

2025-2026 Programme of Inquiry

	WHO WE ARE An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social & spiritual health & well-being • relationships & belonging • learning & growing	WHERE WE ARE IN PLACE AND TIME An inquiry into histories and orientation in place, space and time through: • periods, events and artefacts • communities, heritage, culture & environment • natural & human drivers of movement, adaptation, & transformation	HOW WE EXPRESS OURSELVES An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social & cultural modes & practices of communication • intentions, perceptions, interpretations & responses	HOW THE WORLD WORKS An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods & tools • discovery, design, innovation: possibilities & impacts	HOW WE ORGANISE OURSELVES An inquiry into systems, structures and networks through: • interactions within & between social & ecological systems • approaches to livelihoods & trade practices: intended & unintended consequences • representation, collaboration & decision-making	SHARING THE PLANET An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities & dignity of all • pathways to just, peaceful & reimagined futures • nature, complexity, coexistence & wisdom
Grade 5	Central Idea: Understanding identities influences action. Lines of Inquiry: • Identities shape actions and choices. • Role of historical perspectives in forming stereotypes. • Ways to challenge stereotypes and promote positive change. Specified concepts: Responsibility, Causation, Perspective Additional concepts: Equality, Diversity, Action Learner Profile: Caring, Reflective, Risk-Takers	Central Idea: People create and adapt technology to meet changing needs. Lines of Inquiry: • Drivers for change in technology • Evolution of technology adaptations and innovations • Designing and evaluating engineering and design solutions Specified concepts: Change, Causation, Perspective Additional concepts: Design, Solution, Progress Learner Profile: Communicator, Inquirers, Open-Minded	PYP Exhibition	Central Idea: Scientifically investigating materials leads to discoveries and improved methods. Lines of Inquiry: • Properties, change, and conservation of matter. • Scientific processes • Reporting and evaluating investigations Specified concepts: Function, Form, Connection Additional concepts: Properties, Matter, Transformation Learner Profile: Inquirers, Knowledgeable, Thinker	Central Idea: Systems evolve from human experiences. Lines of Inquiry: • Different types of governance systems. • How decisions are made in different societies. • Impact of individuals on societal change Specified concepts: Function, Change, Form Additional concepts: Cultural Norms, Decision-Making, Rules & Laws Learner Profile: Communicators, Thinkers, Open-minded	Central Idea: Living things coexist in a delicate balance. Lines of Inquiry: • Matter and energy cycles support life. • The interdependence of components within a natural system. • Ways scientific ideas protect Earth's resources and environments. Specified concepts: Change, Connection, Responsibility Additional concepts: Energy, Systems, Interdependence Learner Profile: Balanced, Caring, Thinker

Grade 4	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
	An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social & spiritual health & well-being • relationships & belonging • learning & growing	An inquiry into histories and orientation in place, space and time through: • periods, events and artefacts • communities, heritage, culture & environment • natural & human drivers of movement, adaptation, & transformation	An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social & cultural modes & practices of communication • intentions, perceptions, interpretations & responses	An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods & tools • discovery, design, innovation: possibilities & impacts	An inquiry into systems, structures and networks through: • interactions within & between social & ecological systems • approaches to livelihoods & trade practices: intended & unintended consequences • representation, collaboration & decision-making	An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities & dignity of all • pathways to just, peaceful & reimagined futures • nature, complexity, coexistence & wisdom
	Central Idea: Challenges provide opportunities for growth and empowerment. Lines of Inquiry: Challenges can be individual or shared. How responses to challenges can help us grow. How experiences lead to future success. Specified concepts: Perspective, Change, Connection Additional concepts: Beliefs & Values, Emotional management, challenges Learner Profile: Risk-taker, Reflective, Balanced	Central Idea: Exploring migration stories builds understanding of people and places. Lines of Inquiry: • Reasons for migration (past, present, future). • The impact of migration on people and places. • How migration stories build understanding of identities. Specified concepts: Causation, Change, Perspective Additional concepts: Migration, Identity, Storytelling, Opportunity Learner Profile: Inquirer, Communicator, Open-minded	Central Idea: Creative solutions come from recognizing changes to our world. Lines of Inquiry: • Identifying changes in our world. • The consequences of change. • Designing and engineering solutions. Specified concepts: Form, Causation, Responsibility Additional concepts: Landforms, Weathering, Erosion, Deposition, Design Cycle Learner Profile: Knowledgeable, Thinkers, Reflective	Central Idea: The strive for improvement sparks innovation and creative problem solving. Lines of Inquiry: • The transfer and transformation of energy. • Impact of renewable and non-renewable sources of energy. • How innovation can solve challenges. Specified concepts: Form, Responsibility, Causation Additional concepts: Transformation, Innovation, Action, Energy Learner Profile: Open-minded, Caring, Balanced	Central Idea: Entrepreneurs are responsible for their global impact and the wellbeing of others. Lines of Inquiry: • The principles of economics. • Interconnectedness between economy, environment and people. • Entrepreneurs are responsible for sustainable decision making. Specified concepts: Responsibility, Connection, Function Additional concepts: Economics, Interdependence, Consequences Learner Profile: Thinkers, Reflective, Principled	Central Idea: Living things process and respond to information in different ways for survival. Lines of Inquiry: • Internal and external structures of living things. • The ways systems sense, process, and respond to external factors. • Adaptation responses to accessibility challenges. Specified concepts: Function, Causation, Form Additional concepts: Cause & Effect, Structures, Survival Learner Profile: Knowledgeable, Communicator, Balanced

Grade 3	WHO WE ARE An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social & spiritual health & well-being • relationships & belonging • learning & growing	WHERE WE ARE IN PLACE AND TIME An inquiry into histories and orientation in place, space and time through: • periods, events and artefacts • communities, heritage, culture & environment • natural & human drivers of movement, adaptation, & transformation	HOW WE EXPRESS OURSELVES An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social & cultural modes & practices of communication • intentions, perceptions, interpretations & responses	HOW THE WORLD WORKS An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods & tools • discovery, design, innovation: possibilities & impacts	HOW WE ORGANISE OURSELVES An inquiry into systems, structures and networks through: • interactions within & between social & ecological systems • approaches to livelihoods & trade practices: intended & unintended consequences • representation, collaboration & decision-making	SHARING THE PLANET An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities & dignity of all • pathways to just, peaceful & reimagined futures • nature, complexity, coexistence & wisdom
	Central Idea: Telling stories about our experiences helps us connect and learn from each other. Lines of Inquiry: • Family stories from the past. • Sharing cultural experiences. • How unique identities connect us. Specified concepts: Responsibility, Connection, Perspective Additional concepts: History, Storytelling, Culture Learner Profile: Communicators, Open-Minded, Reflective	Central Idea: Weather and climate patterns compel communities to adapt and transform over time. Lines of Inquiry: • Types of climate and weather. • How people are affected by climate. • Actions taken to reduce the impact of natural hazards. Specified concepts: Form, Causation, Change Additional concepts: Time, Pattern, Service Learner Profile: Caring, Risk-taker, Knowledgeable	Central Idea: Creative expression can inspire action and foster community. Lines of Inquiry: • There are diverse ways of self-expression. • An inquiry process supports our exploration. • Strategies that help represent and enhance meaning. Specified concepts: Connection, Perspective, Responsibility Additional concepts: Choice, Discovery Learner Profile: Open-minded, Communicator, Balanced	Central Idea: People investigate forces and interactions to create innovative solutions to challenges. Lines of Inquiry: • Balanced and unbalanced forces. • Observable and measurable patterns. • The qualities of a scientist. Specified concepts: Form, Function, Causation Additional concepts: Forces & Motion, Investigations, Patterns Learner Profile: Inquirer, Balanced, Communicator	Central Idea: People can collaborate to build and organize communities. Lines of Inquiry: • Rights and responsibilities of people in a community. • How organized communities and society function. • Decision making. Specified concepts: Function, Causation, Responsibility Additional concepts: Children’s Rights, Equity, Decision-making Learner Profile: Risk-Taker, Reflective, Communicator	Central Idea: Adaptation in organisms and their environment determines survival. Lines of Inquiry: • How organisms survive. • Life cycles and traits. • The response to environmental changes. Specified concepts: Causation, Change, Responsibility Additional concepts: Habitats, Adaptations, Survival Learner Profile: Inquirer, Knowledgeable, Principled

Grade 2	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
	An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social & spiritual health & well-being • relationships & belonging • learning & growing	An inquiry into histories and orientation in place, space and time through: • periods, events and artefacts • communities, heritage, culture & environment • natural & human drivers of movement, adaptation, & transformation	An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social & cultural modes & practices of communication • intentions, perceptions, interpretations & responses	An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods & tools • discovery, design, innovation: possibilities & impacts	An inquiry into systems, structures and networks through: • interactions within & between social & ecological systems • approaches to livelihoods & trade practices: intended & unintended consequences • representation, collaboration & decision-making	An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities & dignity of all • pathways to just, peaceful & reimagined futures • nature, complexity, coexistence & wisdom
	Central Idea: Communities thrive when individuals contribute and collaborate. Lines of Inquiry: • Different types and needs of communities. • Roles and responsibilities within communities. • Decisions, collaboration, and action in communities. Specified concepts: Connection, Responsibility, Function Additional concepts: Community, Beliefs, Roles Learner Profile: Principled, Caring, Communicators	Central Idea: Everyone has the potential to create change and inspire others. Lines of Inquiry: • Timelines of significant personal, local, and global events. • How people and events influence us. • Action to inspire change. Specified concepts: Responsibility, Change, Causation Additional concepts: History, Choice, Cause & Effect Learner Profile: Caring, Reflective, Open-Minded	Central Idea: Artists expand their understanding of the world through engaging in rich stories. Lines of Inquiry: • Sources of personal and cultural inspiration for stories. • How background experiences shape connections to stories. • Techniques for showing expression and perspectives in storytelling. Specified concepts: Function, Perspective, Connection Additional concepts: Technique, Opinion, Communication Learner Profile: Communicators, Reflective, Thinkers	Central Idea: People observe patterns of change to share and report on innovative solutions. Lines of Inquiry: • Fast and slow changes. • Sharing knowledge through maps and models. • Evaluating multiple solutions to prevent changes. Specified concepts: Causation, Change, Form Additional concepts: Time, Process, Solutions Learner Profile: Inquirers, Communicators, Balanced	Central Idea: Discoveries are shared through organised processes that help people understand. Lines of Inquiry: • Role of scientists and innovators in a community. • Properties and change of matter. • Processes for observation, experimentation, and communication of knowledge. Specified concepts: Connection, Form, Causation Additional concepts: Scientific Community, Processes, Transformation Learner Profile: Inquirers, Thinkers, Open-Minded	Central Idea: Living things rely on one another to flourish. Lines of Inquiry: • Diversity of life in different habitats. • Relationships between plants and animals. • Creating models to share knowledge. Specified concepts: Form, Connection, Function Additional concepts: Interdependence, Survival, Habitat Learner Profile: Risk-Takers, Thinkers, Knowledgeable

Grade 1	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
	An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social & spiritual health & well-being • relationships & belonging • learning & growing	An inquiry into histories and orientation in place, space and time through: • periods, events and artefacts • communities, heritage, culture & environment • natural & human drivers of movement, adaptation, & transformation	An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social & cultural modes & practices of communication • intentions, perceptions, interpretations & responses	An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods & tools • discovery, design, innovation: possibilities & impacts	An inquiry into systems, structures and networks through: • interactions within & between social & ecological systems • approaches to livelihoods & trade practices: intended & unintended consequences • representation, collaboration & decision-making	An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities & dignity of all • pathways to just, peaceful & reimagined futures • nature, complexity, coexistence & wisdom
	Central Idea: Setting measurable goals empowers personal and academic growth. Lines of Inquiry: • Identifying and setting reasonable goals. • Monitoring progress and taking next steps. • Skills and strategies to help us learn. Specified concepts: Perspective, Responsibility, Change Additional concepts: Empathy, Problem-Solving, Friendships Learner Profile: Principled, Reflective, Balanced	Central Idea: Humans use patterns to make connections with nature and others. Lines of Inquiry: • Patterns in daily life. • Patterns in nature and the environment. • The relationship between patterns in nature, human activities, and cultural celebrations Specified concepts: Form, Change, Connection Additional concepts: Patterns, Time, Cycles Learner Profile: Caring, Communicators, Knowledgeable	Central Idea: Exploring interests and passions builds knowledge and perseverance. Lines of Inquiry: • Taking risks to explore interests. • Different ways to express creativity. • How perseverance builds knowledge. Specified concepts: Responsibility, Perspective, Connection Additional concepts: Collaboration, Commitment, Communication Learner Profile: Knowledgeable, Risk-takers, Open-Minded	Central Idea: People use their understanding of scientific knowledge to communicate. Lines of Inquiry: • The different ways light and sound are made. • How to carefully observe and describe the properties of light and sound. • Communicating with light and sound. Specified concepts: Causation, Form, Function Additional concepts: Communication, Design Process, Evidence Learner Profile: Inquirers, Communicators, Principled	Central Idea: Goods and services allow people to satisfy their needs and wants. Lines of Inquiry: • Different needs and wants. • The relationship between local resources and the environment. • The ways community groups provide goods and services. Specified concepts: Function, Connection, Perspective Additional concepts: Resources, Economy, Local & Global Learner Profile: Balanced, Caring, Open-minded	Central Idea: Humans mimic nature to innovate and problem-solve. Lines of Inquiry: • Inherited traits and learned behaviour of parents and offspring. • Structures of living things and their functions. • How some human inventions mimic structures of living things. Specified concepts: Function, Form, Change Additional concepts: Biomimicry, Environments, Innovation & Design Learner Profile: Inquirers, Thinkers, Reflective

KG	WHO WE ARE An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social & spiritual health & well-being • relationships & belonging • learning & growing	WHERE WE ARE IN PLACE AND TIME An inquiry into histories and orientation in place, space and time through: • periods, events and artefacts • communities, heritage, culture & environment • natural & human drivers of movement, adaptation, & transformation	HOW WE EXPRESS OURSELVES An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social & cultural modes & practices of communication • intentions, perceptions, interpretations & responses	HOW THE WORLD WORKS An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods & tools • discovery, design, innovation: possibilities & impacts	HOW WE ORGANISE OURSELVES	SHARING THE PLANET An inquiry into the interdependence of human and natural worlds through: • rights, responsibilities & dignity of all • pathways to just, peaceful & reimagined futures • nature, complexity, coexistence & wisdom
	Central Idea: Understanding ourselves and others helps us build strong and caring relationships. Lines of Inquiry: • Naming and expressing emotions. • Identifying how we are the same and different. • Decisions and choices impact relationships. Specified concepts: Perspective, Responsibility, Causation Additional concepts: Emotions, Relationships, Decision-Making Learner Profile: Caring, Principled, Open-minded	Central Idea: Artifacts tell our personal stories. Lines of Inquiry: • Artifacts show our past. • Exploring the past through research (MISO) • Ways to communicate personal stories Specified concepts: Form, Connection, Perspective Additional concepts: The Past, Research, Artifacts Learner Profile: Knowledgeable, Inquirer, Reflective	Central Idea: Different cultures express their values and traditions in unique ways. Lines of Inquiry: • Cultural traditions, holidays, and events. • Ways to express culture and ideas • How symbols represent cultural identity Specified concepts: Form, Function, Perspective Additional concepts: Symbols, Expression, Communication Learner Profile: Communicator, Balanced, Open-Minded	Central Idea: Investigations help us solve problems and discover new ideas. Lines of Inquiry: • Ways to explore and investigate. • Discoveries from investigations. • Using the Design cycle to solve problems. Specified concepts: Function, Causation Additional concepts: Design Cycle, Cause & Effect, Patterns Learner Profile: Inquirer, Thinker, Risk-taker	Not required at this stage	Central Idea: People use patterns to understand and protect nature. Lines of Inquiry: • Patterns of plant and animal needs and their use of the environment • Weather patterns and preparing for extreme weather • Solutions to reduce human impact on nature Specified concepts: Causation, Change, Responsibility Additional concepts: Choice, Action, Empathy Learner Profile: Inquirer, Caring, Thinker

	WHO WE ARE An inquiry into identity as individuals and as part of a collective through: - physical, emotional, social & spiritual health & well-being - relationships & belonging - learning & growing	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES An inquiry into the diversity of voice, perspectives, and expression through: - inspiration, imagination, creativity - personal, social & cultural modes & practices of communication - intentions, perceptions, interpretations & responses	HOW THE WORLD WORKS An inquiry into understandings of the world and phenomena through: - patterns, cycles, systems - diverse practices, methods & tools - discovery, design, innovation: possibilities & impacts	HOW WE ORGANISE OURSELVES	SHARING THE PLANET An inquiry into the interdependence of human and natural worlds through: - rights, responsibilities & dignity of all - pathways to just, peaceful & reimagined futures - nature, complexity, coexistence & wisdom
PreK-2	Central Idea: A sense of belonging helps us grow, create healthy relationships, and build community. Lines of Inquiry: - Care and safety in our communities - Strategies for building independence - Building healthy relationships. Specified concepts: Form, Change, Responsibility Additional concepts: Friendships, Ownership, Community Learner Profile: Caring, Balanced, Principled	Not required at this stage	Central Idea: Stories help us connect and share thoughts, ideas, and creativity. Lines of Inquiry: - Stories tell us about the real and imagined worlds. - Stories are expressed in different forms. - Ways creating and sharing stories strengthens community. Specified concepts: Function, Connection, Perspective Additional concepts: Language, Communication, Culture Learner Profile: Inquirers, Communicators, Open-minded	Central Idea: Exploration helps us understand the world around us. Lines of Inquiry: - Ways to explore and discover - Discoveries connect us to ourselves, nature, and knowledge - Ways to make our thinking and understanding visible Specified concepts: Form, Causation, Connection Additional concepts: Exploration, Design, Theories Learner Profile: Inquirers, Knowledgeable, Risk-takers	Not required at this stage	Central Idea: Resource sharing in learning spaces cultivates a sense of community and equity. Lines of Inquiry: - Taking part in the care for the learning community. - Understanding how one's choices affect others and the environment. - Ways to collaborate peacefully and fairly. Specified concepts: Function, Causation, Responsibility Additional concepts: Community, Empathy, Equity Learner Profile: Thinkers, Reflective, Caring

	WHO WE ARE An inquiry into identity as individuals and as part of a collective through: - physical, emotional, social & spiritual health & well-being - relationships & belonging - learning & growing	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES An inquiry into the diversity of voice, perspectives, and expression through: - inspiration, imagination, creativity - personal, social & cultural modes & practices of communication - intentions, perceptions, interpretations & responses	HOW THE WORLD WORKS An inquiry into understandings of the world and phenomena through: - patterns, cycles, systems - diverse practices, methods & tools - discovery, design, innovation: possibilities & impacts	HOW WE ORGANISE OURSELVES	SHARING THE PLANET An inquiry into the interdependence of human and natural worlds through: - rights, responsibilities & dignity of all - pathways to just, peaceful & reimagined futures - nature, complexity, coexistence & wisdom
PreK-1	Central Idea: A caring and secure environment is essential for connection and belonging. Lines of Inquiry: - Self identity and belonging - Ways similarities and differences connect us - Role of the environment in building care and safety Specified concepts: Responsibility, Connection Additional concepts: Safety, Inclusivity, Belonging Learner Profile: Principled, Caring, Balanced	<i>Not required at this stage</i>	Central Idea: Ideas are expressed and shared in different ways. Lines of Inquiry: - Exploring and expressing ideas in different ways - Strengthening skills through play - Own and others' cultures. Specified concepts: Form, Connection, Perspective Additional concepts: Imagination, Storytelling, Visible Thinking Learner Profile: Communicators, Open-minded, Thinkers	Central Idea: Curiosity sparks exploration of materials and environment. Lines of Inquiry: - Our environment invites us to experiment - Materials behave in different ways. - Ways to take risks with materials to transfer knowledge Specified concepts: Causation, Form, Change Additional concepts: Theorizing, Exploration, Problem-Solving Learner Profile: Knowledgeable, Inquirers, Risk-Takers	<i>Not required at this stage</i>	Central Idea: A caring community promotes the wellbeing of nature Lines of Inquiry: - Living and non-living things - Ways to care for living things - Our responsibilities in caring for nature. Specified concepts: Perspective, Responsibility, Function Additional concepts: Goal-Setting, Equity, Collaboration Learner Profile: Communicators, Caring, Reflective

	WHO WE ARE An inquiry into identity as individuals and as part of a collective through: • physical, emotional, social & spiritual health & well-being • relationships & belonging • learning & growing	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES An inquiry into the diversity of voice, perspectives, and expression through: • inspiration, imagination, creativity • personal, social & cultural modes & practices of communication • intentions, perceptions, interpretations & responses	HOW THE WORLD WORKS An inquiry into understandings of the world and phenomena through: • patterns, cycles, systems • diverse practices, methods & tools • discovery, design, innovation: possibilities & impacts	HOW WE ORGANISE OURSELVES	SHARING THE PLANET
Nursery	Central Idea: Safety and belonging build confident learners. Lines of Inquiry: • Daily routines help us keep healthy and safe • Name and recognise emotions in self and others • Ways the classroom environment can build connection and confidence Specified concepts: Responsibility, Connection, Function Additional concepts: Learning Spaces, Relationships Learner Profile: Caring, Principled, Balanced	Not required at this stage	Central Idea: Learners express themselves through play. Lines of Inquiry: • We communicate our ideas and feelings in different ways. • Play expresses a variety of emotions. • Play helps us build friendships Specified concepts: Connection, Perspective Additional concepts: Language, Arts, Communication Learner Profile: Communicators, Inquirers, Open-minded	Central Idea: Learners explore their environment. Lines of Inquiry: • Using our senses to explore and learn • Different types of materials. • Ways to try new things and problem-solve. Specified concepts: Form, Causation, Change Additional concepts: Senses, Materials, Perseverance Learner Profile: Thinkers, Knowledgeable, Risk-takers, Reflective	Not required at this stage	Not required at this stage

*Units of Inquiry are reviewed each year and are subject to change. Updated July 2025