







Primary School Programme of Inquiry 2022-2023

Pathways World School



The Programme of Inquiry is a curriculum framework that facilitates inquiry into local and global issues and opportunities by the learners through the six Transdisciplinary Themes:

-  Who we are
-  Where we are in place and time
-  How the world works
-  How we express ourselves
-  How we organise ourselves
-  Sharing the planet

The curriculum framework allows in depth understanding of skills and concepts, and creates opportunities for the learners to take mindful, authentic and responsible action as an outcome of their learning.

Nursery



Evyaan Pal, Nursery



About Me

3 GOOD HEALTH
AND WELL-BEING



Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, cultures; rights and responsibilities; what it means to be human.

Lines of inquiry:

Our physical characteristics and abilities

How we are growing and changing

Our responsibility towards our well-being

Year - Long Unit



Central idea

Awareness of our characteristics and abilities can support our learning and development.

Concepts and Related concepts:

Form (Structure, Similarities, Differences)

Change (Growth, Transformation)

Responsibility (Initiative)

ATLs:

Thinking Skills (Critical Thinking, Creative Thinking, Reflection)

Self-Management Skills (States of mind)

Social Skills (Interpersonal relationships, Social and Emotional intelligence)

Subject Focus:

Science, Mathematics, PSPE

Attributes:

Thinker, Principled, Open-minded, Caring



Signs and Symbols

11 SUSTAINABLE CITIES AND COMMUNITIES



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.

Lines of inquiry:

Signs and symbols

How signs and symbols are used locally and globally

Creating signs and symbols to communicate ideas and information



Central idea

People can use a variety of signs and symbols to communicate ideas and information

Key concepts and Related concepts:

Form (Structure, Patterns)

Function (Role, Communication)

Perspective (Opinions, Interpretations)

ATLs:

Communication Skills
(Symbolic exploration and Expression, Exchanging information)

Research Skills (Information Literacy)

Thinking Skills (Reflection, Creative thinking)

Subject Focus:

Language, Social Studies, Arts

Attributes:

Communicator
Inquirer
Risk-taker



Natural Cycles

13 CLIMATE ACTION



How the world works

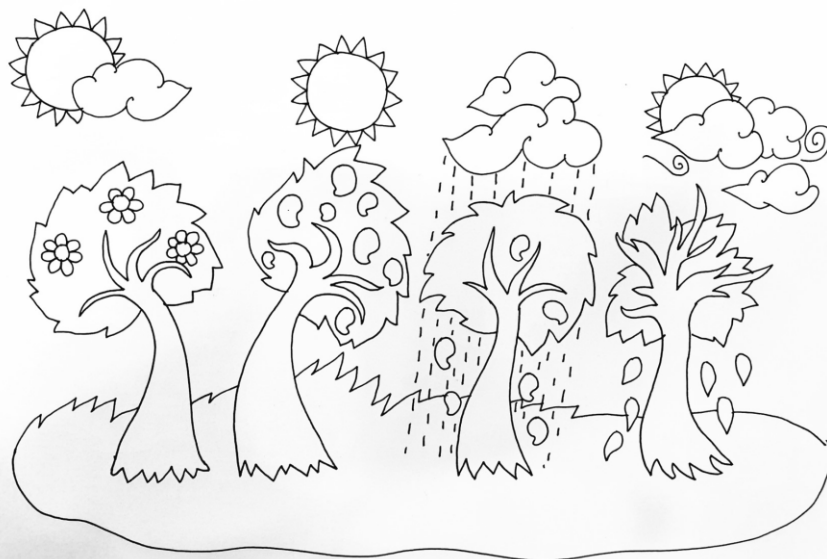
An inquiry into the natural world & its laws; the interaction between the natural world (physical & biological) & human societies; how humans use their understanding of scientific principles; the impact of scientific & technological advances on society & on the environment.

Lines of inquiry:

Earth's natural cycles

Actions living beings take in response to Earth's natural cycles

Ways to keep ourselves healthy and safe



Central idea

Earth's natural cycles can influence the activities of living things

Key concepts and Related concepts:

Change (Adaptation, Cycles, Sequences, Transformation)

Causation (Consequences, Impact)

Responsibility (Initiative)

ATLs:

Research Skills (Information Literacy)

Social Skills (Interpersonal relationships, Social and Emotional intelligence)

Thinking Skills (Critical Thinking, Reflection)

Subject Focus:

Science ,Social Studies
Mathematics

Attributes:

Inquirer, Knowledgeable,
Balanced



Transportation

**11 SUSTAINABLE CITIES
AND COMMUNITIES**



How we organize ourselves

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.

Lines of inquiry:

Kinds of transportation people use

Role of different kinds of transportation

How transportation connects communities

Central idea

Transportation can connect communities near and far.

Concepts and Related concepts:

Form (structure, similarities, differences)

Function (role, patterns)

Connection (systems, networks)

ATLs:

Thinking Skills (Critical Thinking, Reflection)
Communication Skills (Symbolic exploration and expression, Exchanging information)

Subject Focus:

Social Studies
Mathematics, PSPE

Attributes:

Thinker, Reflective
Communicator

Kindergarten





Relationships

3 GOOD HEALTH AND WELL-BEING



Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, cultures; rights and responsibilities; what it means to be human.

Lines of inquiry :

How we develop relationships

Roles and behaviors within relationships

How relationships affect us



Central idea

People's relationships with each other can have an impact on their well-being.

Concepts and Related concepts:

Perspective (Opinion, Beliefs)

Function (Role)

Causation (Impact)

ATLs:

Social Skills (Interpersonal relationships, Social and Emotional intelligence)

Self-management Skills (States of mind, Organisation)

Reflection and Metacognition

Subject Focus:

Social studies, PSPE

Attributes:

Open-minded
Balanced
Reflective



Celebrations

10 REDUCED INEQUALITIES



How we express ourselves

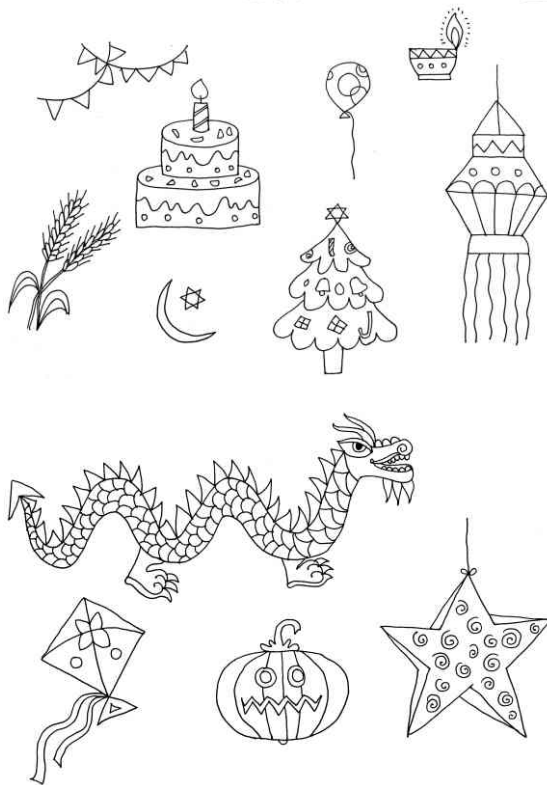
An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

Lines of inquiry:

Different kinds of celebrations

Reasons for celebrations

Unique ways of celebrations



Central idea

Every culture has its own reasons for and ways of celebrations.

Key concepts and Related concepts:

Form (Similarities, Differences)

Causation (Influence)

Perspective (Beliefs)

ATLs:

Research Skills
Information Literacy (Data gathering and Documenting)

Social Skills
(Interpersonal relationships, Social)

Communication Skills
(exchanging information)

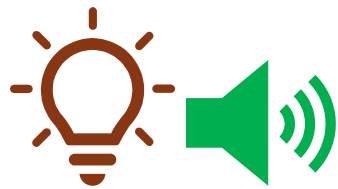
Reflection and Metacognition

Subject Focus:

Social studies, Mathematics
PSPE, Arts

Attributes:

Knowledgeable
Open-minded
Communicator



Light & Sound

7 AFFORDABLE AND CLEAN ENERGY



How the world works

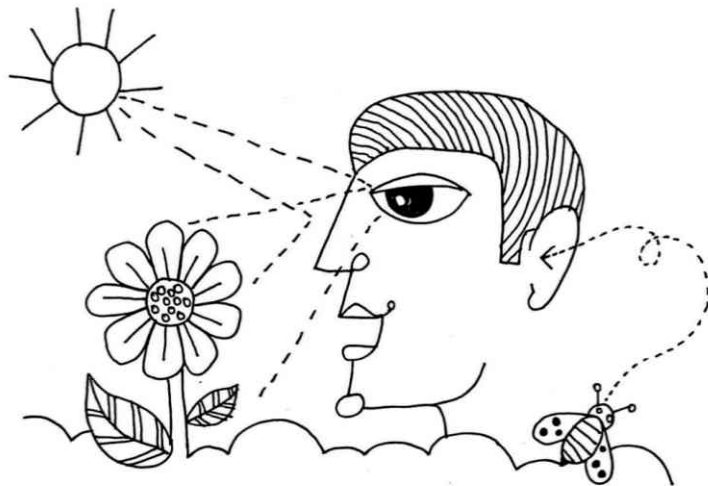
An inquiry into the natural world & its laws; the interaction between the natural world (physical & biological) & human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Lines of inquiry:

Sources and properties of light and sound

Role of light and sound in our lives

Light and sound can be manipulated to suit our needs



Central idea:

Light and sound can help us to experience the world.

Key concepts and Related concepts:

Form (Structure, Properties)

Function (Role)

Change (Transformation)

ATLs:

Thinking Skills – Critical thinking

Research Skills - Information Literacy

Reflection & Metacognition

Subject Focus:

Science, Social Studies, PSPE

Attributes:

Thinker
Risk-taker
Inquirer



Plants



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.

Lines of inquiry:

Kinds of plants and their structure

How do plants support life on Earth

Ways to conserve plant life



Central idea:

Conservation of plants can impact the well-being of living beings.

Key concepts and Related concepts:

Form (Structure)

Connection
(Interdependence)

Responsibility (Initiative)

ATLs:

Research Skills -
Information Literacy

Thinking Skills (Critical
thinking)

Reflection & Metacognition

Social skills (Interpersonal
relationships, Social)

Subject Focus:

Science, Mathematics
Social Studies

Attributes:

Inquirer
Principled
Caring

PYP 1





Health

3 GOOD HEALTH
AND WELL-BEING



Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, cultures; rights and responsibilities; what it means to be human.

Lines of inquiry:

Role of daily habits and routines

Factors that contribute to health

Choices we can make to keep ourselves healthy

Central idea

Making balanced choices about daily routines can promote a healthy lifestyle.

Concepts and Related concepts :

Function (Behavior and Pattern)

Causation (Well-being)

Responsibility (Self-awareness)

ATLs:

Self-management Skills
(Organisation ,States of mind)

Research Skills
(Information-literacy)

Thinking skills (Reflection
and Metacognition)

Subject Focus:

Science, Mathematics
PSPE

Attributes:

Balanced
Knowledgeable
Principled



Stories

4 QUALITY
EDUCATION



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.

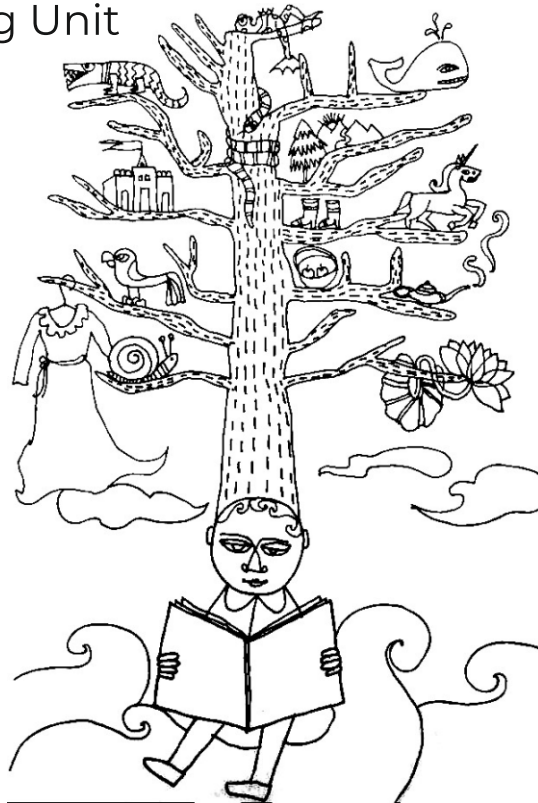
Lines of inquiry:

Elements of a story

Purpose of stories

Ways in which stories can be created and narrated

Year - Long Unit



Central idea:

Stories can be created and expressed in a variety of ways.

Key concepts and Related concepts:

Form (Structure)

Function(Role)

Perspective (Opinion, Viewpoints)

ATLs:

Thinking skills (Creative Thinking, Reflection and Metacognition)

Social Skills(Interpersonal relationships)

Communication Skills: (literacy) (Exchanging-information, Symbolic exploration, and expression)

Subject Focus:

Language, Social Studies
Arts

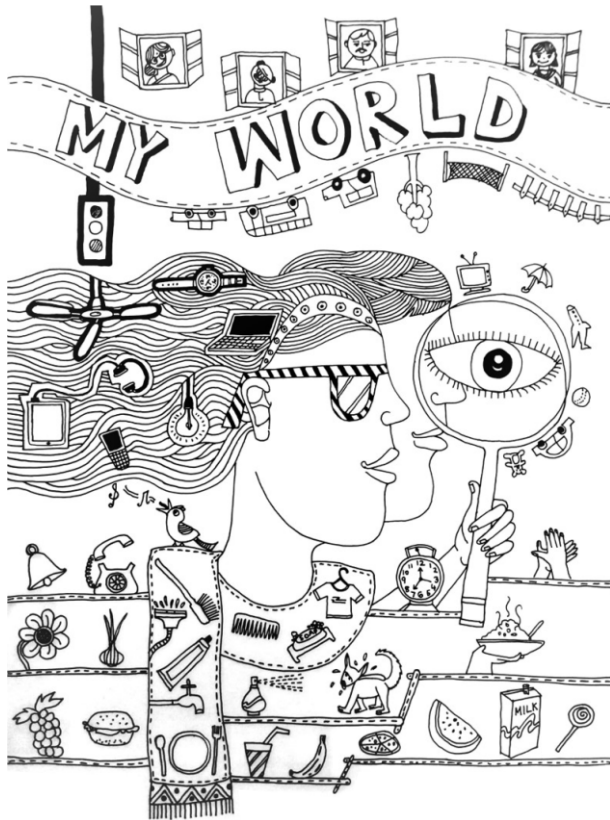
Attributes:

Thinker
Open-minded
Communicator



An inquiry into the natural world & its laws; the interaction between the natural world (physical & biological) & human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

How materials can be manipulated to suit our needs



Materials can be manipulated to suit our needs.

Change (Transformation)

Inquirer
Knowledgeable
Risk - Taker



Cities

11 SUSTAINABLE CITIES AND COMMUNITIES



How we organize ourselves

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.

Lines of inquiry:

Services, systems and goods in a city

Interconnectedness between goods, services and systems within a city

Our responsibility towards our city



Central idea

Interconnectedness of services, systems and goods in cities can help to meet the needs of urban communities.

Concepts and Related concepts:

Form (Structure)

Connection (Interdependence)

Responsibility (Initiative)

ATLs:

Research (Information-literacy skills)

Thinking (critical thinking, Reflection & Metacognition)

Social Skills (Interpersonal Relationship)

Subject Focus:

Social Studies , PSPE

Attributes:

Inquirer

Knowledgeable

Principled



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.

Lines of inquiry:

Different kinds of natural habitats

Reasons threatening animal survival

Our role in protecting animals



Central idea:

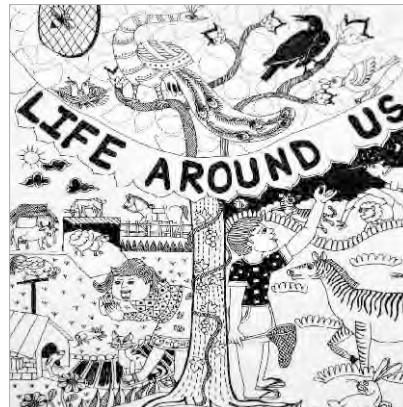
Human activities can have an impact on animal survival.

Key concepts and Related concepts:

Form (Properties)

Causation (Impact)

Responsibility (Initiative)



ATLs:

Research (Information-literacy skills)

Thinking (Critical thinking, Reflection and Metacognition)

Social Skills (Interpersonal relationships)

Subject Focus:

Science, Social Studies, PSPE

Attributes:

Inquirer

Caring

Reflective

PYP 2





Human Body

3 GOOD HEALTH AND WELL-BEING



Who we are

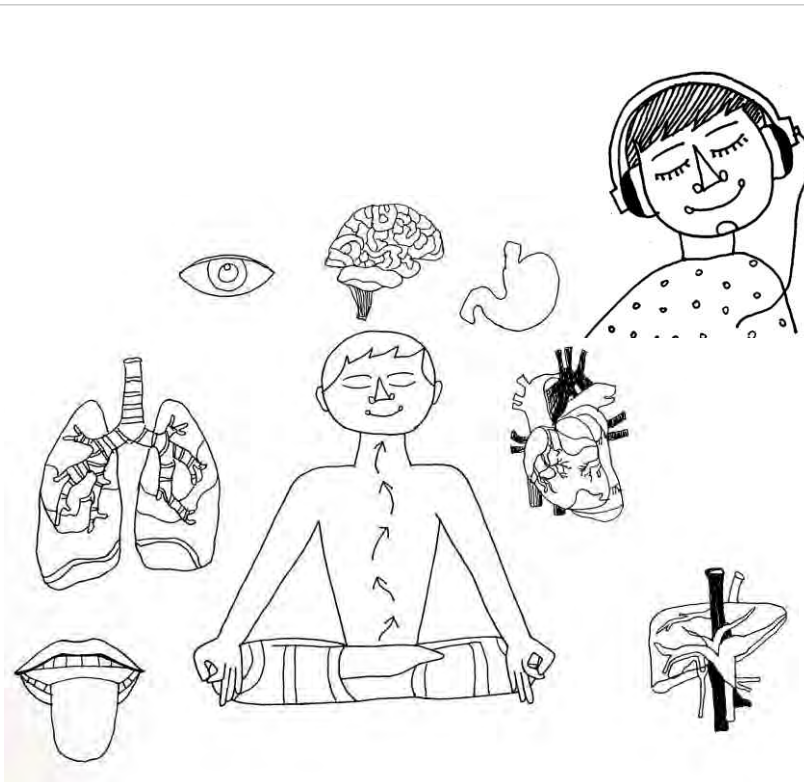
An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, cultures; rights and responsibilities; what it means to be human.

Lines of inquiry:

Our body systems

Functions of our body systems

Ways in which we can contribute to our well-being



Central idea

The functioning of our body systems can contribute to our well-being.

Concepts and Related concepts:

Form (Properties, Structure, Similarities, Differences)

Function (Role)

Responsibility (Initiative)

ATLs:

Research (Information literacy)

Self-management (States of mind)

Reflection and metacognition

Subject Focus:

Science, Mathematics, PSPE

Attributes:

Inquirer
Balanced



Migration

10 REDUCED INEQUALITIES



Where we are in place & time

An inquiry into and 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.

Lines of inquiry:

What migration is

Reasons for migration

What we can experience and learn through migrations

Central idea

Human migration is a response to challenges and opportunities.

Concepts and Related concepts:

Form (pattern, similarities, differences)

Causation (consequences)

Perspective (subjectivity, opinion)

ATLs:

Thinking (Transfer Skills)

Reflection and metacognition

Social Skills: (Developing positive interpersonal relationships and collaboration skills)

Subject Focus:

Social Studies, PSPE

Attributes:

Thinker

Risk-taker

Open-minded



Art Speaks

4 QUALITY
EDUCATION



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.

Lines of inquiry:

Different forms of art

Expressions through the arts

Interpretations and appreciation of works of art

Year - Long Unit



Central idea:

We can express ourselves in a variety of ways through the Arts.

Key concepts and Related concepts:

Form (properties, similarities, differences)

Connection (relationships)

Perspective (Subjectivity opinion)

ATLs:

Thinking Skills (Creative Thinking)

Communication Skills: (Exchanging information skills)

Reflection and metacognition

Subject Focus:

Social Studies, Arts , Language

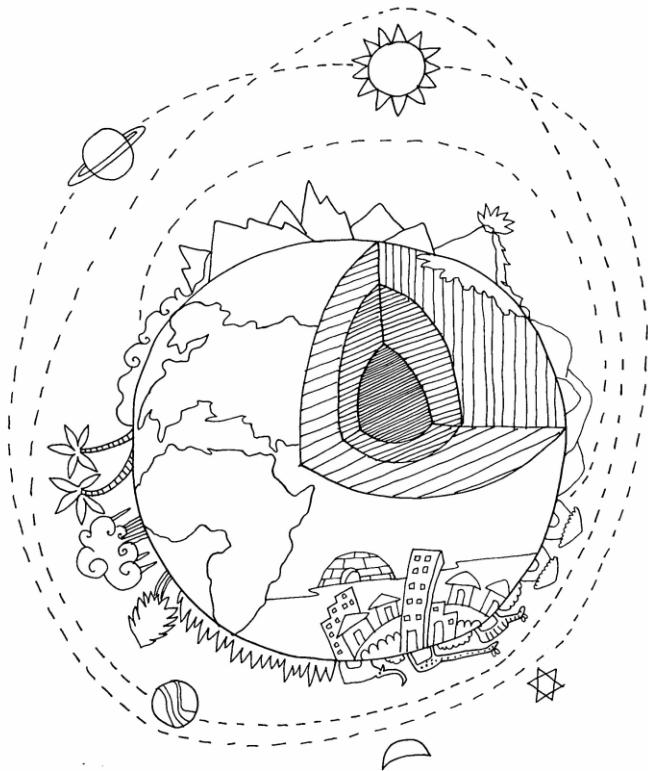
Attributes:

Thinker
Communicator
Reflective



Earth

13 CLIMATE ACTION



How the world works

An inquiry into the natural world & 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.

Lines of inquiry:

Origin of the Earth and its physical features

How the Earth continues to change

Our preparedness towards these changes

Central idea:

Planet Earth has evolved over time and continues to change.

Key concepts and Related concepts:

Form (Properties, Structure)

Change (Transformation)

Responsibility (Initiative)

ATLs:

Thinking (Critical thinking)

Research (Information literacy)

Reflection and metacognition

Subject Focus:

Science, Social Studies
Mathematics

Attributes:

Knowledgeable
Inquirer



Communities

11 SUSTAINABLE CITIES AND COMMUNITIES



How we organize ourselves

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.

Lines of inquiry:

Kinds of communities

Interconnectedness of the human made systems and communities

Our responsibility within a community

Central idea

People within a community share responsibilities towards a common purpose.

Concepts and Related concepts:

Form (Role, Structure)

Connection (Systems, Interdependence)

Responsibility (Values, Initiatives)

ATLs:

Thinking (Critical-thinking skills)

Social (Interpersonal relationships, social and emotional intelligence)

Reflection and metacognition

Subject Focus:

Social Studies, Visual Arts, PSPE

Attributes:

Knowledgeable
Principled
Reflective



Waste

12 RESPONSIBLE
CONSUMPTION
AND PRODUCTION



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.

Lines of inquiry:

What waste is

Effects of waste on our environment

Our responsibility towards managing waste



Central idea:

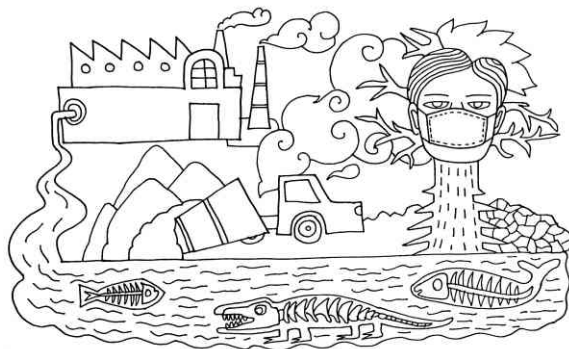
Human activities create waste which can affect our environment.

Key concepts and Related concepts:

Form (Properties)

Causation (Impact, Consequences)

Responsibility (Initiative)



ATLs:

Research (Information literacy)

Thinking (Information transfer)

Reflection and metacognition

Subject Focus:

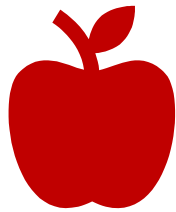
Science, Social Studies, Visual Arts

Attributes:

Thinker
Reflective
Caring

PYP 3





Nutrition

3 GOOD HEALTH AND WELL-BEING



Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, cultures; rights and responsibilities; what it means to be human.

Lines of inquiry:

What nutrition is

Impact of food choices on health

Our responsibility towards well-being

Central idea

Responsible food choices can impact our health.

Concepts and Related concepts:

Form (Similarities, Differences)

Causation (Justification)

Responsibility (Initiative)

ATLs:

Research Skills (Information Literacy)

Research Skills (Information literacy)

Reflection and Metacognition

Subject Focus:

Mathematics, PSPE
Science

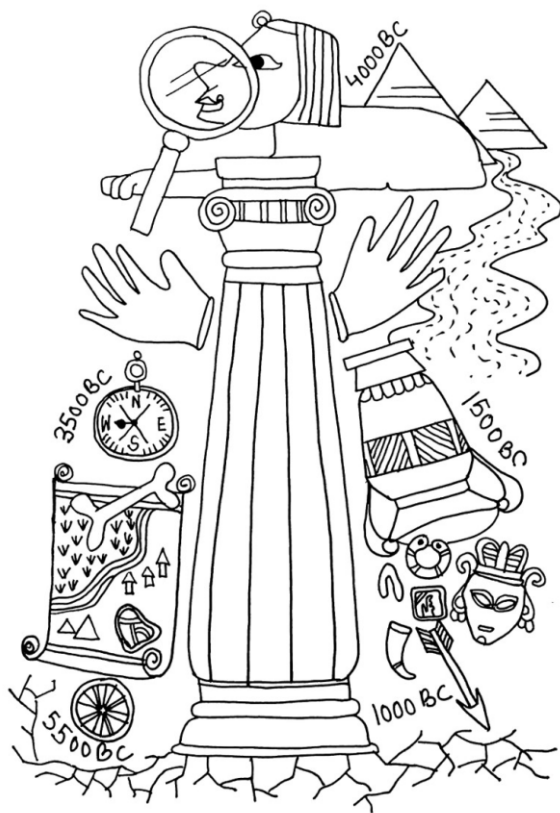
Attributes:

Inquirer
Reflective
Balanced



Civilizations

11 SUSTAINABLE CITIES AND COMMUNITIES



Where we are in place & time

An inquiry into and 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 & civilizations, from local & global perspectives.

Lines of inquiry:

Role of archaeology in discoveries

How civilizations emerged and developed

How our lives are being influenced by past civilizations

Central idea

Learning from past civilisations can influence our lives.

Concepts and Related concepts:

Function (Role)

Change (Transformation)

Causation (Influence)

ATLs:

Research Skills
(Information-literacy)

Thinking Skills (Information Transfer)

Reflection and Metacognition

Subject Focus:

Social Studies, Art
Mathematics

Attributes:

Thinker
Inquirer
Communicator



Narratives

4 QUALITY EDUCATION



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.

Lines of inquiry:

Different genres of narratives

Influence of culture on stories

Connection between narratives and culture

Year - Long Unit



Central idea:

Narratives can have a cultural context and influence the Arts.

Key concepts and Related concepts:

Form (Structure)

Perspective (Opinion, Expression)

Connection (Relationships)

ATLs:

Communication Skills
(Literacy)

Thinking Skills (Creative thinking)

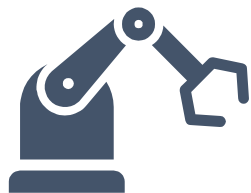
Reflection and Metacognition

Subject Focus:

Social Studies, Arts ,
Language

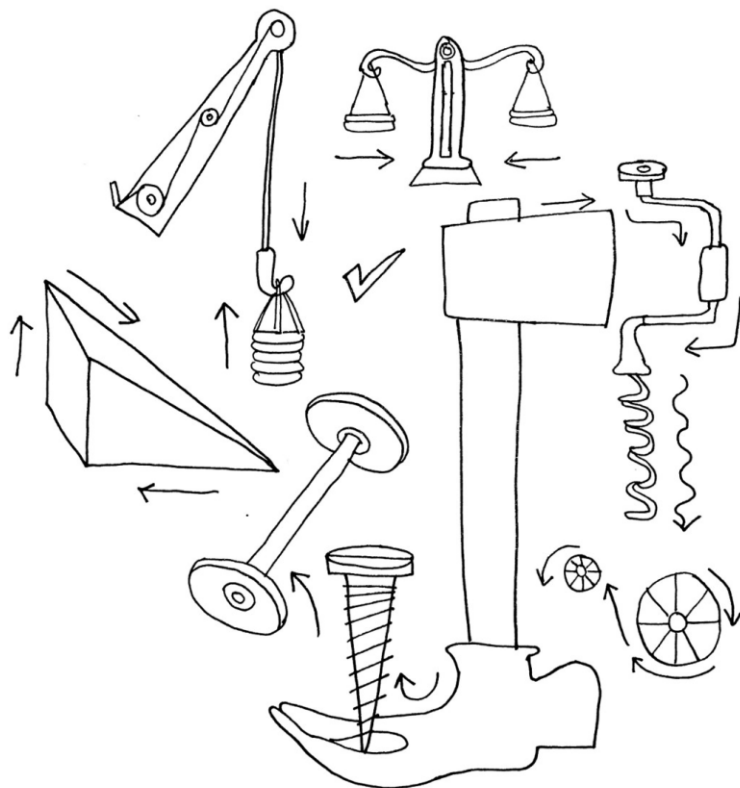
Attributes:

Communicator
Open-minded
Reflective



Simple Machines

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



How the world works

An inquiry into the natural world & its laws; the interaction between the natural world (physical & biological) & human societies; how humans use their understanding of scientific principles; the impact of scientific & technological advances on society & on the environment.

Lines of inquiry:

Types of forces

How simple machines work

Machines around us

Central idea:

Understanding forces can help humans to design effective machines.

Key concepts and Related concepts:

Form (Properties, Structure)

Function (Role)

Connection (Relationships)

ATLs:

Thinking Skills (Critical thinking)

Research Skills (Information Literacy)

Reflection and Metacognition

Subject Focus:

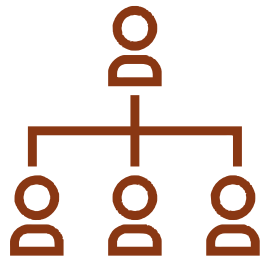
Science, Mathematics

Attributes:

Inquirer

Thinker

Risk-taker



Organisations



How we organize ourselves

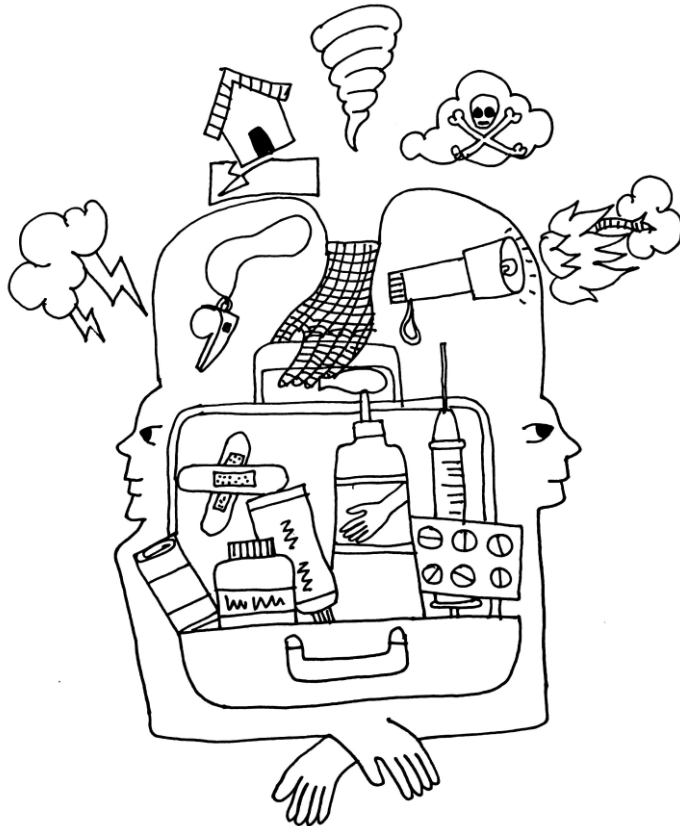
An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations, societal decision-making economic activities and their impact on humankind and the environment.

Lines of inquiry:

Global needs and challenges.

How organisations prepare for and respond to global needs and challenges

Our preparedness to deal with these challenges



Central idea:

People create organisations to prepare for and respond to global needs and challenges.

Concepts and Related concepts:

Form (Structure)

Function (Role, Systems)

Responsibility (Initiatives)

ATLs:

Social Skills (Interpersonal relationships)

Thinking Skills (Critical Thinking)

Self- -management Skills (Organisation)

Reflection & Metacognition

Subject Focus:

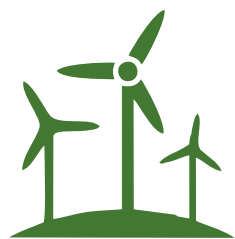
Social Studies, PSPE

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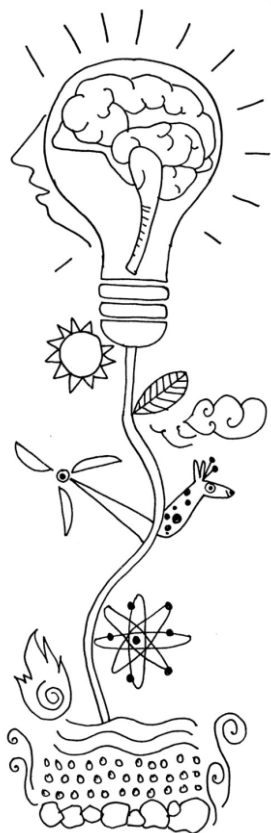
Knowledgeable

Principled

Balanced



Finite Resources



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



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.

Lines of inquiry:

Kinds of resources

Causes of depletion of finite resources

Personal choices can help sustain the environment

13 CLIMATE ACTION



Central idea:

People can make choices to support sustainability of Earth resources.

Key concepts and Related concepts:

Form (Properties, Similarities, Differences)

Causation (Consequences, Impact)

Responsibility (Citizenship, Initiative)

ATLs:

Research Skills
(Information-literacy)

Communication Skills
(Exchanging-information)

Reflection and
Metacognition

Subject Focus:

Science, Social Studies,
Mathematics

Attributes:

Caring
Reflective
Principled

PYP 4





Children



Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, cultures; rights and responsibilities; what it means to be human.

Lines of inquiry:

Challenges and risks that children face worldwide

Causes and effects of these challenges and risks

Opportunities to support well-being



Central idea:

Awareness of challenges and risks faced by children can promote one's own and others well-being.

Concepts and Related concepts:

Form: (Similarities and Differences)

Causation: (Consequences and Impact)

Responsibility (Rights, Values and Initiative)



ATLs:

Research skills: Information literacy

Social skills: Interpersonal relationships

Self-management - States of mind

Reflection and metacognition

Subject Focus:

Science, Social- Studies, PSPE

Attributes:

Balanced
Open- minded
Inquirer



Geographical Locations

13 CLIMATE ACTION



Where we are in place & time

An inquiry into and 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.

Lines of inquiry:

Different geographical location

Effect of Earth's natural changes on people and the environment

Ways in which humans prepare and respond to Earth's natural changes

11 SUSTAINABLE CITIES AND COMMUNITIES



Central idea:

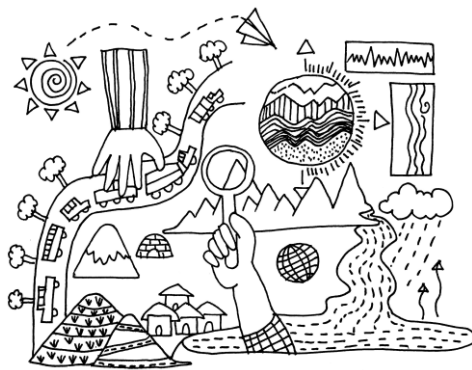
Geographical locations through time have been affected by Earth's natural changes.

Concepts and Related concepts:

Form: (Properties and Structure)

Causation: (Impact, Survival)

Change: (Adaptation and transformation)



ATLs:

Research skills: Information literacy

Communication skills: Exchanging information

Self- management Skills: (Organization)

Reflection and metacognition

Subject Focus:

Social Studies, Mathematics, PSPE

Attributes:

Inquirer
Knowledgeable
Risk-taker



Media



5 GENDER
EQUALITY



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.

Lines of inquiry:

How media works

Elements of media that can influence the society

Responsible use of media

4 QUALITY
EDUCATION



Central idea:

Media can influence people's perceptions and choices.

Key concepts and Related concepts:

Function: (Communication, Role)

Causation: (Impact, Stereotype)

Responsibility: (Rights, Initiative)

ATLs:

Research skills: Media Literacy

Thinking Skills: Creative Thinking

Communication Skills: ICT

Reflection and metacognition

Subject Focus:

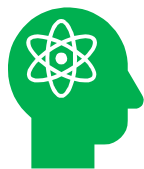
Social Studies, Arts, PSHE

Attributes:

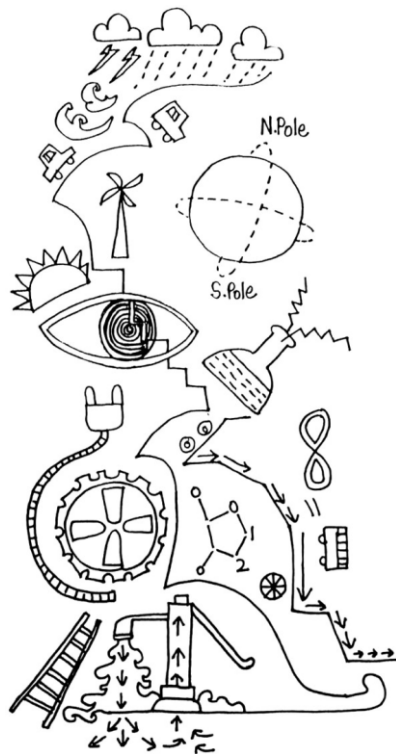
Principled

Communicator

Reflective



Scientific Laws



7 AFFORDABLE AND CLEAN ENERGY



How the world works

An inquiry into the natural world & its laws; the interaction between the natural world (physical & biological) & human societies; how humans use their understanding of scientific principles; the impact of scientific & technological advances on society & on the environment.

Lines of inquiry:

Natural world and its laws

Influence of scientific laws on our lives

Different perspectives on the application of scientific laws.

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Central idea:

The understanding of the natural world and its laws can influence the way we live.

Key concepts and Related concepts:

Form: (Structure)

Connection: (Cycles, Systems)

Perspective: (Subjectivity and Opinion)

ATLs:

Research Skills: Information literacy

Thinking Skills: Critical thinking

Communication Skills: Exchanging information

Reflection and metacognition

Subject Focus:

Science, Social Studies
Mathematics

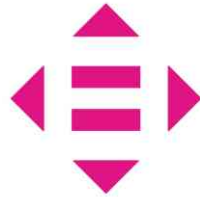
Attributes:

Knowledgeable
Communicator
Reflective

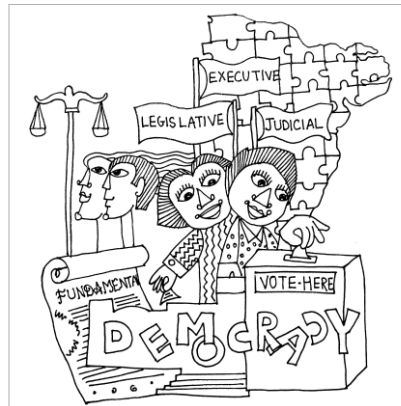


Government

10 REDUCED INEQUALITIES



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



How we organize ourselves

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.

Lines of inquiry:

Kinds of government systems
Impact of systems on citizens
Our responsibilities as citizens

Central idea:

Government systems impact the lives of the citizens.

Concepts and Related concepts:

Function: (Roles & Systems)
Causation (Consequences)
Responsibility: (Rights, Citizenship)

ATLs:

Research Skills- Information literacy
Social Skills – Developing positive interpersonal skills
Thinking Skills - Critical thinking
Reflection and metacognition

Subject Focus:

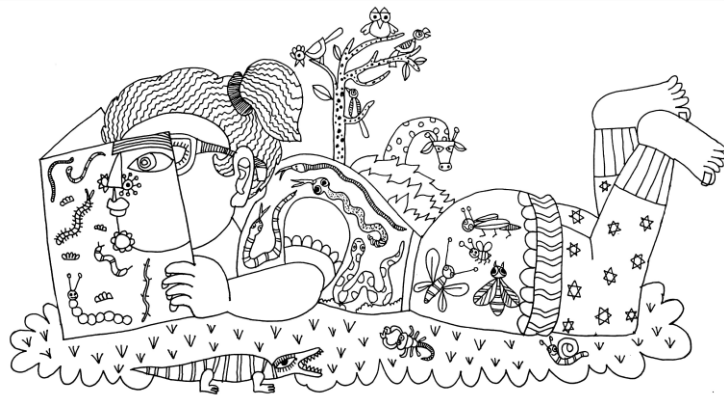
Social Studies , PSPE

Attributes:

Thinker
Principled
Open-minded



Biodiversity



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.

Lines of inquiry:

Ways in which the components of ecosystems are interdependent

How ecosystems change

How we can help in maintaining biodiversity

Central idea:

Maintaining the interdependent balance within ecosystems can sustain biodiversity.

Key concepts and Related concepts:

Connection:
(Interdependence, relationships)

Change: (Transformation)

Responsibility: (Initiative)

ATLs:

Research Skills-
Information literacy
Thinking skills - Critical thinking
Communication Skills -
Exchanging information and Literacy

Subject Focus:

Science, Social Studies
PSPE

Attributes:

Inquirer
Balanced
Caring

PYP 5





Re-Discovering Myself

Year - Long Unit

3 GOOD HEALTH
AND WELL-BEING



5 GENDER
EQUALITY



Who we are

An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, cultures; rights and responsibilities; what it means to be human.

Lines of inquiry:

Different body systems

How we change as we grow

How best we can prepare for forthcoming changes

Central idea:

Preparing for inevitable growth and change can contribute to our well-being.

Concepts and Related concepts:

Form (Structure)

Change (Growth, Cycles)

Responsibility (Values, Initiative)

ATLs:

Research Skills: (Information Literacy)

Social Skills: (Social and Emotional Intelligence)

Self-management Skills: Mindfulness

Reflection and metacognition

Subject Focus:

Science, Social - Studies, PSPE

Attributes:

Principled

Balanced

Open-minded



Culture

10 REDUCED INEQUALITIES



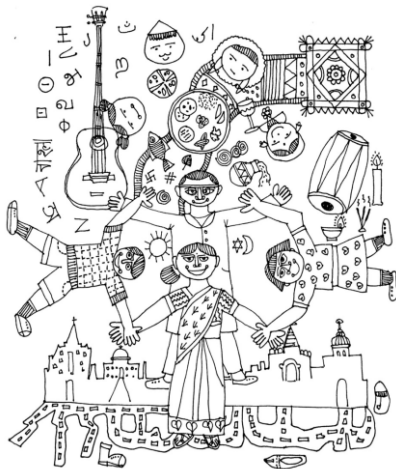
Where we are in place & time
An inquiry into and orientation in place and time; personal histories; homes and journeys; the discoveries; explorations and migrations of humankind; the relationships between & the interconnectedness of individuals and civilizations, from local & global perspectives.

Lines of inquiry:

Different family traditions and cultures

Connections between various cultures

Our responsibility towards becoming a world citizen



17 PARTNERSHIPS FOR THE GOALS



Central idea:

Knowing about family traditions can enable us to discover our cultural origins and understand human commonalities.

Key concepts and Related concepts:

Form (Structure, Difference, Similarities)

Connection (Relationships, Interdependence)

Responsibility (Initiative)

ATLs:

Research Skills: (Information Literacy)

Thinking Skills: (Critical thinking)

Social Skills: (Interpersonal relationships)

Reflection and metacognition

Subject Focus:

Social Studies, Art, PSPE

Attributes:

Open- minded

Reflective

Caring



Literature

4 QUALITY EDUCATION



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.

Lines of inquiry:

Genres of literature

Influence of society on literature

How literature connects people globally



Central idea:

Literature can be a way to capture the essence of society and connect people globally

Key concepts and Related concepts:

Form (structure)

Perspective (interpretation)

Connection (relationship)

ATLs:

Research Skills: Information Literacy

Communication Skill: (Literacy)

Thinking Skills: Creative thinking

Reflection and metacognition

Subject Focus:

Language, Social Studies PSPE,

Attributes:

Thinker

Communicator

Reflective



Sustainability

7 AFFORDABLE AND CLEAN ENERGY



How the world works

An inquiry into the natural world & its laws; the interaction between the natural world (physical & biological) & human societies; how humans use their understanding of scientific principles; the impact of scientific & technological advances on society & on the environment.

Lines of inquiry:

What sustainable development is

·Connection between scientific principles and innovations

·Role of innovations in sustainable development

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Central idea:

Sustainable development can be achieved by balancing innovation with respect for environment.

Key concepts and Related concepts:

Form (properties)

·Connection (relationship)

·Function (role)



ATLs:

Thinking Skills: (Critical thinking)

Thinking Skills: (Creative thinking)

Research Skills: (Media Literacy)

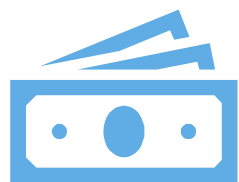
Reflection and metacognition

Subject Focus:

Science, Social Studies

Attributes:

Inquirer, Knowledgeable, Risk-Taker



Economic Activities

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



How we organize ourselves

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.

Lines of inquiry:

Different economic activities

The role of demand and supply

Impact of economic activities on our decision-making

12 RESPONSIBLE CONSUMPTION AND PRODUCTION



Central idea:

Economic activities can impact our decision-making.

Concepts and Related concepts:

Form (Structure,) Function (Role, System)

Causation (impact, consequences)



ATLs:

Research skills:(Information Literacy skills)

Thinking Skills – (Critical Thinking skills & Evaluating)

Thinking Skills (Critical Thinking , Forming Decision)

Reflection and metacognition

Subject Focus:

Social Studies ,Mathematics, PSPE

Attributes:

Thinker Knowledgeable Principled

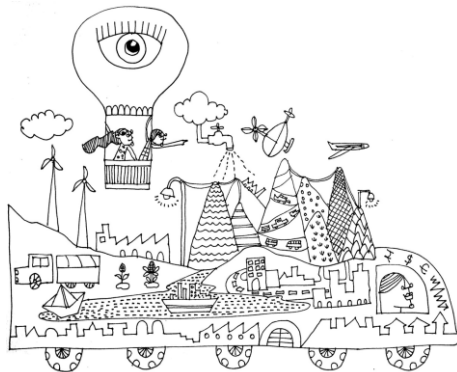


PYP Exhibition

SUSTAINABLE DEVELOPMENT GOALS



Depends on students' interest and choices



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.

Lines of inquiry:

Students will brainstorm and will create the Lines of Inquiry

Central idea:

Students will brainstorm and create the Central Ideas.

Key concepts and Related concepts:

All the concepts get covered

ATLs:

All the skills will be covered

Subject Focus:

Depends on students' interest and choices

Attributes:

All the attributes will be covered



Credits

- **Reviewed and planned:** Primary School Team
- **Concept:** Principal Primary School and PYP Coordinator, Ms. Monica Bhimwal
- **Illustrations:** Art Specialist, Mr. Kapil Kumar
- **Students' Artwork**
- **SDG Cliparts:** Google images
- **Digital Design and compilation:** Primary School – Service Coordinator and ES Facilitator, Ms. Bhavna Mathew