



Grade 1 Programme of Inquiry 2020-2021

	How we organize ourselves 我们如何组织自己	Where we are in place and time 我们身处什么时空	Who we are 我们是谁	How the world works 世界如何运作	How we express ourselves 我们如何表达自己	Sharing the planet 共享地球
Transdisciplinary Themes	An inquiry into the interconnectedness of human-made systems and communities; the structure and function or organisations; societal decision-making; economic activities and their impact on humankind and the environment	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 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 the natural world and its laws; the interaction between the natural world (physical and biological) and the human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment	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 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.
Proposed Start Date and End Date	Aug. 7th 2020 - Oct. 23th 2020	Oct. 26th 2020 - Dec. 4th 2020	Dec. 7th 2020 - Jan. 15th 2021	March 1st 2021 - Apr. 9th 2021	Apr. 12th 2021 - May 21st 2021	May 24th 2021 - July 2nd 2021
Central Idea	Communities function more effectively when rules and routines are shared with all members.	Households and residences can show people's identities and their culture.	The choices people make affect their health and well being.	People apply their understanding of forces and energy to invent and create.	People express themselves through telling stories	People can establish practices to sustain and maintain the Earth's resources.
Key Concepts	Causation, Function, Responsibility	Form, Connection, Perspective	Causation, Connection, Responsibility	Form, Function, Causation	Form, Function, Perspective	Change, Connection, Responsibility
Related Concepts	Rules, Routines, Community	Culture, Ownership, Identity	Culture, Ownership, Identity	Energy, Forces, Technology	Communication, Characterisation, Expression	Choices, Resources, Waste
Lines of Inquiry	Various communities that we belong to Purpose of rules Reaching Agreements	What constitutes a home How homes reflect family values How homes reflect local culture	Definition and effect of habit How personal habits affect others Responsibilities that promote balanced lifestyle	Different type and sources of energy Using forces and energy in daily life Need for creating and inventing	How to construct an effective story Feelings and emotions that stories evoke How stories are created and shared	Limited Earth's resources Actions that affect our resources Responsible behaviour in our local and global environment
Learner Profile Focus	Principled, Communicator, Caring	Open-minded, Inquirer, Knowledgeable	Balanced, Thinker, Reflective	Knowledgeable, Risk-taker	Open-minded, Reflective, Communicator	Caring, Reflective, Thinker
Approaches to Learning	Self-Management, Social, Communication	Social, Thinking	Self-Management, Research	Thinking, Research	Communication, Thinking	Research, Social
Subject Focus	Social Studies, Language (Maths integrated)	Social Studies, Language, Arts (Music, Drama , Arts) (Maths integrated)	Science, PSPE, Arts (Music, Drama, Arts), (Maths integrated)	Science	Language, Arts (Maths integrated)	Science, Maths
I-EP - Accurate as of publishing April 2021 – subject to change through the academic year as units of inquiry are reviewed and revised.						



Grade 2 Programme of Inquiry 2020-2021

	How we organize ourselves 我们如何组织自己	Who we are 我们是谁	Sharing the planet 共享地球	How we express ourselves 我们如何表达自己(fifth)	Where we are in place and time 我们身处什么时空 (fourth)	How the world works 世界如何运作(sixth)
Transdisciplinary Themes	An inquiry into the interconnectedness of human-made systems and communities; the structure and function or organisations; societal decision-making; economic activities and their impact on humankind and the environment	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 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.	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 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 natural world and its laws; the interaction between the natural world (physical and biological) and the human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment
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Central Idea	People create organisations to solve problems and support human behaviour and enterprise	How people choose their role models reflects on valued characteristics of themselves and their societies	When interacting with natural habitats humans make choices that have an impact on other living things	Humanity Expresses itself through different artistic languages	Learning about previous generations helps us understand the relationship between the past and the present	Life is dependant on the relationship between the Earth and the Solar System
Key Concepts	Function, Responsibility, Connection	Causation, Perspective	Causation, Responsibility, Change	Function, Perspective, Form	Causation, Change	Form, Connection
Related Concepts	Interdependence, Organisation, Systems	Identities, Peer Pressure, Opinion	Conservation, Development, Environment	Perception, Self-expression	Time, Continuity, Heritage	Rotation, revolution, dependency, Atmosphere
Lines of Inquiry	Purpose of Organisations Strategies for problem solving within an organisation What makes a organisation successful	What determines our beliefs and values How and why role models are chosen Influence of role models on our choices and actions	Balance between rights and responsibilities when interacting with natural environments Human impact on natural habitats How living things respond to changing environmental conditions	Exploration of different means to create art Expression through dance, visual arts, music, and drama Different sources of inspiration	Ways to find out about the past How aspects of the past still influence us today Why some behaviours and practise have changed or remained the same over time	The characteristics of the Solar System Earth's movements What makes Earth unique
Learner Profile Focus	Communicators, Principled	Principled, Reflective	Caring, Thinkers, Reflective	Communicators, Risk-Takers	Inquirers, Open-minded	Balanced, Knowledgeable
Approaches to Learning	Self-Management, Social	Self-Management, Communication	Thinking, Self-Management	Communication, Social	Research, Social	Inquirers, Communicators
Subject Focus	Social Studies, Arts	Social Studies, Arts (Maths integrated)	Science	Arts (Maths integrated)	Social Studies, Arts	Science
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Grade 3 Programme of Inquiry 2020-2021

	Where we are in place and time 我们身处什么时空	How we express ourselves 我们如何表达自己	Who we are 我们是谁	How we organize ourselves 我们如何组织自己	Sharing the planet 共享地球	How the world works 世界如何运作
Transdisciplinary Themes	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 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 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.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and the human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment
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Central Idea	The Earth's physical geography has an impact on human interactions and settlements.	People create or manipulate messages to target specific audiences.	The value learned by a person defined who she/he is and community he/she belongs to.	Marketplaces are dependent on supply of goods and services and the demand for them.	Water is essential for living things to survive.	Changes in the Earth and its atmosphere have impacts on the way people live their lives
Key Concepts	Form, Causation, Connection	Perspective, Causation, Responsibility	Form, Causation, Perspective	Function, Connection, Responsibility	Form, Change, Function	Causation, Change, Connection
Related Concepts	Human environment Interaction, Physical characteristic, Maps	Media, Advertising, Influencing	Cultural diversity, belief, community	Interdependence, Supply and Demand, (Sustainability)	cycles, pollutions, sustainability	Adaption, Weather, Natural Disasters
Lines of Inquiry	<p>The physical features of an area on the Earth's surface.</p> <p>Problems people face due to geographical features.</p> <p>How geography may influence the transportation of goods and people</p>	<p>Different ways people communicate ideas</p> <p>People communicate messages for different purposes</p> <p>Our responsibility in communicating messages</p>	<p>Similarities and differences between cultures</p> <p>How beliefs and values contribute to the formation and actions of communities</p> <p>Human beings behavior may be shaped or affected by a belief system.</p>	<p>The role of supply and demand</p> <p>How to develop goods and services in a more sustainable way</p> <p>The impact of consumer's behaviors to the environment</p>	<p>Facts about water</p> <p>Sources and uses of water</p> <p>What can we do to reduce water pollutions</p>	<p>How human actions impact global weather</p> <p>Human response to the Earth's changing weather conditions</p> <p>What can we do to reduce human impact in the atmosphere</p>
Learner Profile Focus	Open-minded, Inquirers	Communicator, Reflective	Open-minded, Caring, Thinker	Balanced, Thinker	reflective, Principled, Inquirer	Reflective, Knowledgeable, Risk-Taker
Approaches to Learning	Research, Communication	Social, Communication	Thinking, Self-Management	Self-Management, Research	Research, Thinking	Thinking, communication
Subject Focus	Geography	Languages, Arts	Social Studies, Arts	Social Studies, arts	Science	Science
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Grade 4 Programme of Inquiry 2020-2021

	Sharing the planet 共享地球	Where we are in place and time 我们身处什么时空	How we express ourselves 我们如何表达自己	How the world works 世界如何运作	Who we are 我们是谁	How we organize ourselves 我们如何组织自己
Transdisciplinary Themes	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.	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 world (physical and biological) and the human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment	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 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
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Central Idea	Children worldwide encounter a range of challenges, risks, and opportunities	Human migration is a reaction to challenges, risks, and opportunities	Throughout history, people have interacted with each other and communicated using arts	Energy can be changed into different forms and stored in a variety of ways	The effective interactions between human body systems contribute to health and survival	Signs and symbols are part of human-made systems that help us communicate locally and globally
Key Concepts	Form, Perspective Responsibility	Causation, Change, Perspective	Change, Connection, Perspective	Form, Function, Connection	Function, Connection, Responsibility	Form, Connection
Related Concepts	Equality, Rights, Resilience, Health	Population, Settlement, Refugees	Aesthetics, Metaphor	Conservation, Transformation	Systems, Interdependence, Health Homeostasis	Culture, Media, Pattern, Access
Lines of Inquiry	<p>Challenges, risks, and opportunities that children encounter (local and global)</p> <p>How children respond to challenges, risks, and opportunities</p> <p>Ways in which individuals and organisations work to protect children from risk</p>	<p>The reasons why people migrate</p> <p>Migration throughout history</p> <p>Effects of migration on communities, cultures, and individuals</p>	<p>How arts work provide insight and information</p> <p>The role of arts in different cultures, places, and times</p> <p>Development of art forms over time</p>	<p>Forms of energy</p> <p>The storage and transformation of energy</p> <p>Conservation of energy</p>	<p>Body systems and how they work</p> <p>How body systems are interdependent</p> <p>Impact of lifestyle choices on the body</p>	<p>Iconography</p> <p>How visual language facilitates communication</p> <p>Specialised systems of communication</p>
Learner Profile Focus	Caring, Principled	Knowledgeable, Caring, Risk-Takers	Communicators, Open-minded, Knowledgeable	Inquirers, Thinkers, Risk-Takers	Open-minded, Thinkers, Balanced	Reflective, Communicators
Approaches to Learning	Social and Research Skills	Research, Social	Communication, Thinking	Research, Thinking	Research, Self-Management	Communication, Thinking
Subject Focus	Social Studies, Arts, Math	Social Studies, Arts	Arts, Math	Science	Science Arts, Math	Arts
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Grade 5 Programme of Inquiry 2020-2021

	How we express ourselves 我们如何表达自己	Where we are in place and time 我们身处什么时空	How the world works 世界如何运作	Who we are 我们是谁	How we organize ourselves 我们如何组织自己	Sharing the planet 共享地球
Transdisciplinary Themes	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 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 natural world and its laws; the interaction between the natural world (physical and biological) and the human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment	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 the interconnectedness of human-made systems and communities; the structure and function or 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.
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Central Idea	A person's behaviour and how they choose to present themselves project aspects of their identity	Evidence of past civilisations can be used to make connections to present-day societies	Natural materials can undergo changes that may provide challenges and benefits for society and the environment	People go through changes at different stages in their lives and this affects their sense of self.	Developing digital media changes the way in which people connect with each other and how to access information	Biodiversity relies on maintaining the interdependent balance of organisms within systems
Key Concepts	Change, Perspective	Form, Change, Connection	Function, Change, Responsibility	Function, Change	Function, Causation, Connection	Connection, Responsibility, Causation
Related Concepts	Identity, Status, Image, Impression	Continuity, Progress, Difference, Validity	Sustainability, Transformation, Industrialisation	Maturity, Image, Reproduction	Networks, Access, Ethics, Platforms	Balance, Biodiversity, Interdependence
Lines of Inquiry	How appearance and behaviour influence our perception of others The influence of cultural and social norms on how we choose to present ourselves Fashion as a form of expression	Characteristics of civilisations and societies Connections between past and present Implications for the future	Conditions that cause reversible and irreversible changes in materials How societies take advantage of the properties of materials The impact of retrieval, production, and the use of materials on the environment	Physical, social, emotional, and intellectual changes that occur through life Relationships can impact our self-concept Factors that contribute to well-being during adolescence	How new digital media is used or organised Evaluating information Our responsibility in virtual environments	Ways in which ecosystems, biomes, and environments are interdependent How human interaction with the environment can affect the balance of systems The consequences of imbalance within ecosystems
Learner Profile Focus	Communicators, Open-minded, Reflective	Inquirers, Knowledgeable, Reflective	Inquirers, Open-minded, Knowledgeable	Caring, Balanced, Principled	Thinker, Communicators, Principled	Knowledgeable, Risk-Taker, Caring
Approaches to Learning	Self-Management, Social	Thinking, Research	Research, Thinking	Self-Management, Social	Communication, Social	Research, Thinking
Subject Focus	Social Studies, Arts	Social Studies, Arts	Science, Math	Arts (arts and Drama), Science	I.C.T Arts, Math	Science
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Grade 6 Programme of Inquiry 2020-2021

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Transdisciplinary Themes	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 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 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 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 natural world and its laws; the interaction between the natural world (physical and biological) and the human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on 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.
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Central Idea	Creating and responding to art develops understanding of ourselves and the world around us.	People's cultural background has an impact on their beliefs, values, and actions	Consumer responsibility impacts local and global trade	Human exploration leads to discoveries, opportunities, and new understandings	Understanding of scientific knowledge is constantly evolving and has an impact on people's lives	Reaching a resolution during periods of moments of conflicts is influenced by the actions and reactions of all involved
Key Concepts	Function, Perspective, Reflection	Form, Connection, Perspective	Function, Causation, Responsibility	Form, Causation	Change, Connection, Responsibility	Causation, Perspective, Responsibility
Related Concepts	Beliefs, Diversity	Interpretation, Identity, Subjectivity	Demand, Interdependence, Supply	Consequences, Discovery, Geography	Ingenuity, status, image, impression	Peace, Reconciliation, Exploitation, Grief
Lines of Inquiry	<p>How arts can be a reflection of societal values and issues</p> <p>The contexts in which artworks were created</p> <p>Personal preference in appreciation of arts</p>	<p>What constitutes culture</p> <p>How people use different experiences to inform their perspectives</p> <p>The connections between beliefs and values, and the actions in response to them</p>	<p>How trade works</p> <p>Factors that influence trade</p> <p>Our responsibilities as consumers</p>	<p>Why people choose to explore (personal and historical)</p> <p>How explorations have taken place over time</p> <p>The consequences of exploration</p>	<p>What leads to advances in scientific knowledge and understanding</p> <p>The role of technology in scientific understanding</p> <p>The effects of scientific advances on people and the environment</p>	<p>Causes of conflict (local and global)</p> <p>Strategies used to resolve conflicts</p> <p>Consequences of resolutions</p>
Learner Profile Focus	Thinker, Open-minded	Open-minded, Reflective, Inquirers	Thinker, Principled, Reflective	Risk-takers, Inquirers	Knowledgeable, Thinkers	Caring, Communicators
Approaches to Learning	Communication, Research	Communication, Social	Thinking, Research, communication	Research, Thinking	Research, Communication,	Self-Management, Thinking
Subject Focus	Arts	Social Studies	Social Studies	Social Studies	Science	Social Studies

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