

2025-2026 Academic Year Programme of Inquiry

	WHO WE ARE	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	HOW WE ORGANIZE OURSELVES	SHARING THE PLANET
PROGRAMME OF INQUIRY	An inquiry into identity as individuals and as part of a collective through: - physical, emotional, social, and spiritual health and well-being - relationships and belonging - learning and growing.	An inquiry into histories and orientation in place, space, and time through: - periods, events, and artefacts - communities, heritage, culture, and environment - natural and human drivers of movement, adaptation, and transformation.	An inquiry into the diversity of voice, perspectives, and expression through: - inspiration, imagination, creativity - personal, social, and cultural modes and practices of communication - intentions, perceptions, interpretations, and responses.	An inquiry into understandings of the world and phenomena through: - patterns, cycles, systems - diverse practices, methods, and tools - discovery, design, innovation-possibilities and impacts.	An inquiry into systems, structures and networks through: - interactions within, and between, social and ecological systems - approaches to livelihoods and trade practices-intended and unintended consequences - representation, collaboration, and decision-making.	An inquiry into the interdependence of human and natural worlds through: - rights, responsibilities, and dignity of all - pathways to just, peaceful, and reimagined futures - nature, complexity, coexistence, and wisdom.
AGE 4-5	There are different families in the world.		We express ourselves through play.		Our needs are linked to professions.	Animals and humans interact with other.
	SPECIFIED CONCEPTS: Form, Perspective, Connection ADDITIONAL CONCEPTS: Culture, family, identity, diversity, relationship LINES OF INQUIRY: 1) Similar and different properties of family members 2) Lifestyles and thoughts of families belonging to different cultures 3) Our relationships within and beyond the family SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance		SPECIFIED CONCEPTS: Form, Function, Change ADDITIONAL CONCEPTS: Communication, conflict, collaboration, trust, self-regulation, teamwork LINES OF INQUIRY: 1) Our essential agreements and the features of the play 2) Discovering the ways we communicate through play 3) Transformation of our thoughts and feelings through play SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance		SPECIFIED CONCEPTS: Function, Responsibility, Connection ADDITIONAL CONCEPTS: Production, rights, roles, teamwork LINES OF INQUIRY: 1) Roles of professions 2) The impact of our responsibilities on career choice 3) The relationship of occupations with needs SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Function, Causation, Responsibility ADDITIONAL CONCEPTS: Pollution, animals, habitat, preservation LINES OF INQUIRY: 1) Adaptation of animals and humans to life 2) The impact of animals and humans on each other's lives 3) Taking responsible actions for animal rights SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance
AGE 5-6	We discover who we are through our friendships.	There are structures belonging to different cultures in the world.	We express ourselves through art.		Transport is linked to our need for mobility.	Plants and people interact each other.
	SPECIFIED CONCEPTS: Change, Perspective, Responsibility ADDITIONAL CONCEPTS: Communication, diversity, identity, growth, peace LINES OF INQUIRY: 1) The change we experience as we grow up 2) Our opinion on our friendship relations 3) The impact of our values on our friendship relations SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Form, Connection, Causation ADDITIONAL CONCEPTS: Chronology, progress, innovation, culture, artifacts, geography, settlements, spatial awareness LINES OF INQUIRY: 1) Similar and different properties of structures in the world 2) Relationship of buildings with space and time 3) The impact of the future on buildings SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Function, Change, Perspective ADDITIONAL CONCEPTS: Communication, properties and uses of materials, culture, diversity LINES OF INQUIRY: 1) Types of art and the role of its elements 2) Transformation of art 3) Our opinion on works of art SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance		SPECIFIED CONCEPTS: Form, Causation, Connection ADDITIONAL CONCEPTS: Transportation, freedom, amenities networks, safety LINES OF INQUIRY: 1) Properties of the transportation systems 2) The reasons we need transportation systems 3) The relationship of transportation systems with technology SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Function, Causation, Responsibility ADDITIONAL CONCEPTS: Ecology, landscape, plants, conservation, peace LINES OF INQUIRY: 1) Lifestyles of plants and human 2) The impact of plants and humans on each other's lives 3) Taking responsible actions to protect plants SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance
1st Grade (Age 6-7)	Every individual is unique.	Our lives and objects reflect traces of time.	We discover different emotions, thoughts and cultures through celebrations.	Our actions are linked to the natural cycles of the earth.	We have different duties and responsibilities depending on the environment we are in.	The way we live affects the environment.
	SPECIFIED CONCEPTS: Form, Perspective, Responsibility ADDITIONAL CONCEPTS: Communication, conflict, character, self-regulation LINES OF INQUIRY: 1) Recognizing our characteristics as individuals 2) Our thoughts about the richness of diversity 3) Taking responsible actions related to our strengths and areas that need to be improved SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Form, Change, Connection ADDITIONAL CONCEPTS: Family, identity, chronology, history, belonging LINES OF INQUIRY: 1) Characteristics of the history of our life and objects 2) Objects that change over time and our life 3) The relation of our personal history with being the agent of our future SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Perspective, Causation, Connection ADDITIONAL CONCEPTS: Culture, traditions, communication, ethnicity, heritage LINES OF INQUIRY: 1) Our feelings and thoughts about celebrations belonging to different cultures 2) The impact of celebrations on our ways of expressing ourselves 3) Engaging with other cultures through celebrations SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Function, Change, Connection ADDITIONAL CONCEPTS: Growth, seasons, changes of state, Progress, self-regulation LINES OF INQUIRY: 1) Observing the Earth's natural cycle patterns 2) The order in which the events related to the cycles occur 3) Our actions associated with cycles SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Form, Function, Responsibility ADDITIONAL CONCEPTS: Communication, education, rights, roles, community LINES OF INQUIRY: 1) Adapting to our environment 2) Our essential agreements about our behavior in different places 3) Taking actions regarding our duties and responsibilities in different places SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Form, Causation, Responsibility ADDITIONAL CONCEPTS: Pollution, resources, peace, preservation LINES OF INQUIRY: 1) Observing the characteristics of the environment 2) Impact of humans on the environment 3) Taking responsible actions to defend environmental rights SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance
2nd Grade (Age 7-8)	Our choices about health affect our well-being.	The needs of different cultures create inventions.	We express ourselves through courtesy and etiquette.	Natural events affect the earth, living things and our way of life.	Our common decisions are linked to our living in safety.	Waste affects the sustainability of life.
	SPECIFIED CONCEPTS: Form, Perspective, Responsibility ADDITIONAL CONCEPTS: Rights, roles, growth, Livingself-regulation, improvement, stress LINES OF INQUIRY: 1) Our properties related to our mental, physical and spiritual balance 2) Our opinion on making balanced choices 3) Taking initiative for our choices regarding our quality of life SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Form, Causation, Change ADDITIONAL CONCEPTS: Culture, chronology, civilisations, innovation, progress, citizenship LINES OF INQUIRY: 1) Describing the properties of inventions 2) The effect of inventions on our lives 3) Transformation of inventions from the past to the future SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Function, Connection, Perspective ADDITIONAL CONCEPTS: Culture, communication, conflict, traditions, peace LINES OF INQUIRY: 1) The role of courtesy and etiquette in our lives 2) Relationships between politeness and etiquette and other cultures 3) Our beliefs and opinions on courtesy and etiquette SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Form, Causation, Responsibility ADDITIONAL CONCEPTS: Geography, impact, tectonic plate movement, erosion, control, safety LINES OF INQUIRY: 1) Identifying the characteristics of natural phenomena 2) The effects of natural events on the earth, living things and our way of life 3) Taking initiative to learn to live with natural phenomena SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Function, Connection, Causation ADDITIONAL CONCEPTS: Rights, roles, social comfort, ownership, safety LINES OF INQUIRY: 1) Our behaviors related to living our lives in safety 2) Relationship between our needs and security 3) The impact of security on our joint decisions SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Connection, Change, Responsibility ADDITIONAL CONCEPTS: Conservation, poverty, wealth, properties and uses of materials, sustainability, preservation LINES OF INQUIRY: 1) Relationship of wastes with the environment and living things 2) Transforming for sustainability 3) Taking initiation for sustainability SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance
3rd Grade (Age 8-9)	The quality of our social life is related to our rights and responsibilities.	A sense of curiosity leads us to discoveries and develop new insights.	People express themselves with different types of expression by using their creativity.	Energy affects our lives in different ways.	Systems in cities are effective in meeting the needs of communities.	Raising awareness of societies is related to the sustainability of the ecosystem.
	SPECIFIED CONCEPTS: Responsibility, Connection, Causation ADDITIONAL CONCEPTS: Justice, rights, roles, differences and similarities, citizenship, relations, justice, fair play LINES OF INQUIRY: 1) Relationship of rights and responsibilities with our social life 2) Our values associated with our rights and responsibilities 3) Our views on the observability of our rights and responsibilities in our social life SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Function, Causation, Change ADDITIONAL CONCEPTS: Chronology, exploration, history, progress, heritage LINES OF INQUIRY: 1) The role of our curiosity in our choices 2) The impact of discoveries on our lives 3) The transformation created by discoveries in our lives SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Form, Function, Perspective ADDITIONAL CONCEPTS: Communication, education, freedom, self-regulation LINES OF INQUIRY: 1) Characteristics of narration types 2) Communicating through different types of narration 3) Expressing ourselves in creative ways by developing subjective strategies SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Form, Change, Causation ADDITIONAL CONCEPTS: Pollution, forms of energy (electricity, heat, kinetic, light, potential, sound), technological advances, transformation of energy LINES OF INQUIRY: 1) Characteristics of energy types 2) Exchange and transformation of energy 3) The effect of energy on our lives SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Function, Connection, Causation ADDITIONAL CONCEPTS: Communication, education, justice, production, transportation, settlements, community LINES OF INQUIRY: 1) The role of systems in cities 2) The relationship between our needs and the formation of systems in cities 3) The effects of systems in cities on our lives SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Form, Connection, Responsibility ADDITIONAL CONCEPTS: Ecology, adaptation, biodiversity, classification, ecosystems, living space, sustainability, peace, preservation, cooperation LINES OF INQUIRY: 1) Understanding the characteristics of ecosystems 2) Sustainability of relations in the ecosystem 3) Raising awareness of societies as citizens of the world SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance
4th Grade (Age 9-10)	Our strengths and areas of improvement are linked to being the subject of our actions.	History, culture and geography affect our lives.	We express ourselves as media literate.	Science is related with our approaches to learning.	The balance between our needs and wants is linked to economic activities.	We have a voice in the realization of global goals through our actions.
	SPECIFIED CONCEPTS: Causation, Responsibility, Connection ADDITIONAL CONCEPTS: Diversity, identity, roles growth, character, self-regulation LINES OF INQUIRY: 1) Understanding the impact of our individual characteristics on our differences 2) Taking initiative to create an action plan for our development journey 3) Reflecting on the relationship of our development journey to our action plan SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Change, Causation, Perspective ADDITIONAL CONCEPTS: Chronology, history, migration geography, regions, geology, ethnics, culture LINES OF INQUIRY: 1) Our learning from the transformation of history, culture and geography from the past to the present 2) Establishing cause-effect relationships between our knowledge of the past and our experience of the present. 3) Forming views on the present based on the reality of the past SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Function, Responsibility, Perspective ADDITIONAL CONCEPTS: Freedom, communication, network, impact, interdependence, initiative, trust LINES OF INQUIRY: 1) Behaviors of media literates 2) Understanding our rights regarding ethical use of media/Information 3) Expressing our different views and beliefs through the media SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Connection, Form, Change ADDITIONAL CONCEPTS: Changes of state, chemical and physical changes, gases-liquids-solids, properties and uses of materials, impact, technological advances safety, goal setting, teamwork LINES OF INQUIRY: 1) Relationships between science and our approaches to learning 2) Structuring of approaches to learning with the principles of science 3) Transforming our learning approaches into action SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: Form, Function, Connection ADDITIONAL CONCEPTS: Employment, production, cooperation, networks, conflict, diversity, dependence teamwork LINES OF INQUIRY: 1) Similar and different aspects of our needs and wants 2) The role of production and consumption systems 3) Relationships between economic activities and production consumption systems SUBJECT AREAS: Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance	SPECIFIED CONCEPTS: All PYP Key Concepts will be included. ADDITIONAL CONCEPTS: conflict, rights, roles, amenities, impact, conservation of natural sources, distribution, poverty, wealth, sustainability, climate, renewable and non-renewable energy resources, conservation of energy, transformation of energy, equilibrium, conflict LINES OF INQUIRY: 1) Deepening our views on globalization 2) The impact of global problems on our lives 3) Taking initiative for the realization of global goals SUBJECT AREAS: Science, Social studies, Language, Personal, Social and Physical Education, Maths, Music, Visual Arts, Drama, Dance