



**Ras Al Khaimah Academy  
International Primary School Khuzam  
IB PYP  
Programme of Inquiry 2019-20**



## PreK: Units of Inquiry

An inquiry into: Who We Are	An inquiry into: How the World Works	An inquiry into: Where We are in Place and Time	An inquiry into: How We Express Ourselves
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.	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 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.	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>1<sup>st</sup> Unit</i>	<i>2<sup>nd</sup> Unit</i>	<i>3<sup>rd</sup> Unit</i>	<i>Year Long Unit</i>
<p><b>Central idea:</b></p> <p><b>Learning about who I am and what I can do helps me reflect on how I have grown and changed.</b></p> <p><b>Key Concepts:</b> Form, Change and Responsibility</p> <p><b>Related concepts:</b> Identity, Physical characteristics and Change</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• My physical characteristics</li> <li>• What I can do</li> <li>• My feelings, likes and dislikes</li> <li>• How I am growing and changing</li> </ul> <p><b>Approaches to Learning:</b> Research, Self-management and Social</p> <p><b>Learner Profile:</b> Communicator, Inquirer, Risk-taker, Confidence and Curiosity</p> <p><b>Subject Focus:</b> Science, Arts and Language</p> <p><b>Integration:</b> Arabic and PE</p>	<p><b>Central idea:</b></p> <p><b>Light allows people to meet their interests and needs.</b></p> <p><b>Key concepts:</b> Function, Causation and Connection</p> <p><b>Related concepts:</b> Properties, Energy, Needs</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different sources of light in our world</li> <li>• The uses of light to meet people’s needs</li> <li>• The different behaviours of light</li> </ul> <p><b>Approaches to Learning:</b> Research, Self-management and Social</p> <p><b>Learner Profile:</b> Inquirer, Thinker Creativity and Curiosity</p> <p><b>Subject Focus:</b> Science, Language and Mathematics</p> <p><b>Integration:</b> Arts (Music and Drama) and Arabic</p>	<p><b>Central idea:</b></p> <p><b>Journeys can provide situations to discover, explore and develop new understandings.</b></p> <p><b>Key concepts:</b> Function and Connection</p> <p><b>Related concepts:</b> Discovery and Journeys</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Types of journeys we have been on</li> <li>• Discoveries we make on our journeys</li> <li>• Different ways we can record our journeys</li> </ul> <p><b>Approaches to Learning:</b> Research, Social and Thinking</p> <p><b>Learner Profile:</b> Reflective, Open-minded, Empathy and Respect</p> <p><b>Subject Focus:</b> Mathematics, Language and Social Studies</p> <p><b>Integration:</b> Arabic</p>	<p><b>Central idea</b></p> <p><b>Our imagination can extend our ability to think, create and express ourselves.</b></p> <p><b>Key concepts:</b> Form and Perspective</p> <p><b>Related concepts:</b> Creativity and Expression</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• How we can bring stories we read, share and know to life</li> <li>• Imaginative use of everyday materials</li> <li>• Different ways to express ideas</li> </ul> <p><b>Approaches to Learning:</b> Communication and Self-management</p> <p><b>Learner Profile:</b> Communicator, Reflective, Appreciation and Creativity</p> <p><b>Subject Focus:</b> PSPE, Science, Language and Mathematics</p> <p><b>Integration:</b> Arabic Arts(Drama and Music) and PE</p>



## KG1: Units of Inquiry

An inquiry into: Who We Are	An inquiry into: How the World Works	An inquiry into: Where We are in Place and Time	An inquiry into: How We Express Ourselves
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.	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 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.	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>1<sup>st</sup> Unit</i>	<i>2<sup>nd</sup> Unit</i>	<i>3<sup>rd</sup> Unit</i>	<i>Year Long Unit</i>
<p><b>Central idea:</b></p> <p>Family and friends have a responsibility to care for and help each other.</p> <p><b>Key Concepts:</b> Form Function and Responsibility</p> <p><b>Related concepts:</b> Family and Friendship</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The different kinds of families and friends</li> <li>• Our responsibilities towards our friends and families</li> <li>• The different activities we can do with our family and friends</li> </ul> <p><b>Approaches to Learning:</b> Social and Self-management</p> <p><b>Learner Profile:</b> Caring, Communicator and Principled Cooperation and Respect</p> <p><b>Subject Focus:</b> Language, Social Studies and Mathematics</p> <p><b>Integration:</b> Arts and Arabic</p>	<p><b>Central idea:</b></p> <p>Animals have needs to help them grow and survive.</p> <p><b>Key concepts:</b> Form, Function and Connection</p> <p><b>Related concepts:</b> Needs, Features, Habitats</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The features of different animals</li> <li>• The needs of different animals</li> <li>• How different habitats suit different animals</li> </ul> <p><b>Approaches to Learning:</b> Research and Thinking</p> <p><b>Learner Profile:</b> Thinker and Knowledgeable Empathy and Curiosity</p> <p><b>Subject Focus:</b> Science, Language, Arts and Mathematics</p> <p><b>Integration:</b> Arabic and ICT</p>	<p><b>Central idea:</b></p> <p>People play different roles in our community that help us every day.</p> <p><b>Key concepts:</b> Function, Change and Connection</p> <p><b>Related concepts:</b> Roles and Materials</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• People’s roles in our community</li> <li>• The things they need to do their work</li> <li>• How their roles help us</li> </ul> <p><b>Approaches to Learning:</b> Thinking and Social</p> <p><b>Learner Profile:</b> Inquirer, Open minded, Appreciation, Curiosity and Enthusiasm</p> <p><b>Subject Focus:</b> Language and Social Studies</p> <p><b>Integration:</b> PSPE, Arts[Music], ICT</p>	<p><b>Central idea:</b></p> <p>We can express our feelings, ideas and experiences through the use of language and the Arts.</p> <p><b>Key concepts:</b> Perspective and Responsibility</p> <p><b>Related concepts:</b> Performance, Opinion, Feelings</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The different forms of language and Art</li> <li>• How needs, wants, personal feelings and learnings can be represented</li> <li>• How ideas can be developed</li> <li>• The importance of valuing and appreciating others ideas and feelings</li> </ul> <p><b>Approaches to Learning:</b> Social and Thinking</p> <p><b>Learner Profile:</b> Communicator, Reflective and Risk-taker Confidence, Creativity and Independence</p> <p><b>Subject Focus:</b> PSPE, Language, Arts and Mathematics</p> <p><b>Integration:</b> ICT</p>



## KG2: Units of Inquiry

An inquiry into: Who We Are	An inquiry into: How the World Works	An inquiry into: How We Express Ourselves	An inquiry into: How WE Organise Ourselves	An inquiry into: Sharing the Planet	An inquiry into: Where We are in Place and Time
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.	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 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 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.	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 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>1<sup>st</sup> Unit</i>	<i>2<sup>nd</sup> Unit</i>	<i>3<sup>rd</sup> Unit</i>	<i>4<sup>th</sup> Unit</i>	<i>5<sup>th</sup> Unit</i>	<i>6<sup>th</sup> Unit</i>
<p><b>Central idea:</b> Play can help us function as a team.</p> <p><b>Key concepts:</b> Function, Connection and Responsibility</p> <p><b>Related concepts:</b> Communication, Roles, Conflict and Cooperation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The reasons we play</li> <li>The social elements of play</li> <li>How we can work effectively in groups</li> <li>The connection between play and learning</li> </ul> <p><b>Approaches to Learning:</b> Self-management, Social and Thinking</p> <p><b>Learner Profile/ Attitudes:</b> Balanced, Caring, Principled Cooperation, Integrity and Respect</p> <p><b>Subject Focus:</b> Mathematics and Language</p> <p><b>Integration:</b> Arts (Music) and PSPE</p>	<p><b>Central idea:</b> The way we use materials depends on its properties.</p> <p><b>Key concepts:</b> Function, Causation and Change</p> <p><b>Related concepts:</b> Properties and use of materials, Behaviour, Predictions</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Materials we use everyday</li> <li>The properties of materials</li> <li>The appropriate use of materials</li> </ul> <p><b>Approaches to Learning:</b> Research and Thinking</p> <p><b>Learner Profile/ Attitudes:</b> Inquirer, Thinker, Creativity and Curiosity</p> <p><b>Subject Focus:</b> Science, Language and Mathematics</p> <p><b>Integration:</b> Computer Science</p>	<p><b>Central idea:</b> We can express ideas through the elements of art.</p> <p><b>Key concepts:</b> Form and Perspective</p> <p><b>Related concepts:</b> Interpretation, Imagination and Techniques</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The elements of art</li> <li>The different ways artists have used the elements of art</li> <li>How we can express our ideas using the elements of the arts</li> </ul> <p><b>Approaches to Learning:</b> Self-Management and Communication</p> <p><b>Learner Profile/ Attitudes:</b> Communicator, Reflective, Risk-taker, Appreciation and Creativity</p> <p><b>Subject Focus:</b> Arts, Mathematics, Language and Science</p> <p><b>Integration:</b> Arts (Music) and Computer Science</p>	<p><b>Central idea:</b> Communities can provide services to help them meet the needs of people.</p> <p><b>Key concepts:</b> Form, Function and Connection</p> <p><b>Related concepts:</b> Needs, Systems, Role, Networks</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The services within a community</li> <li>Communities and how they work</li> <li>The needs of our community</li> </ul> <p><b>Approaches to Learning:</b> Self-management and Thinking</p> <p><b>Learner Profile/ Attitudes:</b> Balanced, Communicator Confidence and Creativity</p> <p><b>Subject Focus:</b> Social Studies, Mathematics and language</p> <p><b>Integration:</b> PSPE and Library</p>	<p><b>Central idea:</b> We have a responsibility to care for our environment.</p> <p><b>Key concepts:</b> Causation and Responsibility</p> <p><b>Related concepts:</b> Resources, Waste, Conservation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The impact of waste on the environment</li> <li>Different ways we can care for our environment</li> <li>Actions we can take to inspire others to care for our environment</li> </ul> <p><b>Approaches to Learning:</b> Communication and Thinking</p> <p><b>Learner Profile/ Attitudes:</b> Caring, Principled, Appreciation and Respect</p> <p><b>Subject Focus:</b> language and Mathematics Science and Social Studies</p> <p><b>Integration:</b> Library</p>	<p><b>Central idea:</b> The way people live can change over time.</p> <p><b>Key concepts:</b> Causation, Change and Connection</p> <p><b>Related concepts:</b> History and Progress</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Ways to find out about the past</li> <li>How lifestyles of the past still influences us today</li> <li>Why some behaviours and practices have changed or remained the same over time</li> </ul> <p><b>Approaches to Learning:</b> Research and Social</p> <p><b>Learner Profile/ Attitudes:</b> Knowledgeable, Inquirer, Open-minded, Curiosity, Empathy and Tolerance</p> <p><b>Subject Focus:</b> PSPE, Social Studies, Mathematics and Language</p> <p><b>Integration:</b> Computer Science</p>



## Grade 1: Units of Inquiry

An inquiry into: Where We are in Place and Time	An inquiry into: How WE Organise Ourselves	An inquiry into: How We Express Ourselves	An inquiry into: Sharing the Planet	An inquiry into: How the World Works	An inquiry into: Who We Are
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.	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.	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 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>1<sup>st</sup> Unit</b>	<b>2<sup>nd</sup> Unit</b>	<b>3<sup>rd</sup> Unit</b>	<b>4<sup>th</sup> Unit</b>	<b>5<sup>th</sup> Unit</b>	<b>6<sup>th</sup> Unit</b>
<p><b>Central idea:</b> Climate and location can determine how people live around the world.</p> <p><b>Key concepts:</b> Form and Causation</p> <p><b>Related concepts:</b> Geography, Resources and Climate</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• What a home is and its purpose</li> <li>• Effect of climate on resources</li> <li>• Similarities and differences between homes</li> <li>• Impact of environment and location on house design</li> </ul> <p><b>Approaches to Learning:</b> Research and Thinking</p> <p><b>Learner Profile/ Attitudes:</b> Caring, Knowledgeable and Thinker Empathy and Creativity</p> <p><b>Subject Focus:</b> Language, Mathematics, Social Studies and Science</p> <p><b>Integration:</b> Arts (Music)</p>	<p><b>Central idea:</b> Many products go through a process of change before they can be consumed or used.</p> <p><b>Key concepts:</b> Function, Change and Connection</p> <p><b>Related concepts:</b> Process, Transformation, Production and Distribution</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The origin of products</li> <li>• The changes products go through</li> <li>• The process of distributing products</li> </ul> <p><b>Approaches to Learning:</b> Communication, Research and Self-Management</p> <p><b>Learner Profile/ Attitudes:</b> Balanced, Communicator and Open-minded Curiosity, Enthusiasm</p> <p><b>Subject Focus:</b> Social Studies, Language and Science</p> <p><b>Integration:</b> Computer Science</p>	<p><b>Central idea:</b> We create stories to educate and entertain.</p> <p><b>Key concepts:</b> Function, Perspective and Responsibility</p> <p><b>Related concepts:</b> Communication, Interpretation and Traditions</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different types of stories</li> <li>• The purpose of stories</li> <li>• Different ways we can share stories</li> </ul> <p><b>Approaches to Learning:</b> Communication, Self-management and Social</p> <p><b>Learner Profile/ Attitudes:</b> Communicator and Risk taker Cooperation, Creativity and Confidence</p> <p><b>Subject Focus:</b> PSPE, Language and Arts</p> <p><b>Integration:</b> Arts (Music) Computer Science and PE</p>	<p><b>Central idea:</b> We can learn to manage natural resources responsibly.</p> <p><b>Key concepts:</b> Causation, Change and Responsibility</p> <p><b>Related concepts:</b> Systems [weather, water cycle], Conservation and Resources, Renewable and Non-renewable</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different natural resources and their uses</li> <li>• The importance of natural resources</li> <li>• How we can conserve natural resources</li> </ul> <p><b>Approaches to Learning:</b> Thinking, Communication and Self-management</p> <p><b>Learner Profile/ Attitudes:</b> Principled, Reflective and Thinker Appreciation, Commitment and Curiosity</p> <p><b>Subject Focus:</b> Science, Language and Social Studies</p> <p><b>Integration:</b> Library</p>	<p><b>Central idea:</b> Scientists use a process to understand and explore the world around them.</p> <p><b>Key concepts:</b> Function and Connection</p> <p><b>Related concepts:</b> Technological advances, Impact, Innovation, Scientific method, Forces and energy</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• What a scientist does</li> <li>• How scientists use the scientific method to explore the world around them</li> <li>• The ways scientists use their knowledge to better understand and impact the world around us</li> </ul> <p><b>Approaches to Learning:</b> Research and Self- management</p> <p><b>Learner Profile/ Attitudes:</b> Inquirer, Knowledgeable and Risk-taker Curiosity and Enthusiasm</p> <p><b>Subject Focus:</b> Mathematics, Language and Science</p> <p><b>Integration:</b> Computer Science</p>	<p><b>Central idea:</b> Our beliefs, values and cultural traditions can define who we are.</p> <p><b>Key concepts:</b> Form, Function and Perspective</p> <p><b>Related concepts:</b> Culture, Beliefs, Values and Identity</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Beliefs and Traditions of the UAE</li> <li>• Different types of celebrations in our community</li> <li>• Similarities and differences between various celebrations</li> <li>• How people use different experiences to inform their perspectives</li> </ul> <p><b>Approaches to Learning:</b> Communication, Self- management and Social</p> <p><b>Learner Profile/ Attitudes:</b> Inquirer, Open- minded and Principled, Integrity, Respect and Independence</p> <p><b>Subject Focus:</b> Social Studies</p> <p><b>Integration:</b> Arts, Library and PE</p>



## Grade 2: Units of Inquiry

An inquiry into: Who We Are	An inquiry into: Sharing the Planet	An inquiry into: How the World Works	An inquiry into: How We Express Ourselves	An inquiry into: How WE Organise Ourselves	An inquiry into: Where We are in Place and Time
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.	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 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 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.	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>1<sup>st</sup> Unit</i>	<i>2<sup>nd</sup> Unit</i>	<i>3<sup>rd</sup> Unit</i>	<i>4<sup>th</sup> Unit</i>	<i>5<sup>th</sup> Unit</i>	<i>6<sup>th</sup> Unit</i>
<p><b>Central idea:</b> Differences in values can affect human relationships.</p> <p><b>Key concepts:</b> Function, Connection and Responsibility</p> <p><b>Related concepts:</b> Cooperation, Conflict, Beliefs and Values</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Our personal values</li> <li>• The connection between relationships and values</li> <li>• Our responsibilities toward ourselves and others</li> </ul> <p><b>Approaches to Learning:</b> Self-management and Social</p> <p><b>Learner Profile:</b> Caring and Principled, Reflective, Integrity, Respect and Tolerance</p> <p><b>Subject Focus:</b> Social Studies and Language</p> <p><b>Integration:</b> PSPE and Moral Education</p>	<p><b>Central idea:</b> Our actions may lead to changes in natural habitats.</p> <p>Causation, Change and Responsibility</p> <p><b>Related concepts:</b> Interdependence, Diversity and Behavioural Adaptation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different natural habitats</li> <li>• Balance between rights and responsibilities when interacting with natural habitats</li> <li>• Human impact on natural habitats</li> <li>• How living things respond to changing environmental conditions</li> </ul> <p><b>Approaches to Learning:</b> Research and Communication</p> <p><b>Learner Profile:</b> Balanced, Caring, Principled, Reflective, Appreciation and Commitment</p> <p><b>Subject Focus:</b> Language and Science</p> <p><b>Integration:</b> ICT, Visual Arts and Library</p>	<p><b>Central idea:</b> Forces around us can assist our daily lives.</p> <p><b>Key concepts:</b> Form, Function and Causation</p> <p><b>Related concepts:</b> Properties, Forces and Impact</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The forces around us</li> <li>• How forces work</li> <li>• How forces assist our daily lives</li> </ul> <p><b>Approaches to Learning:</b> Research and Social</p> <p><b>Learner Profile:</b> Inquirer, Reflective and Risk Taker, Curiosity and Cooperation</p> <p><b>Subject Focus:</b> Science and Mathematics</p> <p><b>Integration:</b> Arts (Music), Library and PSPE</p>	<p><b>Central idea:</b> Culture and heritage can be expressed through the Arts.</p> <p><b>Key concepts:</b> Form and Perspective</p> <p><b>Related concepts:</b> Culture, Identity and Expression</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• What culture and heritage is [Elements of culture]</li> <li>• How heritage influences the culture of a nation</li> <li>• How similarities and differences in culture can be expressed through the Arts</li> </ul> <p><b>Approaches to Learning:</b> Communication and Research</p> <p><b>Learner Profile:</b> Communicator, Open Minded and Reflective Creativity, Enthusiasm</p> <p><b>Subject Focus:</b> Mathematics, Language</p> <p><b>Integration:</b> Arabic, Music and Visual Arts</p>	<p><b>Central idea:</b> Communities create organisations to solve problems.</p> <p><b>Key concepts:</b> Function, Connection and Responsibility</p> <p><b>Related concepts:</b> Teamwork, Collaboration</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The purpose of humanitarian organisations</li> <li>• Strategies for problem solving within an organisation</li> <li>• How organisations solve problems in communities</li> </ul> <p><b>Approaches to Learning:</b> Thinking and Self-management</p> <p><b>Learner Profile:</b> Inquirer, Reflective and Thinker Empathy and Respect</p> <p><b>Subject Focus:</b> Language and Social Studies</p> <p><b>Integration:</b> Music</p>	<p><b>Central idea:</b> Maps use mathematical systems to help us understand the world.</p> <p><b>Key concepts:</b> Form, Function and Perspective</p> <p><b>Related concepts:</b> Exploration, Geography, Orientation and Regions</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The components of maps</li> <li>• How maps use mathematics</li> <li>• How explorers make and use maps effectively</li> </ul> <p><b>Approaches to Learning:</b> Communication and Thinking</p> <p><b>Learner Profile:</b> Knowledgeable, Reflective and Thinker Appreciation and Curiosity</p> <p><b>Subject Focus:</b> Mathematics, Science, Social Studies and Language</p> <p><b>Integration:</b> Computer Science</p>



## Grade 3: Units of Inquiry

An inquiry into: How the World Works	An inquiry into: How WE Organise Ourselves	An inquiry into: Sharing the Planet	An inquiry into: Who We Are	An inquiry into: Where We are in Place and Time	An inquiry into: How We Express Ourselves
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 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.	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 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.	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.	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.
<b>1<sup>st</sup> Unit</b>	<b>2<sup>nd</sup> Unit</b>	<b>3<sup>rd</sup> Unit</b>	<b>4<sup>th</sup> Unit</b>	<b>5<sup>th</sup> Unit</b>	<b>6<sup>th</sup> Unit</b>
<p><b>Central idea:</b> The elements of nature can lead to changes of the earth.</p> <p><b>Key concepts:</b> Causation and Change</p> <p><b>Related concepts:</b> Erosion, Geography, Geology, Weather systems</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Natural features that make up Earth</li> <li>The changes of natural features of the earth</li> <li>The impact of these changes</li> </ul> <p><b>Learner Profile:</b> Knowledgeable and Thinker</p> <p><b>Approaches to Learning:</b> Research and Thinking</p> <p><b>Attitudes:</b> Creativity and Curiosity</p> <p><b>Subject Focus:</b> Mathematics, Science and Social Studies</p> <p><b>Integration:</b> Visual Arts</p>	<p><b>Central idea:</b> People and organisations can work together to prepare for and respond to disasters.</p> <p><b>Key concepts:</b> Function and Responsibility</p> <p><b>Related concepts:</b> Communication, Networks, Resources, Sustainability, Structures</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different types of disasters</li> <li>The causes of disasters</li> <li>The impact and effect of disasters</li> <li>How preparation for disasters can minimise their effect</li> </ul> <p><b>Learner Profile:</b> Communicator and Risk-taker</p> <p><b>Approaches to Learning:</b> Self-Management and Social</p> <p><b>Attitudes:</b> Confidence, Creativity, Cooperation, Independence</p> <p><b>Subject Focus:</b> Science, Social Studies and Language</p> <p><b>Integration:</b> Library</p>	<p><b>Central idea:</b> Distribution of wealth can affect communities and individuals' access to equal opportunities.</p> <p><b>Key concepts:</b> Form and Causation</p> <p><b>Related concepts:</b> Poverty, Freedom, Education, Rights</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Children's rights around the world</li> <li>Equal access to resources and opportunities</li> <li>Action that can be taken to ensure human rights are being met</li> </ul> <p><b>Learner Profile:</b> Caring and Principled</p> <p><b>Approaches to Learning:</b> Thinking and Social</p> <p><b>Attitudes:</b> Empathy and Tolerance</p> <p><b>Subject Focus:</b> Language, PSPE and Social Studies</p> <p><b>Integration:</b> ICT</p>	<p><b>Central idea:</b> The human body depends on its systems and needs to be taken care of.</p> <p><b>Key concepts:</b> Function, Connection and Responsibility</p> <p><b>Related concepts:</b> Biology and homeostasis</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The factors that contribute to our wellbeing and a healthy lifestyle</li> <li>How these factors are connected to our body systems</li> <li>Our responsibility for our own well-being</li> </ul> <p><b>Learner Profile:</b> Balanced and Inquirer</p> <p><b>Approaches to Learning:</b> Research and Self-management</p> <p><b>Attitudes:</b> Curiosity Enthusiasm and Independence</p> <p><b>Subject Focus:</b> Science and Mathematics</p> <p><b>Integration:</b> Library and Computer Science</p>	<p><b>Central idea:</b> Ancient civilisations can determine how societies evolve.</p> <p><b>Key concepts:</b> Causation and Connection</p> <p><b>Related concepts:</b> Civilisations, Discovery, History</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The features of ancient civilisations</li> <li>The connections between the past and present civilisations</li> <li>The lasting influences of ancient civilisations</li> </ul> <p><b>Learner Profile:</b> Inquirer and Open-minded</p> <p><b>Approaches to Learning:</b> Communication and Research</p> <p><b>Attitudes:</b> Appreciation, Enthusiasm, Curiosity and Independence</p> <p><b>Subject Focus:</b> Social Studies</p> <p><b>Integration:</b> Arabic and Arts</p>	<p><b>Central idea:</b> The media can manipulate, inform and persuade society and individuals.</p> <p><b>Key concepts:</b> Form and Perspective</p> <p><b>Related concepts:</b> Communication and Truth</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Persuasive tools and techniques used in the media</li> <li>Perspective and bias in the media</li> <li>How the media informs and manipulates individuals and society</li> </ul> <p><b>Learner Profile:</b> Communicator and Risk-taker</p> <p><b>Approaches to Learning:</b> Communication and Self-management</p> <p><b>Attitudes:</b> Confidence, Cooperation, Creativity and Enthusiasm</p> <p><b>Subject Focus:</b> Language</p> <p><b>Integration:</b> Arts</p>



## Grade 4: Units of Inquiry

An inquiry into: Who We Are	An inquiry into: How We Express Ourselves	An inquiry into: How the World Works	An inquiry into: Sharing the Planet	An inquiry into: Where We are in Place and Time	An inquiry into: How WE Organise Ourselves
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.	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 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 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 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.	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>1<sup>st</sup> Unit</i>	<i>2<sup>nd</sup> Unit</i>	<i>3<sup>rd</sup> Unit</i>	<i>4<sup>th</sup> Unit</i>	<i>5<sup>th</sup> Unit</i>	<i>6<sup>th</sup> Unit</i>
<p><b>Central idea:</b> Appreciating different ways of learning helps us to understand our learning needs.</p> <p><b>Key concepts:</b> Function and Perspective</p> <p><b>Related concepts:</b> Behaviour, Health, Mindset and Motivation</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How we can apply our knowledge of learning styles</li> <li>Different ways people learn</li> <li>How we can learn and improve on our approaches to learning related skills</li> <li>Identifying our personal dominant intelligences</li> </ul> <p><b>Approaches to Learning:</b> Communication, Social and Thinking</p> <p><b>Learner Profile/Attitudes:</b> Balanced and Communicator Cooperation, Confidence and Respect</p> <p><b>Subject Focus:</b> Mathematics, Language, Social Studies and Science</p> <p><b>Integration:</b> Moral Education, Arts (Music) and Computer Science</p>	<p><b>Central idea:</b> Digital technology can be one of many avenues to connect with others, communicate and share ideas.</p> <p><b>Key concepts:</b> Change and Connection</p> <p><b>Related concepts:</b> Expression, Communication, Creativity, Technological advances</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The Internet provides many ways for people to communicate, connect and share ideas</li> <li>Historical connections and communication between people</li> <li>Interpreting visual texts involves making an informed judgment about the intention of the message</li> <li>Our responsibility as a digital citizen</li> </ul> <p><b>Approaches to Learning:</b> Self-Management and Social</p> <p><b>Learner Profile/Attitudes:</b> Communicator, Principled Confidence, Creativity, Integrity and Respect</p> <p><b>Subject Focus:</b> Social Studies and Science</p> <p><b>Integration:</b> Visual Arts, Computer Science and Library</p>	<p><b>Central idea:</b> Our knowledge of science can develop our understanding of the world.</p> <p><b>Key concepts:</b> Form and Function</p> <p><b>Related concepts:</b> Technological advances, Impact, Innovation, Scientific method, Forces and energy</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The categorisation of Science</li> <li>The scientific process (student input)</li> <li>How advances in science help us solve problems</li> </ul> <p><b>Approaches to Learning:</b> Research and Self-management</p> <p><b>Learner Profile/Attitudes:</b> Knowledgeable and Thinker Creativity, Enthusiasm and Curiosity</p> <p><b>Subject Focus:</b> Mathematics, Language, Science and Social Studies</p> <p><b>Integration:</b> Music</p>	<p><b>Central idea:</b> The choices we make can impact the natural world.</p> <p><b>Key concepts:</b> Causation and Responsibility</p> <p><b>Related concepts:</b> Conservation, Sustainability, Systems, Energy, Values</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>How humans impact the natural world</li> <li>Systems of the natural world [carbon and water]</li> <li>The origin and usage of energy sources</li> <li>Our responsibility to the natural world</li> </ul> <p><b>Approaches to Learning:</b> Communication and Research</p> <p><b>Learner Profile/Attitudes:</b> Caring, Inquirer, Risk-taker Cooperation, Independence and Respect</p> <p><b>Subject Focus:</b> Mathematics, Language, Social Studies and Science</p> <p><b>Integration:</b> Moral Education</p>	<p><b>Central idea:</b> The foods we eat and where they grow can connect people around the world.</p> <p><b>Key Concepts:</b> Causation and Connection</p> <p><b>Related Concepts:</b> Adaptation, Climate, Consumption, Production and Systems</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Factors that influence food choices</li> <li>Different foods are produced in different parts of the world</li> <li>Food connects people locally and globally</li> </ul> <p><b>Approaches to Learning:</b> Thinking and Research</p> <p><b>Learner Profile/Attitudes:</b> Inquirer, Knowledgeable, Open-minded. Appreciation and Curiosity</p> <p><b>Subject Focus:</b> Mathematics Language, Science, and Social Studies</p> <p><b>Integration:</b> Moral Education</p>	<p><b>Central idea:</b> Industries can shape the development of a community.</p> <p><b>Key concepts:</b> Form and Connection</p> <p><b>Related concepts:</b> Pollution, Resources, Interdependence, Wealth</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Different sectors of industries (Primary, secondary, tertiary, quaternary)</li> <li>The positive and negative impacts of these industries</li> <li>The interconnectedness of industrial activity</li> </ul> <p><b>Approaches to Learning:</b> Communication, Thinking and Research</p> <p><b>Learner Profile/Attitudes:</b> Knowledgeable and Principled Cooperation and Integrity</p> <p><b>Subject Focus:</b> Science, Social Studies and Language</p> <p><b>Integration:</b> Library</p>





## Grade 5: Units of Inquiry

An inquiry into: How We Express Ourselves	An inquiry into: How WE Organise Ourselves	An inquiry into: Where We are in Place and Time	An inquiry into: Sharing the Planet	An inquiry into: Who We Are	An inquiry into: How the World Works
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 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.	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.	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 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.	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>1<sup>st</sup> Unit</i>	<i>2<sup>nd</sup> Unit</i>	<i>3<sup>rd</sup> Unit</i>	<i>4<sup>th</sup> Unit</i>	<i>5<sup>th</sup> Unit</i>	<i>6<sup>th</sup> Unit Exhibition</i>
<p><b>Central Idea:</b> We can inspire people in our community by sharing our personal passions.</p> <p><b>Key concepts:</b> Form, Connection and Responsibility</p> <p><b>Related concepts:</b> Creativity, Action</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Identifying and understanding my passion</li> <li>How my passion connects to a global issue</li> <li>How my passion can lead me to take action in the community</li> </ul> <p><b>Approaches to Learning:</b> Communication, Self-management and Research</p> <p><b>Learner Profile:</b> Communicator, Risk-taker, Creativity, Confidence and Independence</p> <p><b>Subject Focus:</b> Arts, Language and Social Studies</p> <p><b>Integration:</b> PSPE and Computer Science</p>	<p><b>Central idea:</b> Our knowledge about supply and demand of goods and services enables us to set up systems to manage money.</p> <p><b>Key concepts:</b> Function Causation and Responsibility</p> <p><b>Related concepts:</b> Supply and Demand, Budgeting, Profit/Loss, Enterprise, Advertising</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Systems for spending earning and managing money</li> <li>The importance of advertising a product</li> <li>Our responsibility to take action</li> </ul> <p><b>Approaches to Learning:</b> Communication, Research and Social</p> <p><b>Learner Profile:</b> Communicator, Risk-taker Cooperation, Creativity and Independence</p> <p><b>Subject Focus:</b> Mathematics, Language, UAE Social Studies</p> <p><b>Integration:</b> Computer Science</p>	<p><b>Central idea:</b> Migration may lead to changes for people and places.</p> <p><b>Key concepts:</b> Causation, Change and Perspective</p> <p><b>Related concepts:</b> Geography, Opportunity, Migration, Needs, Freedom</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The different reasons and causes of human migration</li> <li>Migration throughout history</li> <li>The effects of migration on communities, cultures and individuals</li> </ul> <p><b>Approaches to Learning:</b> Communication and Research</p> <p><b>Learner Profile:</b> Open-Minded, Caring, Inquirer Appreciation, Empathy and Enthusiasm</p> <p><b>Subject Focus:</b> Language, Science, Social Studies, Mathematics</p> <p><b>Integration:</b> Computer Science</p>	<p><b>Central idea:</b> We can take responsibility for our planet by taking action on local and global issues.</p> <p><b>Key concepts:</b> Function, Connection, Responsibility</p> <p><b>Related concepts:</b> Conservation, Sustainability, Pollution, Resources, Diversity, International- mindedness Equality, Rights, Racism and Conflict</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Local and global issues</li> <li>Action we can take linked to local or global issues</li> <li>Student-led line of inquiry linked to sustainable development.</li> </ul> <p><b>Approaches to Learning:</b> Self- management, Thinking and Research</p> <p><b>Learner Profile:</b> Knowledgeable, Principled and Thinker Empathy and Creativity</p> <p><b>Subject Focus:</b> Language, Science, Social Studies, Mathematics</p> <p><b>Integration:</b> Library, Computer Science, PSPE</p>	<p><b>Central idea:</b> The changes people experience at different stages of their lives can affect their evolving sense of self.</p> <p><b>Key concepts:</b> Causation, Change and Perspective</p> <p><b>Related concepts:</b> Adolescence, Human Anatomy, Growth and Image</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The social, emotional and intellectual changes that occur throughout life</li> <li>Factors that contribute to well-being during adolescence</li> <li>How relationships contribute to our self-belief</li> </ul> <p><b>Approaches to Learning:</b> Self-management and Social</p> <p><b>Learner Profile:</b> Balanced, Open-minded, Reflective, Appreciation, Curiosity and Respect</p> <p><b>Subject Focus:</b> Social Studies, Mathematics, Language, Science</p> <p><b>Integration:</b> Computer Science, PSPE and Library</p>	<p><b>Central idea:</b> Humans understanding of how the world works can change the society and environment.</p> <p><b>Key concepts:</b> All Key Concepts</p> <p><b>Related concepts:</b> Ecosystems, Pollution, Conservation, renewable / non-renewable energy sources, sustainability, Systems (carbon, water cycle, weather, climate), Innovation, Technological advances, space</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Students will develop lines of Inquiry linked to the how the world works strand and a sustainable development goal.</li> </ul> <p><b>Approaches to Learning:</b> All - Communication, Research, Self-Management, Social, Thinking</p> <p><b>Learner Profile:</b> All Learner Profile Attributes and matching Attitudes</p> <p><b>Subject Focus:</b> Science, Language, Mathematics, Social Studies</p> <p><b>Integration:</b> Library, Computer Science, Arts</p>