces and their properties</li> <li>Manipulating with objects using forces</li> <li>The impact of forces on our life</li> </ul> <p><b>Subject areas:</b> Science, Mathematics, PSPE</p>	<p><b>Central Idea:</b> Food products go through many different processes before we eat them.</p> <p><b>Key concepts:</b> form, change, perspective</p> <p><b>Related concepts:</b> classification, processed food, recipes, choice</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Sources of food products</li> <li>Processes food products go through</li> <li>How people select food products</li> </ul> <p><b>Subject areas:</b> Science, Social Studies, Mathematics</p>	<p><b>Central idea:</b> We have the responsibility to take care of our environment.</p> <p><b>Key concepts:</b> causation, function, responsibility</p> <p><b>Related concepts:</b> ecology, pollution, resources, recycling, creativity, choice,</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Limited natural resources</li> <li>How we can reduce waste, reuse and recycle different materials</li> <li>Our personal choices affect the environment</li> </ul> <p><b>Subject areas:</b> Social Studies, Science, Arts</p>

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P1	<p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social, and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing</li> </ul>	<p>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul>	<p>An inquiry into the diversity of voice, perspectives and expression through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination and creativity</li> <li>personal, social, and cultural modes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul>	<p>An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles and systems</li> <li>diverse practices, methods and tools</li> <li>discovery, design and innovation: possibilities and impacts</li> </ul>	<p>An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision-making</li> </ul>	<p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> <li>rights, responsibilities and dignity of all</li> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, coexistence and wisdom</li> </ul>
	<p><b>Central Idea:</b> Taking care of ourselves allows us to be healthy in many different ways.</p> <p><b>Key concepts:</b> form, connection, perspective</p> <p><b>Related concepts:</b> Property, balance, opinion</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What it means to have a balanced lifestyle.</li> <li>Influence of personal choices on our health</li> <li>The way different sources of information help us make choices</li> </ul> <p><b>Subject area:</b> PSPE, Language</p>	<p><b>Central Idea:</b> Exploring the past helps us understand how daily life has changed over time.</p> <p><b>Key concepts:</b> function, change, connection</p> <p><b>Related concepts:</b> history, interconnectedness, similarities and differences, innovation, technological advancements</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How we find out about daily life in the past.</li> <li>Similarities and differences between the lives of people in the past and the present.</li> <li>How making connections between the past and the present helps us imagine the future.</li> </ul> <p><b>Subject area:</b> Social Studies</p>	<p><b>Central Idea:</b> Ideas and feelings can be expressed using the elements of drama.</p> <p><b>Key concepts:</b> form, function, perspective</p> <p><b>Related concepts:</b> structure, communication, interpretation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Drama and its forms</li> <li>The use of elements of drama</li> <li>Ways to express through drama</li> </ul> <p><b>Subject area:</b> Arts, Language</p>	<p><b>Central Idea:</b> People change states of matter for different purposes.</p> <p><b>Key concepts:</b> function, change causation</p> <p><b>Related concepts:</b> properties, transformation, impact</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Properties of materials</li> <li>Changes of matter (reversible and irreversible)</li> <li>Reasons why we change matter</li> </ul> <p><b>Subject area:</b> Science, Mathematics</p>	<p><b>Central Idea:</b> All communities develop rules that help them work.</p> <p><b>Key concepts:</b> function, connection, causation</p> <p><b>Related concepts:</b> role, relationship, consequences</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The purpose of rules</li> <li>The influence rules have on our life</li> <li>Consequences when rules are not followed</li> </ul> <p><b>Subject area:</b> Social Studies, PSPE</p>	<p><b>Central Idea:</b> The decisions people make can affect habitats and inhabitants.</p> <p><b>Key concepts:</b> form, change, responsibility</p> <p><b>Related concepts:</b> Properties, adaptation, impact</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The diversity of habitats and inhabitants</li> <li>Living things and their needs within the habitat</li> <li>Human impact on natural habitats</li> </ul> <p><b>Subject areas:</b> Science, Social Studies</p>

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P2	<p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social, and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing</li> </ul>	<p>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul>	<p>An inquiry into the diversity of voice, perspectives and expression through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination and creativity</li> <li>personal, social, and cultural modes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul>	<p>An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles and systems</li> <li>diverse practices, methods and tools</li> <li>discovery, design and innovation: possibilities and impacts</li> </ul>	<p>An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision-making</li> </ul>	<p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> <li>rights, responsibilities and dignity of all</li> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, coexistence and wisdom</li> </ul>
	<p><b>Central idea</b> Exploring various ways of learning helps individuals understand themselves and others.</p> <p><b>Key concepts:</b> reflection, connection, perspective</p> <p><b>Related concepts:</b> evidence, opinion, behaviour, self-awareness, growth, independence, interdependence</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Diversity of learning resources</li> <li>Similarities and differences between learning styles</li> <li>Conditions for learning</li> </ul> <p><b>Subject area:</b> PSPE, Language</p>	<p><b>Central idea</b> Learning about history helps us understand the relationship between the past and the present.</p> <p><b>Key concepts:</b> form, connection, perspective</p> <p><b>Related concepts:</b> culture, context, process, consequences</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How people find out about the past</li> <li>Significant historical events and their chronological relationship</li> <li>How aspects of the past still influence us today</li> </ul> <p><b>Subject area:</b> Social Studies, PSPE, Mathematics</p>	<p><b>Central idea</b> People discover and express culture through celebrations and traditions.</p> <p><b>Key concepts:</b> form, function, perspective</p> <p><b>Related concepts:</b> culture, values, similarities, differences, beliefs</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What constitutes a culture</li> <li>Significance of customs and traditions</li> <li>Similarities and differences between various celebrations</li> </ul> <p><b>Subject area:</b> Social Studies, Arts, PSPE</p>	<p><b>Central idea</b> Earth is a part of an interconnected system that influences life of people, animals and plants.</p> <p><b>Key concepts:</b> form, change, connection</p> <p><b>Related concepts</b> science, interaction, interdependence, properties, geography</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Earth's position in the Solar System</li> <li>Earth's natural cycles</li> <li>The interconnectedness of inanimate and animate nature</li> </ul> <p><b>Subject area:</b> Science, Mathematics</p>	<p><b>Central idea</b> Cities develop in order to adjust to people's needs.</p> <p><b>Key concepts:</b> perspective, causation, change</p> <p><b>Related concepts:</b> adaptation, transformation, systems, opinion</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Needs of people living in a city</li> <li>Systems in a city that serve people's needs</li> <li>Development of cities over the years</li> </ul> <p><b>Subject area:</b> Social Studies, Mathematics</p>	<p><b>Central idea</b> Reaching resolutions of conflict affects the quality of human life.</p> <p><b>Key concepts:</b> causation, perspective, responsibility</p> <p><b>Related concepts:</b> diversity, human rights, communication, self</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Causes of conflict</li> <li>Strategies used to resolve conflicts</li> <li>Consequences of resolutions</li> </ul> <p><b>Subject area:</b> PSPE, Language, Social Studies</p>

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P3	<p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social, and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing</li> </ul>	<p>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul>	<p>An inquiry into the diversity of voice, perspectives and expression through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination and creativity</li> <li>personal, social, and cultural modes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul>	<p>An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles and systems</li> <li>diverse practices, methods and tools</li> <li>discovery, design and innovation: possibilities and impacts</li> </ul>	<p>An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision-making</li> </ul>	<p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> <li>rights, responsibilities and dignity of all</li> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, coexistence and wisdom</li> </ul>
	<p><b>Central idea</b> Our health depends on the interactions between human body systems.</p> <p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Related concepts:</b> systems, interdependence, initiative, influence, sexuality</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Body systems and how they work</li> <li>How body systems are interdependent</li> <li>The way our lifestyle affects body systems</li> </ul> <p><b>Subject areas:</b> PSPE, Science</p>	<p><b>Central idea</b> Ideas and achievements of ancient civilizations still exist in the modern world.</p> <p><b>Key concepts:</b> form, connection, perspective</p> <p><b>Related concepts:</b> impact, innovation, relationship, progress, civilization</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Characteristics of civilizations and societies</li> <li>The ways in which ancient civilizations influence our culture</li> <li>Implications for the future</li> </ul> <p><b>Subject areas:</b> Mathematics, Social Studies, Arts, Language</p>	<p><b>Central idea</b> Media is a tool which influences our perception of the world.</p> <p><b>Key concepts:</b> change, causation, responsibility</p> <p><b>Related concepts:</b> communication, control, manipulation, impact</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Transformation of media</li> <li>The impact of media on our life</li> <li>Responsible use of media</li> </ul> <p><b>Subject areas:</b> Language, Social Studies, PSPE</p>	<p><b>Central idea</b> We generate and use energy in different ways and it has an impact on the environment.</p> <p><b>Key concepts:</b> function, change, causation</p> <p><b>Related concepts:</b> chemical and physical changes, conservation of energy, forms of energy, transformation of energy, pollution</p> <p>-</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Different types and uses of energy</li> <li>The storage and transformation of energy</li> <li>The impact of energy on the environment and society</li> </ul> <p><b>Subject areas:</b> Social Studies, Science</p>	<p><b>Central idea</b> Societies need various organizations that serve different purposes.</p> <p><b>Key concepts:</b> causation, function, reflection</p> <p><b>Related concepts:</b> cooperation, leadership, communication, roles, teamwork, authority</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Types of local and international organizations and reasons why they were created</li> <li>Structures and function of particular organizations</li> <li>Factors that make an organization successful</li> </ul> <p><b>Subject areas:</b> Social Studies, PSPE, Language</p>	<p><b>Central idea</b> People are provided with various opportunities that impact their lives.</p> <p><b>Key concepts:</b> causation, perspective, responsibility</p> <p><b>Related concepts:</b> access, justice, amenities, diversity, poverty, geographical diversity, discrimination</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Factors that determine access to different opportunities</li> <li>Possible future outcomes of different opportunities</li> <li>Actions taken worldwide to provide equal opportunities</li> </ul> <p><b>Subject areas:</b> Social Studies, PSPE, Science</p>

grade	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
P4	<p>An inquiry into identity as individuals and as part of a collective through:</p> <ul style="list-style-type: none"> <li>physical, emotional, social, and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing</li> </ul>	<p>An inquiry into histories and orientation in place, space and time through:</p> <ul style="list-style-type: none"> <li>periods, events and artefacts</li> <li>communities, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation and transformation</li> </ul>	<p>An inquiry into the diversity of voice, perspectives and expression through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination and creativity</li> <li>personal, social, and cultural modes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul>	<p>An inquiry into understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles and systems</li> <li>diverse practices, methods and tools</li> <li>discovery, design and innovation: possibilities and impacts</li> </ul>	<p>An inquiry into systems, structures and networks through:</p> <ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision-making</li> </ul>	<p>An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> <li>rights, responsibilities and dignity of all</li> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, coexistence and wisdom</li> </ul>
	<p><b>Central idea</b> The study of various belief systems provides new perspectives about self and others.</p> <p><b>Key concepts:</b> form, causation, perspective,</p> <p><b>Related concepts:</b> structure, responsibility, roles, conflict, traditions</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The diversity of beliefs around the world</li> <li>The impact of beliefs on societies and communities.</li> <li>Our beliefs in relation to viewpoints on various issues.</li> </ul> <p><b>Subject Areas:</b> PSPE, Social Studies</p>	<p><b>Central idea</b> Exploration leads to discoveries, new understandings and changes within societies.</p> <p><b>Key concepts:</b> perspective, causation, change</p> <p><b>Related concepts:</b> colonialism, human rights, progress, innovation, scale, position</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Reasons for exploration</li> <li>How exploration has evolved over time</li> <li>The consequences of exploration</li> </ul> <p><b>Subject Areas:</b> Social Studies, Science, Mathematics, Language</p>	<p><b>(Exhibition) Central idea</b> PYP Exhibition is a culminating experience which allows the students to work on, monitor and display all 5 essential elements of the PYP.</p> <p><b>Key concepts:</b> function, causation, responsibility</p> <p><b>Related concepts:</b> student-chosen</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How Exhibition is organised</li> <li>The way Exhibition inquiries influence us and other people</li> <li>The way we are responsible for our learning</li> </ul> <p><b>Subject Areas:</b> Arts, PSPE, Language Music</p>	<p><b>Central idea</b> Understanding of scientific knowledge is constantly evolving and has an impact on people's lives.</p> <p><b>Key concepts:</b> change, function, responsibility,</p> <p><b>Related concept:</b> transformation, technological advances, mechanics</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>How scientific knowledge has changed over time</li> <li>The role of technology in scientific understanding</li> <li>The effects of scientific advances on people and the environment</li> </ul> <p><b>Subject Areas:</b> Science, Social Studies, PSPE</p>	<p><b>Central idea</b> Economic activity relies on systems of production, exchange and consumption of goods and services.</p> <p><b>Key concepts:</b> connection, function, responsibility</p> <p><b>Related concepts:</b> consumption, profit, interdependence, supply and demand, analysis, value</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>The interdependence between supply, demand and price</li> <li>The production and distribution of goods and services</li> <li>Our responsibility as consumers</li> </ul> <p><b>Subject Areas:</b> Social Studies, Mathematics</p>	<p><b>Central idea</b> Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p><b>Key concepts:</b> connection, causation, responsibility</p> <p><b>Related concepts:</b> balance, biodiversity, interdependence</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Interdependence within ecosystems, biomes and environment</li> <li>How human interaction with the environment can affect the balance of systems</li> <li>The consequences of imbalance within ecosystems</li> </ul> <p><b>Subject Areas:</b> Science, Social Studies</p>