

## Programme of Inquiry 2024

Grades	<b>Who we are</b>	<b>Where we are in place and time</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>How we organise ourselves</b>	<b>Sharing the planet</b>
	<p><i>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.</i></p>	<p><i>An inquiry into 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 to global perspectives</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>

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<b>Grade 0</b>	<p><b>Central idea :</b> Every day I can learn more about who I am and what I can do.</p> <p><b>Key concepts:</b> form, perspective, causation</p> <p><b>Lines of inquiry:</b> -Myself as a part of my family -My physical characteristics -My feelings, likes, and dislikes</p>	<p><b>Central idea:</b> Our personal histories help us understand our world.</p> <p><b>Key concepts:</b> form, responsibility, perspective</p> <p><b>Lines of inquiry:</b> -The countries and cultures we come from (uniqueness) - Respect for others - The way people express their culture and dress</p>	<p><b>Central idea:</b> Nursery rhymes and fairy tales are a way to develop language and tell stories.</p> <p><b>Key concepts:</b> connection, function, perspective</p> <p><b>Lines of inquiry:</b> -The sequence of events -The role of rhymes and songs -Songs and rhymes around the world</p>	<p><b>Central idea:</b> Materials behave and interact in certain ways, which determine how people use them.</p> <p><b>Key concepts:</b> change, causation, function</p> <p><b>Lines of inquiry:</b> -Behaviour of materials -Changing properties of materials -Manipulation and application of materials to new purposes</p>	<p><b>Central idea:</b> People have different jobs and share responsibilities.</p> <p><b>Key concepts:</b> form, responsibility, change</p> <p><b>Lines of inquiry:</b> -Different kinds of jobs -The importance, duties and responsibilities of different professions -The person I want to be in the future</p>	<p><b>Central idea:</b> Animals and people interact in different ways in different contexts.</p> <p><b>Key concepts:</b> function, form, responsibility</p> <p><b>Lines of inquiry:</b> -The different roles animals play in peoples' lives - Adaptation of particular animals for specific functions -Responsibility for the well-being of animals</p>

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Grade 1	<p><b>Central idea:</b> Making balanced choices about daily routines enables us to have a healthy lifestyle.</p> <p><b>Key concepts:</b> function, causation, responsibility</p> <p><b>Lines of inquiry:</b> -Daily habits and routines (hygiene, sleep, play, eating and safety) -Balanced choices in eating, road mindedness, school and house chores and consequences of them - The importance of leading a healthy lifestyle</p>	<p><b>Central idea:</b> The way we travel has changed throughout time.</p> <p><b>Key concepts:</b> form, change, causation</p> <p><b>Lines of inquiry:</b> -Travelling around the world- exploring the continents and their main countries -Means of transport have changed throughout the time -The influence of transport on the ability to travel</p>	<p><b>Central idea:</b> People create art and music forms to express their feelings.</p> <p><b>Key concepts:</b> causation, form, perspective,</p> <p><b>Lines of inquiry:</b> - Feelings and types of emotions caused by art - Discovering different branches of art (drama plays, music, works of art) -Expressing emotions using the branches of art</p>	<p><b>Central idea:</b> Different animals live, grow and change within different habitats.</p> <p><b>Key concepts:</b> form, change, function</p> <p><b>Lines of inquiry:</b> - Animals around us - Living things change over their lifetime (life cycles) - What animals need in order to survive</p>	<p><b>Central idea:</b> Communities satisfy the needs of people in a different way.</p> <p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Lines of inquiry:</b> -Public places and community helpers serve the needs of the community -The interaction and differences between town and village -The features of a well-balanced community</p>	<p><b>Central idea:</b> Our personal choices can change the environment.</p> <p><b>Key concepts:</b> functions, responsibility, connection,</p> <p><b>Lines of inquiry:</b> - How different materials can be reused - The way waste affects the environment - Things we do in order to protect the environment</p>

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<b>Grade 2</b>	<p><b>Central idea:</b> Exploring role models deepens our understanding of ourselves.</p> <p><b>Key concepts:</b> form, perspective, change</p> <p><b>Lines of inquiry:</b> -Traits of role model -The way we can be role models despite our difficulties -Influence of role models on our choices and actions</p>	<p><b>Central idea:</b> All homes have features that make them unique.</p> <p><b>Key concepts:</b> form, function, causation</p> <p><b>Lines of inquiry:</b> -Typical homes around the world -Construction methods around the world -Impact of environmental conditions on human homes</p>	<p><b>Central idea:</b> No matter where we live, celebrations unite people.</p> <p><b>Key concepts:</b> function, connection, perspective</p> <p><b>Lines of inquiry:</b> -Kinds of festivals and ways of celebrating - Identification with the family and its traditions -Tolerance towards other cultures</p>	<p><b>Central idea:</b> Different sources of energy affect our everyday life.</p> <p><b>Key concepts:</b> Responsibility, form, function, change</p> <p><b>Lines of inquiry:</b> -Forms of energy -How we use sources of energy -Responsible use of energy in everyday life</p>	<p><b>Central idea:</b> Products we use go through many different processes before they get to us.</p> <p><b>Key concepts:</b> Connection, function, change</p> <p><b>Lines of inquiry:</b> -The kinds of products people make and use -Places where the goods are produced -The processes material goes through to create the final product</p>	<p><b>Central idea:</b> Plants have an impact on the environment.</p> <p><b>Key concepts:</b> change, connection, responsibility</p> <p><b>Lines of inquiry:</b> -Plants as living things and their life cycle -The role of plants in the ecosystem -Our responsibility for plants</p>

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Grade 3	<p><b>Central idea:</b> Understanding our Body and mind affects choices we make.</p> <p><b>Key concepts:</b> connection, responsibility, form</p> <p><b>Lines of inquiry:</b> - Understanding various systems of the human body - How body systems are interdependent - Physical and emotional health is our responsibility to our bodies.</p>	<p><b>Central idea:</b> Exploration and discovery have brought change to people and places.</p> <p><b>Key concepts:</b> causation, perspective, change,</p> <p><b>Lines of inquiry:</b> -Explorations in the past, present and future -Reasons people explore -The impact of explorations and discoveries on our world today</p>	<p><b>Central idea:</b> Different ways for communication that inform and influence people.</p> <p><b>Key concepts:</b> form, function, connection</p> <p><b>Lines of inquiry:</b> -Ways of communication -Purpose of various types of communication -Communication makes life easier</p>	<p><b>Central idea:</b> The earth zones affect our climate and living things around the world.</p> <p><b>Key concepts:</b> form, causation, connection,</p> <p><b>Lines of inquiry:</b> -Characteristic of climate found around the globe -What drives adaptations - Animals' and plants' adaptation to life in different Earth zones</p>	<p><b>Central idea:</b> Systems in communities are organized in different ways</p> <p><b>Key concepts:</b> form, connection, responsibility</p> <p><b>Lines of inquiry:</b> - The concept of organisation that affects our lives directly and indirectly - Different systems of organisation that we belong to - The comparison of different systems of organizations in communities</p>	<p><b>Central idea:</b> Natural resources are essential for our existence.</p> <p><b>Key concepts:</b> form, function, perspective</p> <p><b>Lines of inquiry:</b> - What natural resources exist on Earth and how they came into existence - The importance of natural resources for humans - the distribution of natural resources in poor and wealthy countries</p>

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Grade 4	<p><b>Central idea:</b> Our rights and responsibilities help shape who we are and who we can become.</p> <p><b>Key concepts:</b> form, change, causation</p> <p><b>Lines of inquiry:</b> -Our rights, chores and responsibilities -Similarities and differences between our families and cultures. -How responsibilities help us to develop.</p>	<p><b>Central idea:</b> Evidence of past civilizations can be used to make connections to present- day societies.</p> <p><b>Key concepts:</b> form, change, connection</p> <p><b>Lines of inquiry:</b> -Characteristics of civilizations and societies - Connections between past and present - Implications for the future - processes involved in collecting, analysing and validating evidence.</p>	<p><b>Central idea:</b> Imagination is a powerful tool for extending our ability to think, create, and express ourselves.</p> <p><b>Key concepts:</b> form, perspective, change</p> <p><b>Lines of inquiry:</b> -Different forms of literature - The impact of imaginative literature on readers - Personal preferences in appreciation of literature</p>	<p><b>Central idea:</b> Earth's structure is constantly changing through processes and forces that impact society</p> <p><b>Key concepts:</b> causation, connection, form</p> <p><b>Lines of inquiry:</b> -How the Earth's tectonic plates interact -How geography affects community -How rocks and minerals are formed</p>	<p><b>Central idea:</b> Economic activities Can have different systems.</p> <p><b>Key concepts:</b> function, causation, connection</p> <p><b>Lines of inquiry:</b> -How goods are produced and distributed around the world. - How global movements affect availability of goods. -The roles of people involved in production and distribution of food. -Fair Trade.</p>	<p><b>Central idea:</b> Finding peaceful solutions to conflicts improves the quality of human life.</p> <p><b>Key concepts:</b> form, causation, responsibility</p> <p><b>Lines of inquiry:</b> -Political order -Causes of conflicts. -Conflict resolution and management of the consequences.</p>

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Grade 5	<p><b>Central idea:</b> Myths and beliefs can explain our world and what it means to be human.</p> <p><b>Key concepts:</b> form, perspective, connection</p> <p><b>Lines of inquiry:</b> -Similarities and differences between belief systems -How beliefs and values contribute to the formation and actions of communities -The impact of spiritual traditions on society today</p>	<p><b>Central idea:</b> People migrate as a response to many factors.</p> <p><b>Key concepts:</b> change, causation, connection</p> <p><b>Lines of inquiry:</b> -Migration throughout history -The reasons people migrate -Effects of migration on communities, cultures and individuals</p>	<p><b>Central idea:</b> People can use words and images to send different messages to different audiences.</p> <p><b>Key concepts:</b> function, perspective, responsibility</p> <p><b>Lines of inquiry:</b> -How images, text and music are used to influence behaviour of target audiences -Critical evaluation of messages presented in the media -How people respond to</p>	<p><b>Exhibition unit</b></p> <p><b>Key concepts:</b> Form, connection, causation, responsibility, perspective, change, function</p>	<p><b>Central idea:</b> Wealthy and poor countries can affect each other.</p> <p><b>Key concepts:</b> causation, change, responsibility</p> <p><b>Lines of inquiry:</b> -The rights and responsibilities of wealthy nations -What makes a wealthy nation wealthy -What impact can wealthy and poor nations have on each other</p>	<p><b>Central idea:</b> The balance in our ecosystems has an impact on all of us.</p> <p><b>Key concepts:</b> responsibility, connection, function</p> <p><b>Lines of inquiry:</b> -How disturbing one area of an ecosystem affects other areas -How living and non living things are connected -Our role in maintaining the balance now and in the future</p>



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