

International College Hong Kong (Hong Lok Yuen) - Programme of Inquiry

Nursery

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
<p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including family, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>	<p>An inquiry into 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 and global perspectives.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Central Idea:</p> <p>Through play and exploration people can connect with others and learn about themselves.</p> <p>Key Concepts: Form, Function, Connection</p> <p>Related Concepts: Play, connections, communication, friendship, independence</p> <p>Lines of Inquiry: What we can learn about ourselves and others when playing and exploring</p> <p>What play and exploring looks like</p> <p>Ways we use resources and imagination to play and explore</p> <p>How to connect/ interact with others</p>	<p>No Unit</p> <p>(Only 4 Units Required)</p>	<p>Central Idea:</p> <p>People use what they observe and experience to create and express their own ideas.</p> <p>Key Concepts: Form, Connection, Reflection</p> <p>Related Concepts: Creativity, Expression</p> <p>Lines of Inquiry:</p> <p>Different ways people share and express ideas</p> <p>How people create ideas</p> <p>How I create my own ideas Different ways I can express my own ideas</p>	<p>Central Idea:</p> <p>Exploring through the senses helps people to learn about the world.</p> <p>Key Concepts: Function, Causation, Change</p> <p>Related Concepts: Exploration, Discovery, scientific method</p> <p>Lines of Inquiry:</p> <p>How different things work</p> <p>How different things change</p> <p>What we can learn through exploring</p>	<p>No Unit</p> <p>(Only 4 Units Required)</p>	<p>Central Idea:</p> <p>Living things have needs so that they can live and grow.</p> <p>Key Concepts: Form, change, causation</p> <p>Related Concepts: Needs, Growth, Living</p> <p>Lines of Inquiry: Characteristics of living things The needs of living things Our responsibility towards living things</p>

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Reception

Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including family, friends, communities and cultures; rights and responsibilities; what it means to be human.	Where We Are in Place and Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives.	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.	How the World Works 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.	How We Organise 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.	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.
<p>Central Idea: Experiences at school, home and in the community can lead to new learning.</p> <p>Key Concepts: Reflection, Responsibility</p> <p>Related Concepts: Identity, Learning, strengths and diversity.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The different ways people learn The different places people can learn Things we need to do to be learners What people can learn from different experiences 	<p>Central Idea: Different factors impact the way people live.</p> <p>Key Concepts: Form, Causation, Connection</p> <p>Related Concepts: Home, environment, place, Travel</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Where people live (location, climate) Different journeys people make Material people use in their lives Reasons why people live the way they do 	<p>Central Idea: People use different art forms to show emotions and imagination.</p> <p>Key Concepts: Form, Perspective, Responsibility.</p> <p>Related Concepts: Imagination, Emotion</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Different art forms Ways to communicate ideas and emotions. The role of the audience. 	<p>Central Idea: All living things go through a process of change.</p> <p>Key Concepts: Connection, Change</p> <p>Related Concepts: Growth, Cycles</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Living things What living things needs to stay alive Changes living things go through Life cycles Developmental stages of various living things 	<p>No Unit</p> <p>(Only 4 Units Required)</p>	<p>No Unit</p> <p>(Only 4 Units Required)</p>

International College Hong Kong (Hong Lok Yuen) - Programme of Inquiry

Year 1

<p>Who We Are An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including family, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>	<p>Where We Are in Place and Time An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>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.</p>	<p>How the World Works 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.</p>	<p>How We Organise 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.</p>	<p>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.</p>
<p>Central Idea: Forming and keeping good relationships can enrich people's lives.</p> <p>Key Concepts: Form, Function, Connection</p> <p>Related Concepts: Cause/Effect, Conflict Resolution, Decision Making</p> <p>Lines of Inquiry: What is a relationship The different types of relationships we can have Roles and behaviours in different relationships</p>	<p>Central Idea: Personal histories allow people to understand who they are and where they come from.</p> <p>Key Concepts: Form, Change, Reflection</p> <p>Related Concepts: Time, Identity, past</p> <p>Lines of Inquiry: Our family history Personal change Past experiences</p>	<p>Central Idea: Celebrations can express cultural differences.</p> <p>Key Concepts: Form, Causation, Perspective</p> <p>Related Concepts: Culture, Celebrations</p> <p>Lines of Inquiry: Different types of celebrations Ways that people express celebrations Reasons people celebrate</p>	<p>Central Idea: Life on Earth connects to cycles of the natural world.</p> <p>Key Concepts: Form, Connection, Change</p> <p>Related Concepts: Cycles, Patterns, nature</p> <p>Lines of Inquiry: The components of the Natural World Earth's Natural cycles Patterns of behaviour in living things</p>	<p>Central Idea: Schools are places that are organised so that people can work, learn and play.</p> <p>Key Concepts: Form, Function, Connection</p> <p>Related Concepts: Interdependence, School. Systems, Organisation</p> <p>Lines of Inquiry: How our schools are structured The systems schools use How people at schools are connected</p>	<p>Central Idea: People have shared responsibilities when using limited resources.</p> <p>Key Concepts: Form, Connection, Responsibility</p> <p>Related Concepts: Sustainability, Interconnectedness, Action</p> <p>Lines of Inquiry: Limited resources How we use limited resources. Using limited resources.</p>

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Year 2

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<p>Central Idea: The choices people make can contribute to health and well-being.</p> <p>Key Concepts: Causation, Responsibility, Reflection</p> <p>Related Concepts: Choice, Balance, Well-being</p> <p>Lines of Inquiry: What it means to have a balanced lifestyle</p> <p>How the choices we make affect our health</p> <p>Different ways we can find out about health choices</p> <p>Our own responsibilities to make good choices</p>	<p>Central Idea: Human progress and change can support the needs of people.</p> <p>Key Concepts: Change, Causation, Reflection</p> <p>Related Concepts: History, Cause/Effect, Progress, technology</p> <p>Lines of Inquiry: Places and technology change over time.</p> <p>Change happens to meet the needs of people.</p> <p>People can record change and use it to reflect and predict.</p>	<p>Central Idea: Stories can entertain their audience and communicate meaning.</p> <p>Key Concepts: Form, Connection, Perspective</p> <p>Related Concepts: Culture, Communication</p> <p>Lines of Inquiry: How we construct an effective story</p> <p>What stories can convey</p> <p>Feelings and emotions that stories evoke</p>	<p>Central Idea: People use properties and interactions of matter to help them in their daily lives.</p> <p>Key Concepts: Form, Change, Connection</p> <p>Related Concepts: Matter, Chemistry</p> <p>Lines of Inquiry: Matter comes in different forms</p> <p>Matter can change from one form to another</p> <p>We use what we know about matter to help us in our lives</p>	<p>Central Idea: Materials go through a process of change before they are used.</p> <p>Key Concepts: Function, Change, Connection</p> <p>Related Concepts: Design, Process, Systems</p> <p>Lines of Inquiry: How different products are made and their purpose</p> <p>How products change during a process</p> <p>Systems used to create a product</p>	<p>Central Idea: People use and value local environments in different ways.</p> <p>Key Concepts: Form, Causation, Connection</p> <p>Related Concepts: Environment, Value, Location</p> <p>Lines of Inquiry: Natural and human-made elements of local environments</p> <p>How local environments address people's needs</p> <p>How people interact with local environments</p>

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Year 3

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<p>Central Idea: What people believe and value is a part of who they are and how they act.</p> <p>Key Concepts: Form, Connection, Perspective</p> <p>Related Concepts: Beliefs, Values, diversity, conflict and bias.</p> <p>Lines of Inquiry: What beliefs and values are.</p> <p>How people demonstrate their beliefs and values.</p> <p>How beliefs and values can be similar and different.</p> <p>Actions that can demonstrate friendship.</p>	<p>Central Idea: Explorations lead to discoveries and change</p> <p>Key Concepts: Connection, Causation, Change</p> <p>Related Concepts: Exploration, Discovery, inventions</p> <p>Lines of Inquiry: What it means to explore</p> <p>Exploration can take many forms and involve a variety of fields.</p> <p>Past explorers from different fields</p> <p>Exploration discoveries and their impact</p>	<p>Central Idea: Cultures are expressed through different forms of visual art.</p> <p>Key Concepts: Form, Causation, Connection</p> <p>Related Concepts: Identify, Diversity, Culture</p> <p>Lines of Inquiry: Cultural differences</p> <p>Different styles used in visual arts</p> <p>Distinctive characteristics of a particular culture's art work</p>	<p>Central Idea: Forces are everywhere and they can be changed.</p> <p>Key Concepts: Form, Function, Causation</p> <p>Related Concepts: Force, Energy</p> <p>Lines of Inquiry: How things move</p> <p>How we use forces everyday</p> <p>How forces work on people and things</p> <p>Some forces can be changed</p>	<p>Central Idea: Organisations create systems to work towards a shared goal</p> <p>Key Concepts: Function, Connection, Responsibility</p> <p>Related Concepts: Organisations, Systems, Interconnectedness, Decision Making</p> <p>Lines of Inquiry: Different types of organisations</p> <p>Different systems within organisations.</p> <p>Successful cooperation and shared goals</p>	<p>Central Idea: Different actions can change ecosystems</p> <p>Key Concepts: Change, form, Responsibility</p> <p>Related Concepts: sustainability, conservation, pollution, dependence.</p> <p>Lines of Inquiry: Elements of ecosystems</p> <p>Actions that can change ecosystems</p> <p>Human responsibility towards ecosystems</p>

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Year 4

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<p>Central Idea: Our body is made up of interconnected systems that need maintenance to be kept healthy.</p> <p>Key Concepts: Form, Function, Connection, responsibility</p> <p>Related Concepts: Systems, Health</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Systems in the human body Connections between body systems Maintaining a healthy body 	<p>Central Idea: Learning can help us to have opinions about the past.</p> <p>Key Concepts: Form, Perspective, Responsibility</p> <p>Related Concepts: Change, History, Fact/Opinion, Bias</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Information available to us about the past Different opinions about the past. Referencing sources of information. 	<p>Central Idea: Knowledge can contribute to people's appreciation of artists' work.</p> <p>Key Concepts: Form, Function, Reflection</p> <p>Related Concepts: Appreciation, process</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Different techniques used by artists Artists use different techniques for a specific purpose Knowing about artists techniques helps people to develop a new understanding about art works. 	<p>Central Idea: The laws of science and technology can change society and the environment</p> <p>Key Concepts: Form, Causation Change</p> <p>Related Concepts: Energy, sound and light</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The laws of science How science has impacted technology How technology changes society and the environment 	<p>Central Idea: Communities can serve the needs of individuals.</p> <p>Key Concepts: Function, perspective, form and causation</p> <p>Related Concepts: Geography, impact and population.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Characteristics of communities. Individual human needs. Similarities and differences between communities. 	<p>Central Idea: Achieving sustainability can ensure all living things survive.</p> <p>Key Concepts: Form, causation and change</p> <p>Related Concepts: Sustainability, equal opportunities</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Factors impacting sustainability Consequences of lack of sustainability Personal and global actions towards sustainability

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Year 5

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<p>Central Idea: Cultural backgrounds can shape who people are.</p> <p>Key Concepts: Form, Causation, Connection</p> <p>Related Concepts: Identity, Culture, Beliefs, Values</p> <p>Lines of Inquiry: What is culture and identity</p> <p>How different cultures can shape people.</p> <p>The connections between culture and people's actions.</p>	<p>Central Idea: Human use of the planet is determined by geographical features.</p> <p>Key Concepts: Form, Change Causation</p> <p>Related Concepts: Geography, Adaptation, Transformation, Consequence</p> <p>Lines of Inquiry: What we know about geographical features</p> <p>What people change because of geographical features</p> <p>Consequences of changing geographical features</p>	<p>Central Idea: People use different forms of expression to communicate with others.</p> <p>Key Concepts: Form, Perspective, Causation</p> <p>Related Concepts: Expression. Communication</p> <p>Lines of Inquiry: People use different forms of expression to communicate</p> <p>People interpret expression in different ways</p> <p>People are motivated for different reasons to express themselves</p>	<p>Central Idea: Scientific knowledge constantly evolves, leading to better understanding of the world.</p> <p>Key Concepts: Connection, Change, Reflection</p> <p>Related Concepts: Space, Technology, Discovery, Impact</p> <p>Lines of Inquiry: Earth is connected to a vast and complex universe</p> <p>Discoveries in space help us to understand more about the Earth</p> <p>Technological advances used to understand the universe impact the Earth</p>	<p>Central Idea: Systems of exchange serve the needs of the community.</p> <p>Key Concepts: Form, Function, Responsibility</p> <p>Related Concepts: Economics, Exchange</p> <p>Lines of Inquiry: Systems of exchange</p> <p>How systems of exchange work</p> <p>How systems of exchange serve communities</p>	<p>Central Idea: Individuals and communities can resolve conflict by considering basic human needs.</p> <p>Key Concepts: Causation, Perspective and form</p> <p>Related Concepts: Conflict, Peace, Needs</p> <p>Lines of Inquiry: Basic human needs</p> <p>Those impacted by conflict</p> <p>The factors involved in Conflict resolution.</p>

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Year 6

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<p>Central Idea: Increasing the awareness of self-development helps people make decisions that can affect their future.</p> <p>Key Concepts: Causation, , Change, Responsibility</p> <p>Related Concepts: Relationships, conflict, identify puberty, health Growth</p> <p>Lines of Inquiry: Physical, emotional and mental changes of humans</p> <p>Human life cycle</p> <p>Consequences of making decisions</p> <p>How babies are made and born</p>	<p>Central Idea: People migrate for many reasons and can influence existing communities in a variety of ways.</p> <p>Key Concepts: Causation, Change, Reflection</p> <p>Related Concepts: Migration, refugee, third culture kids.</p> <p>Lines of Inquiry: What is migration</p> <p>The push and pull factors of migration</p> <p>The impacts of migration on communities left behind and those joined.</p>	<p>PYP Exhibition</p> <p>Central Idea and Lines of Inquiry to be developed by students</p>	<p>Central Idea: Properties of materials determines the uses, challenges and benefits they provide.</p> <p>Key Concepts: Change, Connection, Causation</p> <p>Related Concepts: Matter, Chemistry</p> <p>Lines of Inquiry: Properties of natural and man-made materials</p> <p>Irreversible and reversible changes</p> <p>Different uses of materials</p> <p>Challenges and benefits of using different materials</p>	<p>Central Idea: Social systems determine the actions, rights and responsibilities of others.</p> <p>Key Concepts: Form, Function, Responsibility</p> <p>Related Concepts: Governance, Citizenship, Systems</p> <p>Lines of Inquiry: Different social systems</p> <p>How different social systems work</p> <p>Responsibilities as citizens in a society</p>	<p>Central Idea: The actions of others can determine access to human rights.</p> <p>Key Concepts: Causation, Perspective, Responsibility</p> <p>Related Concepts: Human Rights</p> <p>Lines of Inquiry: Human rights</p> <p>Access to human rights</p> <p>How human rights can be met</p> <p>Actions that impact the access to human rights.</p>