



## Bali IS Primary Years Programme of Inquiry 2019 - 2020

	<b><u>How we organise ourselves</u></b>	<b><u>How we express ourselves</u></b>	<b><u>Where we are in place and time</u></b>	<b><u>Sharing the Planet</u></b>	<b><u>How the world works</u></b>	<b><u>Who we are</u></b>
	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making, economic activities and their impact on humankind and the environment	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations (Gr 4?), from local and global perspectives	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities, peace and conflict resolution	An inquiry into the natural world and its laws; the interaction between the natural world(physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human
<b>Grade 5 10-11 years</b>	<p><b><u>Central Idea</u></b> Responsible citizens are knowledgeable about societal systems locally and globally.</p> <p><b><u>Lines of Inquiry</u></b></p> <p>How government systems function (function)</p> <p>Human rights and responsibilities (responsibility)</p> <p>Responsible citizenship (perspective)</p>	<p><b><u>Central Idea</u></b> We all have a culture that is influenced by different factors and expressed in various ways.</p> <p><b><u>Lines of Inquiry</u></b></p> <p>Our own and others cultural identity (form)</p> <p>Factors that influence our cultural identity (connection)</p> <p>How and why we express our culture (perspective)</p>	<p><b><u>Central Idea</u></b> Migration is a constant process that affects people and places.</p> <p><b><u>Lines of inquiry</u></b></p> <p>Reasons why people migrate (causation)</p> <p>Human migration throughout history (change)</p> <p>Impact of migration (perspective)</p>	<p><b><u>Central Idea</u></b> Biodiversity relies on maintaining the interdependent balance of organisms within systems.</p> <p><b><u>Lines of Inquiry</u></b> Ways in which ecosystems, biomes and environments are interdependent (causation)</p> <p>How human interaction with the environment can affect the balance of system (responsibility)</p> <p>Ways in which organisms are interconnected in nature (connection)</p>	<p><b>PYP Exhibition</b></p> <p><b><u>Central Idea</u></b> Innovation is a response to challenge.</p> <p><b><u>Lines of Inquiry</u></b> Students will develop their own lines of inquiry</p>	<p><b><u>Central Idea</u></b> As we go through adolescence there is an increasing need to maintain our well being.</p> <p><b><u>Lines of inquiry</u></b></p> <p>Changes that occur during adolescence (change)</p> <p>Factors that promote our well being (function)</p> <p>Our relationships contribute towards our sense of self (responsibility)</p>



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<b>Grade 4 9-10 years</b>	<p><b><u>Central Idea</u></b> Children worldwide encounter a range of challenges, risks and opportunities.</p> <p><b><u>Lines of Inquiry</u></b> Challenges, risks and opportunities that children encounter (form)</p> <p>How children respond to challenges, risks and opportunities (perspective)</p> <p>Ways in which individuals and organisations work to protect children from risk (causation)</p>	<p><b><u>Central Idea</u></b> Our bodies are made up of connected systems that contribute to our health and survival</p> <p><b><u>Lines of Inquiry</u></b> Body systems and how they work (function)</p> <p>How the systems are connected to one other (connection)</p> <p>Impact of lifestyle choices on the body (responsibility)</p>	<p><b><u>Central Idea</u></b> Historical figures, civilisations and their technologies continue to impact modern day society</p> <p><b><u>Lines of Inquiry</u></b> Historical figures and civilizations (form)</p> <p>Inventions have been modified over time (change)</p> <p>Historical events that have led to innovations in technology (causation)</p>	<p><b><u>Central Idea</u></b> The design of buildings and structures is dependent upon environmental factors, human ingenuity and available materials</p> <p><b><u>Lines of Inquiry</u></b> Considerations to take into account when building a structure (causation)</p> <p>Impact of a building on the environment and of the environment on a building (perspective)</p> <p>How indigenous architecture influences the design of buildings and structures (connection)</p>	<p><b><u>Central Idea</u></b> People can create or manipulate messages to target specific audiences</p> <p><b><u>Lines of Inquiry</u></b> How images, text and music are used to influence behaviour of target audiences. (function)</p> <p>Critical evaluation of messages presented in the media (perspective)</p> <p>How people respond to messages (responsibility)</p>	<p><b><u>Central Idea</u></b> Economic activity relies on systems of production, exchange and consumption of goods and services</p> <p><b><u>Lines of Inquiry</u></b> Supply and demand (causation)</p> <p>Distribution of goods and services (connection)</p> <p>Ethical and moral behaviour of consumers (responsibility)</p>



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<b>Grade 3 8-9 years</b>	<p><b><u>Central Idea</u></b></p> <p>Through the arts, people use different forms of expression to convey their uniqueness as human beings.</p> <p><b><u>Lines of Inquiry</u></b></p> <p>Diverse ways in which people express themselves (reflection)</p> <p>Role of art in culture and society (function)</p>	<p><b><u>Central Idea</u></b></p> <p>Earth is part of an interconnected solar system.</p> <p><b><u>Lines of Inquiry</u></b></p> <p>The interconnectedness of the Earth, Sun and the Moon (connection)</p> <p>Characteristics of objects in our solar system (function)</p>	<p><b><u>Central Idea</u></b></p> <p>What we believe and value is an important part of who we are.</p> <p><b><u>Lines of Inquiry</u></b></p> <p>Similarities and differences between various belief systems (form)</p> <p>What determines our beliefs and values (causation)</p> <p>Different perspectives and cultures (perspective)</p>	<p><b><u>Central Idea</u></b></p> <p>Exploration leads to discoveries, opportunities and new understandings.</p> <p><b><u>Lines of Inquiry</u></b></p> <p>Reasons for different kinds of exploration (causation)</p> <p>How exploration has changed over time (change)</p> <p>Consequences of exploration (perspective)</p>	<p><b><u>Central Idea</u></b></p> <p>To meet our needs and wants, people make choices that impact animals.</p> <p><b><u>Lines of Inquiry</u></b></p> <p>Different types of living things (form)</p> <p>Why people make choices that impact animals (causation)</p> <p>Our responsibility for the future survival of animals (responsibility)</p>	<p><b><u>Central Idea</u></b></p> <p>Organisations and individuals work together towards having an impact on local and global problems.</p> <p><b><u>Lines of Inquiry</u></b></p> <p>Impact of local and global problems (connection)</p> <p>Responsibilities of individuals and groups in response to problems (responsibility)</p> <p>Strategies for problem solving within an organisation (function)</p>



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<b>Grade 2 7-8 years</b>	<p><b><u>Central Idea</u></b></p> <p>Developing our ability to think enables us to create, learn and express ourselves.</p> <p><b><u>Lines of Inquiry</u></b></p> <p>How we show and use thinking (function)</p> <p>Ways to develop our thinking to enhance learning (causation)</p> <p>Logical and creative expression (perspective)</p>	<p><b><u>Central Idea</u></b></p> <p>People can make choices in order to support the sustainability of the Earth's resources</p> <p><b><u>Lines of Inquiry:</u></b></p> <p>Earth's finite and infinite resources (perspective)</p> <p>Personal choices that can help sustain the environment (responsibility)</p> <p>Reusing and recycling different materials (connection)</p>	<p><b><u>Central Idea</u></b></p> <p>Homes reflect family values and local cultures</p> <p><b><u>Lines of Inquiry</u></b></p> <p>The concept of home (perspective)</p> <p>How homes reflect family values and local culture (connection)</p> <p>Factors that determine where people live (causation)</p>	<p><b><u>Central Idea</u></b></p> <p>The development of global perspectives is supported through understanding our place in the world in relation to others</p> <p><b><u>Lines of Inquiry</u></b></p> <p>How we represent place (form)</p> <p>Representations of place through time (function)</p> <p>Relationship of our location to other parts of the world. (connection)</p>	<p><b><u>Central Idea</u></b></p> <p>Energy can be converted from one form to another and used in various ways.</p> <p><b><u>Lines of Inquiry</u></b></p> <p>Different forms of energy and how it is used (form)</p> <p>Transfer of energy through electrical circuits (causation)</p> <p>Sustainable energy practice through technological advances (change)</p>	<p><b><u>Central Idea</u></b></p> <p>Communities provide interconnected services designed to meet people's needs</p> <p><b><u>Lines of Inquiry</u></b></p> <p>Reasons people live / visit the local community (causation)</p> <p>Services needed to support a community (function)</p> <p>How these services meet the needs of the community (connection)</p>



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<b>Grade 1 6-7 years</b>	<p><b><u>Central Idea</u></b> Stories can inform, entertain and can be communicated in many ways.</p> <p><b><u>Lines of Inquiry</u></b> Different types of stories (<i>form</i>) Elements of a story (<i>form</i>,) The similarities and differences of stories around the world (<i>connection</i>) Feelings and emotions that stories evoke (<i>perspective</i>)</p>	<p><b><u>Central Idea</u></b> The choices people make affect their health and well-being.</p> <p><b><u>Lines of Inquiry</u></b> What it means to have a balanced lifestyle (<i>causation</i>) Making choices that affect our health (<i>Responsibility</i>) Different sources of information that help us to make choices (<i>connection</i>)</p>	<p><b><u>Central Idea</u></b> The scientific process can be used to inquire into the natural world</p> <p><b><u>Lines of Inquiry</u></b> Making sound (<i>causation</i>) Relationship between sound and different matter (<i>form</i>) Using science (<i>function</i>)</p>	<p><b><u>Central Idea</u></b> Making and distributing products depends on various processes and people.</p> <p><b><u>Lines of Inquiry</u></b> Origins of products (<i>form</i>) Processes involved in making products (<i>change</i>) Roles of different workers (<i>form</i>) Connection between different systems involved in the process (<i>connection</i>)</p>	<p><b><u>Central Idea</u></b> Artifacts contribute to our understanding of our histories.</p> <p><b><u>Lines of Inquiry</u></b> Our personal history (<i>change</i>) People use artifacts (<i>function</i>) Artifacts contribute to our understanding of the past (<i>connection</i>)</p>	<b>No Gr 1 Sharing the planet unit.</b>



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<b>Kindergarten 5-6 years</b>	<p><b>Central Idea</b></p> <p>People's relationships with each other can have an impact on well-being</p> <p><b>Lines of Inquiry</b></p> <p>Ways we develop relationships (change)</p> <p>Relationships affect us (causation)</p> <p>Roles and behaviours within relationships (responsibility)</p>	<p><b>Central Idea</b></p> <p>Nature inspires the arts</p> <p><b>Lines of Inquiry</b></p> <p>Types of creative expression (form)</p> <p>Using our creativity to express our ideas in different ways (perspective)</p> <p>Creative expression helps us understand the world around us (connection)</p>	<p><b>Central idea</b></p> <p>We can build successful communities</p> <p><b>Lines of inquiry</b></p> <p>TBC</p>	<p><b>Central idea</b></p> <p>Plants are a life sustaining resources for us and other living things</p> <p><b>Lines of inquiry</b></p> <p>What plants provide for us and other living things (connection)</p> <p>The structure of plant (form)</p> <p>Caring for plant life (change)</p>	<p><b>Central Idea</b></p> <p>Our daily lives are connected to the earth's natural cycles</p> <p><b>Lines of Inquiry</b></p> <p>Earth's natural cycles (causation)</p> <p>Our connection to the earth's natural cycles (connection)</p> <p>Life cycles of animals (change)</p>	<p><b>No Kindergarten Where we are in place and time unit</b></p>



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<b>Preschool Cycle B</b> <b>3 - 4 years</b>	<p><b><u>Central Idea</u></b></p> <p>Forces around us affect movement and how things work.</p> <p><b><u>Lines of Inquiry</u></b></p> <p>Different types of forces (form)</p> <p>Forces affecting movement (causation)</p> <p>Moving toys (function)</p>	<p><b><u>Central Idea</u></b></p> <p>Our senses help us to explore who we are and our world.</p> <p><b><u>Lines of Inquiry</u></b></p> <p>How senses help us to learn and work (function)</p> <p>Using our senses to find out who we are</p>	<p><b><u>Central Idea</u></b></p> <p>Through play we explore and express our ideas come to new understandings.</p> <p><b><u>Lines of Inquiry</u></b></p> <p>Communicating through play (form)</p> <p>The role of toys and games in our learning (connection)</p> <p>How we learn through different types of play (perspective)</p>	<p><b><u>Central Idea</u></b></p> <p>How and why do we move from place to place?</p> <p><b><u>Lines of Inquiry</u></b></p> <p>Types of journeys people make and their purpose (form)</p> <p>How transport impacts our journey (causation)</p> <p>CHanges experienced because of making a journey (change)</p>	<b>No Preschool How we organize ourselves unit</b>	<b>No Preschool Sharing the Planet unit</b>



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<b>Preschool Cycle A</b>  <b>2020 - 2021</b>  <b>3 - 4 years</b>	<b><u>Central Idea</u></b>  Plants play an important role in keeping us alive  <b><u>Lines of Inquiry</u></b>  What plants need to grow and survive (responsibility)  What plants provide for us (function)  Other living things dependent on plants (connection)	<b><u>Central Idea</u></b>  Understanding the properties of materials means that we can use them in different ways.  <b><u>Lines of Inquiry</u></b>  The properties of materials (form)  Changing properties of materials (change)  Uses of materials for different purposes (function)	<b><u>Central Idea</u></b>  Every day we learn about who we are and what we can do.  <b><u>Lines of Inquiry</u></b>  What makes us who we are (causation)  Similarities and differences between ourselves and others (change)  My Learning Journey (causation)	<b><u>Central Idea</u></b>  We celebrate the things that are important to us in different ways.  <b><u>Lines of Inquiry</u></b>  Reasons people celebrate (connection) supported by Music  Features of celebrations (form)  The different ways people celebrate (perspective)	<b>No Preschool How we organise ourselves unit</b>	<b>No Preschool Where we are in place and time unit</b>