



**Ras Al Khaimah Academy
International Primary School Khuzam
IB PYP
Programme of Inquiry 2020-21**

Pre K (age 3-4): Programme of Inquiry – 2020-2021

<p>Who We Are <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>How the World Works <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>How We Express Ourselves <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>Where We are in Place and Time <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 and global perspectives.</i></p>
UNIT 1 = 34 teaching days 30/08/20 - 14/10/20	UNIT 2 = 36 teaching days 19/10/20 – 10/12/20 (*end of Term 1)	UNIT 3 = 58 teaching days 03/01/21 – 25/03/21 (*end of Term 2)	UNIT 4 = 59 teaching days (*Ramadan) 11/04/21 – 01/07/21 (*end of Term 3 for students)
<p>Central idea: Learning about who I am and what I can do helps me reflect on how I have grown and changed. Lines of Inquiry</p> <ul style="list-style-type: none"> • My physical characteristics • What I can do • My feelings, likes and dislikes • How I am growing and changing 	<p>Central idea: Light allows people to meet their interests and needs. Lines of inquiry:</p> <ul style="list-style-type: none"> • Different sources of light in our world • The uses of light to meet people’s needs • The different behaviours of light 	<p>Central idea: Our imagination can extend our ability to think, create and express ourselves. Lines of inquiry:</p> <ul style="list-style-type: none"> • How we can bring stories we read, share and know to life • Imaginative use of everyday materials • Different ways to express ideas 	<p>Central idea: Journeys help us to learn. Lines of inquiry:</p> <ul style="list-style-type: none"> • Types of journeys. • Recording of journeys.

KG 1 (age 4-5) : Programme of Inquiry – 2020-2021

<p>Who We Are <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>How the World Works <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>Where We are in Place and Time <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 and global perspectives.</i></p>	<p>How We Express Ourselves <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>
UNIT 1 = 34 teaching days 30/08/20 - 14/10/20	UNIT 2 = 36 teaching days 19/10/20 – 10/12/20 (*end of Term 1)	UNIT 3 = 58 teaching days 03/01/21 – 25/03/21 (*end of Term 2)	UNIT 4 = 59 teaching days (*Ramadan) 11/04/21 – 01/07/21 (*end of Term 3 for students)
<p>Central idea: Family and friends have a responsibility to care for and help each other. Lines of Inquiry:</p> <ul style="list-style-type: none"> • The different kinds of families and friends • Our responsibilities towards our friends and families • The different activities we can do with our family and friends 	<p>Central idea: Animals have needs to help them grow and survive. Lines of inquiry:</p> <ul style="list-style-type: none"> • The features of different animals • The needs of different animals • How different habitats suit different animals 	<p>Central idea: People play different roles in our community that help us every day. Lines of inquiry:</p> <ul style="list-style-type: none"> • People's roles in our community • The things they need to do their work • How their roles help us 	<p>Central idea: *We can express our feelings through the Arts. Lines of inquiry:</p> <ul style="list-style-type: none"> • The different mediums of Art • How art can make us feel

4 units

KG2 (age 5-6) : Programme of Inquiry – 2020-2021

Who We Are	How the World Works	How We Express Ourselves	How We Organise Ourselves	Sharing the Planet	Where We are in Place and Time
<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>	<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>	<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>	<i>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.</i>	<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>	<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 and global perspectives.</i>
UNIT 1 = 34 teaching days 30/08/20 - 14/10/20	UNIT 2 = 36 teaching days 19/10/20 – 10/12/20 (*end of Term 1)				
Central idea: Play can help us function as a team. Lines of inquiry: <ul style="list-style-type: none"> • The reasons we play • The social elements of play • How we can work effectively in groups • The connection between play and learning 	Central idea: The way we use materials depends on its properties. Lines of inquiry: <ul style="list-style-type: none"> • Materials we use everyday • The properties of materials • The appropriate use of materials 	Central idea *Our feelings can be expressed through visual art. Lines of inquiry: <ul style="list-style-type: none"> • Types of feelings we have • Forms of visual arts 	Central idea: *Connections between people help our school. Lines of inquiry: <ul style="list-style-type: none"> • Helpful people of our school • Connected roles people have at our school 	Central idea: *We have a responsibility to care for our environment, through our home. Lines of inquiry: <ul style="list-style-type: none"> • The impact of waste on my home. • Different ways we can care for our home. • Actions we take in our home can impact the wider world. 	Central idea: *Documenting personal histories allows us to remember. Lines of Inquiry: <ul style="list-style-type: none"> • A memory from Long Ago • A memory that makes you Laugh • A memory that makes you Cry • A memory as Precious as Gold • A memory of something Warm

Grade 1 (age 6-7) : Programme of Inquiry – 2020-2021

<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 families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</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>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>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 and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>
<p>UNIT 1 = 34 teaching days 30/08/20 - 14/10/20</p>	<p>UNIT 2 = 36 teaching days 19/10/20 – 10/12/20 <i>*End of Term 1</i></p>	<p>UNIT 3 = 29 teaching days 03/01/21 – 10/02/21</p>	<p>UNIT 4 = 29 teaching days 15/02/21 – 25/03/21 <i>*End of Term 2</i></p>	<p>UNIT 5 = 34 teaching days 11/04/21 – 27/04/21 <i>*Ramadan</i></p>	<p>UNIT 6 = 25 teaching days 30/05/21 – 01/07/21 <i>*End of Term 3</i></p>
<p>Central idea: Celebrations bring families together. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Types of celebrations. • How celebrations bring families together. 	<p>Central idea: Scientists use a process to understand and explore. Lines of inquiry:</p> <ul style="list-style-type: none"> • What a scientist does. • How science influences our lives. 	<p>EDIT Central idea: Many products go through a process of change before they can be consumed or used. Lines of inquiry:</p> <ul style="list-style-type: none"> • The origin of products • The changes products go through • The process of distributing products 	<p>Central idea: Managing resources is our responsibility. Lines of inquiry:</p> <ul style="list-style-type: none"> • Different resources and their uses. • Responsible choices to manage resources 	<p>Central idea: We create stories to express feelings. Lines of inquiry:</p> <ul style="list-style-type: none"> • Different ways we can share stories • How stories make us feel 	<p>EDIT Central idea: Climate and location can determine how people live around the world. Lines of inquiry:</p> <ul style="list-style-type: none"> • What a home is and its purpose • Effect of climate on resources • Similarities and differences between homes

Grade 2 (age 7-8) : Programme of Inquiry – 2020-2021

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<p>Central idea: Differences in values can affect human relationships. Lines of inquiry:</p> <ul style="list-style-type: none"> • Our personal values • The connection between relationships and values • Our responsibilities toward ourselves and others 	<p>Central idea: We understand forces through play. Lines of inquiry:</p> <ul style="list-style-type: none"> • How forces work • We learn through play 	<p>Central idea: People can establish practices in order to sustain and maintain the Earth’s resources. Lines of inquiry</p> <ul style="list-style-type: none"> • Limited nature of the Earth’s resources • Personal choices that can help sustain the environment • Reusing and recycling different materials • Reducing waste 	<p>Central idea: Culture can be expressed through the arts. Lines of inquiry:</p> <ul style="list-style-type: none"> • Our cultural history • Similarities and differences in cultures around us • Appreciation of cultural expression around us 	<p>Central idea: Shared routines can help keep families healthy. Lines of inquiry:</p> <ul style="list-style-type: none"> • Purpose of rules and routines • Family responsibilities • Different ways to be healthy 	<p>Central idea: Maps use mathematical systems. Lines of inquiry:</p> <ul style="list-style-type: none"> • The components of maps • How maps use mathematics • How explorers make and use maps effectively

Grade 3 (age 8-9) : Programme of Inquiry – 2020-2021

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<p>Central idea: Our body is affected by our lifestyle choices. Lines of inquiry:</p> <ul style="list-style-type: none"> • Lifestyle choices • Positive and negative outcomes on our body 	<p>Central idea: The elements of nature can lead to changes of the earth. Lines of inquiry:</p> <ul style="list-style-type: none"> • Natural features that make up Earth • The changes of natural features of the earth • The impact of these changes 	<p>Central idea: Human impact endangers living things Lines of inquiry:</p> <ul style="list-style-type: none"> • Human impact on our planet • Living things in danger 	<p>Central idea: Disasters lead to human response. Lines of inquiry:</p> <ul style="list-style-type: none"> • Types of disasters • Responses to disasters 	<p>Central idea: Family histories show insight into cultural and personal identity. Lines of inquiry:</p> <ul style="list-style-type: none"> • Family ancestry • Artifacts, heirlooms or rituals that have meaning in a family • Similarities and differences between generations within a family 	<p>Central idea: Stories inform and move us. Lines of Inquiry:</p> <ul style="list-style-type: none"> • What stories convey • Feelings that stories evoke

Grade 4 (age 9-10) : Programme of Inquiry – 2020-2021

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<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>	<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>	<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 and global perspectives</i>	<i>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.</i>	<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>	<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>
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Central idea: Homes reflect personal identity and local culture. Lines of inquiry <ul style="list-style-type: none"> • Different types of homes • Circumstances that determine where people live 	Central idea: Human actions impact on the climate. Lines of inquiry: <ul style="list-style-type: none"> • Human actions in the natural environment. • The impacts on the climate 	Central idea: Discoveries continually shape peoples' lives Lines of inquiry: <ul style="list-style-type: none"> • How our lives differ from before • Old discoveries that we still rely on today 	Central idea: Industries have an impact on communities. Lines of inquiry: <ul style="list-style-type: none"> • Different types of industries • What are the impacts on communities 	Central idea: Conflicts can have a variety of resolutions. Lines of inquiry: <ul style="list-style-type: none"> • Conflicts arise because of different viewpoints. • Conflicts can have a variety of outcomes. 	Central idea: Beauty is a personal appreciation Lines of inquiry: <ul style="list-style-type: none"> • Beauty can be found in different forms. • Beauty is an individual perception.

Grade 5 (age 10-11) : Programme of Inquiry – 2020-2021

<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 families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</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>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 and the interconnectedness of individuals and civilizations, from local and global perspectives.</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>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>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>
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<p>Central idea: *Transitions shape our future. Lines of inquiry:</p> <ul style="list-style-type: none"> The social, emotional and intellectual changes that occur throughout life Factors that contribute to well-being during adolescence 	<p>Central idea: *Pandemics inspire innovation and create systematic change Lines of inquiry:</p> <ul style="list-style-type: none"> The origin of the virus Governmental responses to the outbreak Innovations in response to the outbreak 	<p>Central idea: *Migration is a response to human circumstances. Lines of inquiry:</p> <ul style="list-style-type: none"> Why people migrate The effects of migration on communities, cultures and individuals. 	<p>Central idea: *The world is not equal for all. Lines of inquiry:</p> <ul style="list-style-type: none"> The types of inequality To be constructed by the children and class teacher (will differ from class to class) 	<p>Central idea: *The products we buy can harm our environment and others. Lines of inquiry:</p> <ul style="list-style-type: none"> How making and using products can harm the environment How the making of these products harm others 	<p>Central Idea: We can inspire people in our community by sharing our personal passions. Lines of inquiry:</p> <ul style="list-style-type: none"> Identifying and understanding my passion How my passion connects to a global issue

