

| Who we Are | | | | | | |
|--|---|--|--|---|---|---|
| An inquiry into the nature of the self; beliefs & values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights & responsibilities; what it means to be human. | | | | | | |
| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 | Group 7 |
| Learning about myself helps me connect to those around me in the world. | Many different things make us who we are. | Our choices affect how we feel physically, emotionally, and socially. | Children's rights ensure and protect our wellbeing. | Choices based on our beliefs and values shape our relationships. | The interactions between human body systems contribute to health and survival. | Understanding who we are as individuals and as a community empowers us to grow. |
| Lines of Inquiry: An inquiry into... | | | | | | |
| <ul style="list-style-type: none"> - myself as an individual. - how individuals support each other. - how we are all connected. | <ul style="list-style-type: none"> - things about me that will always be the same. - how the world around me affects me and who I am. - things about me that I can change or choose. | <ul style="list-style-type: none"> - our bodies and emotions. - healthy relationships and friendships. - how our choices can affect ourselves and others. | <ul style="list-style-type: none"> - how our needs connect to wellbeing. - children's rights. - our roles and responsibilities as children. | <ul style="list-style-type: none"> - how diverse people create healthy communities. - things we value in healthy relationships. - how we make choices. | <ul style="list-style-type: none"> - body systems and how they work. - how human body systems are interdependent. - collective and individual responsibility for our health. | <ul style="list-style-type: none"> - changes that occur during adolescence in ourselves and others. - the different ways people feel and respond to adolescence. - respect and empathy towards ourselves and others. |
| Key Concepts | | | | | | |
| Function, Connection, Perspective | Change, Responsibility, Causation | Form, Causation, Connection | Connection, Form, Responsibility | Perspective, Form, Connection | Function, Connection, Responsibility | Change, Perspective, Responsibility |
| Related Concepts | | | | | | |
| Identity, Relationships, Communication | Identity, Appearance, Family, Culture, Traditions, Choices, Actions | Diversity, Choice, Change, Emotions, Health, Relationships, Responsibility, Consequences | Conflict, Justice, Rights, Needs | Beliefs, Values, Relationships, Culture, Traditions, Well-being,, Diversity, Community | Interaction, Processes, Systems, Well-being, Energy, Health | Adolescence, Puberty, Empathy, Consent, Identity Reproduction, Self-image, |
| Learner Profile Attributes | | | | | | |
| Caring , Principled, Communicators | Reflective, Balanced, Open-minded | Reflective, , Balanced | Balanced, Principled | Caring, Open-minded, Principled | Caring, Balanced | Caring, Open-minded |
| Approaches to Learning | | | | | | |
| Social, Communication, Self-management skills | Social , Self-management skills | Self-management, Social skills | Self-Management skills | Self-management, Social Skills | Self-management, Communication, Social skills | Communication, Self-management, Social skills |

Programme of Inquiry 2025/2026 by Transdisciplinary Theme

| How the World Works An inquiry into the natural world and its laws; the interaction between the natural world (physical & 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. | | | | | | |
|--|--|---|---|---|--|---|
| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 | Group 7 |
| We can become explorers and discover the world around us. | People use and change materials to make the things they need | Our observations help us to understand planet Earth. | People apply forces to create an action. | Understanding energy helps us make responsible decisions about its use. | Human curiosity drives desire to understand the Earth and its place in the Universe. | Using scientific methods to understand the properties and changes of matter informs how we use materials in society. |
| Lines of Inquiry: An inquiry into... | | | | | | |
| - wondering and asking questions. - observation and learning. - connections between living things. | - the properties of materials. - how materials can be changed and used for different purposes. - how we use our environment to choose materials for play | - observable changes in the sky. - celestial movements. - how observational tools have shaped lives throughout history. | - how forces work. - how forces help us in our daily lives. - how simple machines make work easier. | - how we use different forms of energy. - how electricity works. - renewable and non-renewable sources of energy. | - the relationship between Earth and celestial bodies in our solar system. - causes of predictable phenomena on Earth. - technological advancements. | - the scientific method. - states of matter and the ways that matter physically and chemically change. - the knowledge of properties of matter decides how we use materials within society. |
| Key Concepts | | | | | | |
| Connection, Causation, Responsibility | Form, Change, Causation | Change, Connection, Perspective | Function, Connection, Causation | Function, Causation, Responsibility | Connection, Causation, Change | Form, Change, Function |
| Related Concepts | | | | | | |
| Cycles, Time, Growth, Change, Form, Function, Environment, Systems | Materials, Physical properties, Observations, Measure, Needs, Investigate, Choice, Play | Patterns, Cycles, Time, Light, Observation, Motion | Forces, Physics, Mechanics, Motion, Cause and Effect, Interaction, Balance | Energy, Renewable, Non-Renewable, Consumption, Production | Forces, Energy, Light, Continuity, Patterns, Innovation, Measurement | Properties, Chemical, Physical, Scientific process, Variables, Reliability |
| Learner Profile Attributes | | | | | | |
| Inquirer, Thinkers | Inquirer, Knowledgeable, Thinkers | Inquirer, Knowledgeable, Thinker | Risk-taker, inquirer | Inquirer, Risk-taker, Reflective | Open-minded, Risk-taker | Balanced, Inquirer, Reflective |
| Approaches to Learning | | | | | | |
| Thinking, Research skills | Thinking, Research Skills | Thinking, Research, Communication Skills | Research Skills | Research, Communication skills | Research, Thinking, Communication skills | Self-management, Research, Thinking skills |

Programme of Inquiry 2025/2026 by Transdisciplinary Theme

| 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 & global perspectives. | | | | | | |
| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 | Group 7 |
| Journeys can lead to change and new experiences. | Group 2 covers 4 transdisciplinary themes | People recognise important events through celebrations and traditions. | Geography and the physical environment may determine how people live. | Geology allows us to understand our Earth's history and how it has shaped our current world. | Innovations of early civilisations shape life today. | Human migration is a response to risks, challenges and opportunities. |
| Lines of Inquiry: An inquiry into... | | | | | | |
| <ul style="list-style-type: none"> - the consistent elements all homes have regardless of environment. - the different types of journeys we experience. - journeys being planned, recorded and reported in many ways. | | <ul style="list-style-type: none"> - what important events are. - how people celebrate important events. - how traditions are connected. | <ul style="list-style-type: none"> - how land has changed through time. - how geographical features impact the way people live. - how people innovate and adapt to their environment. | <ul style="list-style-type: none"> - how fossils tell us about Earth's history and pre-existent life forms. - how Earth has changed over time. - why animals that existed in the past are no longer around today. | <ul style="list-style-type: none"> - how we understand the past. - early civilisations and how they developed. - how the past influences the present. | <ul style="list-style-type: none"> - causes and effects of people migrating. - the connection between historical and modern migrations. - our collective responsibilities as migrants and existing communities. |
| Key Concepts | | | | | | |
| Perspective, Function, Form | | Form, Perspective, Connection | Change, Responsibility, Function | Connection, Change, Causation | Perspective, Connection, Causation | Causation, Connection, Responsibility |
| Related Concepts | | | | | | |
| Adaptation, Difference, Experience, Movement, Causation, Change | | Tradition, History, Time, Culture, Family | Geography, Landscape, History, Change, Erosion, Development | Chronology, Time, History, Geology, Extinction, Adaptation, Evidence | History, Evidence, Resources, Legacy, Innovations, Chronology, Time, Civilisations | Migration, Patterns, Push and Pull factors, Culture, Geography |
| Learner Profile Attributes | | | | | | |
| Communicator, Knowledgeable | | Inquirer, Communicator | Thinkers, Knowledgeable | Thinker, Knowledgeable | Risk-taker, Reflective | Caring, Inquirer |
| Approaches to Learning | | | | | | |
| Self-Management, Thinking, Communication skills | | Social, Thinking, Communication skills | Thinking Skills | Thinking, Research skills | Research, Communication skills | Communication, Social skills |

Programme of Inquiry 2025/2026 by Transdisciplinary Theme

| How we Organise Ourselves 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. | | | | | | |
|--|---|---|--|---|---|---|
| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 | Group 7 |
| Group 1 covers 4 transdisciplinary themes. | We all belong to communities. | Community services work together to support and improve the well-being of everyone. | Countries produce and trade goods to meet the demands of local and global communities. | Using materials in innovative ways can create sustainable communities | Adapting to different systems and ideas allow societies to function. | Economic activities are linked to labour, environmental and social systems. |
| Lines of Inquiry: An inquiry into... | | | | | | |
| | - how communities organise themselves and connect. - making agreements. - how we are responsible for our community. | - roles and functions of community services. - how community services connect and support each other. - local vs global responsibility and participation in community services. | - the production process of different goods. - how local and global demands are influenced. - systems that communities use to acquire and distribute products. | - how nature inspires our use of materials (biomimicry). - sourcing and using materials responsibly. - how people build and maintain sustainable communities. | - societal solutions in a community. - the qualities of good governance and leadership. - the effects of people's choices on society. | - economic models and types of economic activities within them. - how the production of goods and services have a cost. - responsibilities of people involved in economic activity. |
| Key Concepts | | | | | | |
| | Function, Causation, Responsibility | Function, Connection, Responsibility | Function, Causation, Form | Responsibility, Form, Connection | Function, Responsibility, Form | Form, Function, Responsibility |
| Related Concepts | | | | | | |
| | Agreements, Community, Belonging, Organisation, Connection, Safety, Roles, Members, Responsibility | Cooperation, Community, Organisation, Citizenship, Belonging, Teamwork, Interdependence, Services | Chemical and Physical Changes, Distribution, Geography, Trade, Resources, Production | Biomimicry, Sources, Sustainability, Recycling, Community, Infrastructure, Innovation | Power, Adaptation, Perspective, Governance, Structure, Organisation, Voice, Democracy | Supply and demand, Resources, Systems, Equity, Production, Consumption |
| Learner Profile Attributes | | | | | | |
| | Principled, Communicators, Caring | Caring, Principled | Communicator, Open-minded | Open-minded, Balanced, Caring | Principled, Knowledgeable | Principled, Risk-taker |
| Approaches to Learning | | | | | | |
| | Social skills, Self-management, Communication skills | Communication skills | Communication skills | Thinking, Self management skills | Thinking, Communication, Social skills. | Self-management, Research skills |

| Sharing the planet | | | | | | |
|--|---|--|---|---|--|---|
| 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. | | | | | | |
| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 | Group 7 |
| Group 1 covers 4 transdisciplinary themes. | Group 2 covers 4 transdisciplinary themes | Learning about living things in our local environment helps us to connect with nature. | Understanding nature encourages people to live in harmony with their environment. | The interactions on planet Earth shape our ecosystems. | Strong connections with nature cultivate empowered change agents. | PYP Exhibition Student created central ideas. |
| Lines of Inquiry: An inquiry into. | | | | | | |
| | | <ul style="list-style-type: none"> - living things and their life cycles. - how living things adapt to their environment. - human connection with nature. | <ul style="list-style-type: none"> - communities that live in harmony with nature. - understanding changes in nature. - using our understanding to inform decisions. | <ul style="list-style-type: none"> - collaboration between plants, animals and living organisms in nature. - natural events in the environment and how living organisms adapt to these changes. -human action that restores balance to ecosystems. | <ul style="list-style-type: none"> - inspirational communities in the world. - individual agency. - how to be an 'Earth Protector'. | Student created lines of inquiry |
| Key Concepts | | | | | | |
| | | Function, Change, Responsibility | Perspective, Change, Causation | Function, Change, Responsibility | Perspective, Responsibility, Change | Student chosen |
| Related Concepts | | | | | | |
| | | Interdependence, Transformation, Sustainability, Environments, Survival, Life cycles, Nature | Senses, Observation, Patterns, Prediction, Community, Connection, Nature, Sustainability | Biodiversity, Conservation, Ecosystems, Habitat, Living things, Balance | Sustainability, Interdependence, Stewardship, Conservation, Agency, UN Global Goals | Student chosen |
| Learner Profile Attributes | | | | | | |
| | | Open-minded, Risk-Taker | Caring , Reflective | Balanced, Principled, Inquirer | Thinker, Principled | Student chosen |
| Approaches to Learning | | | | | | |
| | | Thinking, Research Skills | Social Skills | Research, Thinking skills | Research, Thinking skills | Student chosen |

| How we express ourselves 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. | | | | | | |
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| Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 | Group 7 |
| Play allows for creative expression. | Artists investigate light, colour and sound. | People express and share stories through The Arts | The Arts can evoke emotion in an audience. | Drama is a way to express creativity. | Artists make choices to convey meaning. | Reflecting on learning provokes feelings and inspires creative expression. |
| Lines of Inquiry: An inquiry into... | | | | | | |
| - how creative play makes people feel. - the exploration of art in a variety of forms. - how cultures can be expressed through traditions and holidays. | - how artists explore the use of light. - experimenting with colour. - sound as an art form. | - the different forms of storytelling. - ways to tell stories. - how stories help us to connect to others. | - exploring expressive elements. - understanding different artistic perspectives. - creating emotional connections. | - dramatic forms and their elements. - inspirations for dramatic performances. - creative processes that lead to performances. | - culture as inspiration. - art as activism. - the beauty within the natural world. | - the different forms of creative expression. - the connection between learning, reflection and creative expression. - how different creative expressions reflect different perspectives. |
| Key Concepts | | | | | | |
| Perspective, Form, Function | Perspective, Causation, Connection | Form, Function, Connection | Perspective, Causation, Connection | Form, Function, Perspective, Causation | Perspective, Form, Change | Form, Connection, Perspective |
| Related Concepts | | | | | | |
| Emotion, Creativity, Expression, Tradition | Artists, Choice, Light, Darkness, Colour, Experimentation, Process, Sound, Expression, Feelings | Creativity, Imagination, Expression, Communication, Culture | Interpretation, Expression, Emotion, Beauty, Narrative | Expression, Interpretation, Imagination, Communication, Technique, Inspiration | Perception, Expression, Symbolism, Culture, Activism, Aesthetics | Digital literacy, Persuasion, Values, Reflection, Communication |
| Learner Profile Attributes | | | | | | |
| Reflective, Balanced, Risk taker, Open minded, Communicator | Risk-takers, Open-minded, Communicators | Open Minded, Communicator, Risk-taker | Open-minded, Communicator | Communicator, Risk-taker, Reflective | Reflective, Communicator | Reflective, Communicator, Knowledgeable |
| Approaches to Learning | | | | | | |
| Communication, Social. Self-management, Research skills | Communication, Thinking skills | Self-Management, Social Skills | Social, Communication Skills | Social, Communication skills | Self-management, Thinking skills | Communication, Social Skills |

Programme of Inquiry 2025/2026 by Transdisciplinary Theme

| | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June | July | Notes |
|---------|---------|-----|---------|-----|---------|-----|---------|-------|------------|------|------|---------------------------------------|
| Group 1 | WWA | | | | WWAIPAT | | | HTWW | | | | HWEO year long |
| Group 2 | HWO | | | WWA | | | HTWW | | | HWEO | | |
| Group 3 | WWA | | WWAIPAT | | HWO | | HTWW | | STP | | | HWEO January till the end of the year |
| Group 4 | WWA | | WWAIPAT | | HTWW | | HWEO | HWO | | STP | | |
| Group 5 | WWA | | WWAIPAT | | HTWW | | HWO | HWEO | | STP | | |
| Group 6 | WWAIPAT | | HWO | | | WWA | | HTWW | | STP | | HWEO year long |
| Group 7 | HTWW | | WWA | | HWO | | WWAIPAT | | EXHIBITION | | | HWEO year long |

WWA - Who we are
HWO - How we organise ourselves
HWEO - How we express ourselves
HTWW - How the world works
WWAIPAT - Where we are in place and time
STP - Sharing the planet