









Beaconhouse Clifton Campus – IB World School





Programme of Inquiry 2020-2021









	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How the world works	An inquiry into: How we express ourselves	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	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 culture; rights and responsibilities; what it means to be human	An inquiry into orientation in place and time; personal histories; homes and journey; the discoveries; exploration and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the natural world and its law; the interaction between the natural world (physical and biological) and human societies; how human use their understanding of scientific principles; the impact of scientific and technological advances on society and on environment.	An inquiry into the ways in which we discover and express idea, 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, 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.
	Myself and surrounding			Expressing through Rhymes and Rhythms	People and places	Life on our planet
Pre-nursery 3-4	<p>Central Idea: Understanding myself and my surroundings help me grow and learn.</p> <p>Key Concepts: Form , connection, change</p> <p>Related Concepts: behavior, role, values, initiative</p> <p>Lines of inquiry An inquiry into: My physical, social and emotional characteristics</p>			<p>Central Idea: We express our feelings and ideas and come to new understandings. (Rhymes and rhythms)</p> <p>Key Concepts: Causation , function , perspective</p> <p>Related Concepts: communication, expression, values</p> <p>Lines of Inquiry: An inquiry into: Why do we need to express ourselves</p>	<p>Central Idea: People choose different jobs to help and care for each other.</p> <p>Key Concepts: Function , connection, responsibility</p> <p>Related Concepts: community, systems, interdependence</p> <p>Lines of inquiry: An inquiry into: People do different jobs</p> <p>Places where people work</p>	<p>Central Idea: We share our planet with other living things and interact in different contexts.</p> <p>Key Concepts: form, connection, responsibility.</p> <p>Related Concepts: Physical features , living things, responsibility</p> <p>Lines of Inquiry: An inquiry into: Things on our planet</p>











	My personal and communal space How my environment helps me grow			Ways we can express ourselves Respecting others feelings and ideas	Jobs enable people to help each other	Living things depend on each other Our responsibility towards our planet
	Subject Area: PSPE - Science and Language, Social Study			Subject Area: Language, Social Studies, Arts	Subject Area: Social Studies, Language, PSPE	Subject Area: Science, Language, PSPE
	Our Relationships		Living Things and life cycles	Cultural Celebrations		Pollution
Nursery 4-5	Central idea: Knowing about ourselves and others contribute to our wellbeing. Key concepts: function, connection responsibility Related Concepts: Relationships , feelings and emotions Lines of inquiry: An inquiry into: Exploring the similarities and differences between myself and others My relationship with others My responsibility towards myself and others.		Central Idea: All living things go through a process of change Key Concepts: form, change, causation Related Concepts: Living things , lifecycles, Growth Lines of Inquiry: An inquiry into: Living things around us Living things change over their lifetime Factors that influence growth and change	Central Idea: People come together to celebrate their identity culture and history Key concepts: Form, function , connection Related Concepts : Culture, celebrations , expression Lines of inquiry: An inquiry into: local and global celebrations how we express our culture through celebrations role of music and art in celebrations		Central Idea: Pollution in the environment is a consequence of the way we live. Key Concepts: Causation, responsibility, perspective Related Concepts : Waste , pollution , 3Rs Lines of Inquiry: An inquiry into: what causes pollution impact of pollution on living things ways to reduce pollution
	Subject Area: PSPE , Social Studies, Language		Subject Area: Science, Language, PSPE	Subject Area: Language, Social Studies, Arts		Subject Area: Science, Language, PSPE
	Senses	Mesozoic Era	Weather	Non – verbal communication	Traffic Systems	










<p>KG 5-6</p>	<p>Central Idea: Our actions evolve from exploring the world around us.</p> <p>Key Concepts: function, causation, change</p> <p>Related Concepts: structure, properties, use, opinion,</p> <p>Lines of Inquiry An inquiry into: How we explore our surroundings</p> <p>Factors that affect our actions</p> <p>Our actions evolve through exploration</p>	<p>Central Idea: Human excavations help us understand how life on earth has evolved.</p> <p>Key Concepts : Function , form, change</p> <p>Related Concepts ; History , Time zone, evolution</p> <p>Lines of Inquiry An inquiry into: Role of paleontologist to study fossils.</p> <p>the Mesozoic Era</p> <p>How has life on Earth evolved overtime</p>	<p>Central Idea: Understanding weather patterns informs decision making.</p> <p>Key concepts: form, change, causation</p> <p>Related Concepts: Seasons, weather, patterns</p> <p>Lines of inquiry: An inquiry into: Types of weather.</p> <p>Changes in daily and seasonal cycles.</p> <p>Effects of weather on living things</p>	<p>Central Idea: Signs and symbols facilitate communication.</p> <p>Key Concepts: function, connection, perspective</p> <p>Related Concepts: symbols, interpretation, creativity, communication</p> <p>Lines of inquiry: The purpose of signs and symbols</p> <p>How do we use signs and symbols in our daily lives</p> <p>How people design and interpret signs and symbols</p>	<p>Central Idea: Systems keep us organized and safe.</p> <p>Key Concepts: Connection, function, causation</p> <p>Related Concepts : Traffic system, civic sense</p> <p>Lines of Inquiry: An inquiry into: Systems in our community</p> <p>How do transport systems work?</p> <p>Impact of following rules in a system</p>	
	<p>Subject Area: Science, Language</p>	<p>Subject Area: Social Studies , Language, PSPE</p>	<p>Subject Area: Science, Language, Mathematics</p>	<p>Subject Area: Language, Arts, Social Studies,</p>	<p>Subject Area: Social Studies, Language,</p>	<p>Subject Area: Science, Language</p>
	<p>Healthy Choices</p>	<p>Space Exploration</p>	<p>Forces and Motion</p>	<p>Stories</p>		<p>Natural Habitats</p>
<p>Grade 1 6-7</p>	<p>Central Idea: Healthy choices have an impact on our daily lives.</p> <p>Key Concepts: Form , causation, function</p> <p>Related concepts Health , nutrition digestion</p>	<p>Central Idea: Study of space has developed our understanding of the Solar System</p> <p>Key Concepts: form, function, change</p> <p>Related Concepts Astronomy , exploration</p> <p>Lines of inquiry:</p>	<p>Central Idea: We can apply our understanding of scientific principles to solve real life problems</p> <p>Key Concepts: connection, causation , function</p> <p>Related concepts Force , motion , simple machine</p>	<p>Central Idea: Stories are a path into discovering the world.</p> <p>Key concepts: causation, connection, perspective</p> <p>Related concepts Cultures around the world , fiction – non fiction</p> <p>Lines of Inquiry:</p>		<p>Central Idea: When interacting with natural habitats, humans make choices that have an impact on other living things.</p> <p>Key Concepts: form, connection, causation</p> <p>Related Concepts: habitat, ecosystem, interaction</p>

	<p>Lines of inquiry: An inquiry into: Factors that make a healthy lifestyle</p> <p>How food affects our body</p> <p>Consequences of our choices</p> <p>Global Goal # 3 (Good health and well-being)</p> 	<p>An inquiry into: Our Solar System</p> <p>How technology and People help us in space exploration</p> <p>Space explorations over time</p> <p>Global Goal # 7 (Affordable and Clean Energy)</p> 	<p>Lines of inquiry: An inquiry into: Force and motion</p> <p>Factors that impact force and motion</p> <p>Applying understanding of forces to find solutions</p> <p>Global Goal # 9 (Industry, Innovation and Infrastructure)</p> 	<p>An inquiry into: Our favorite stories and why we like them</p> <p>Stories depict cultures</p> <p>What can we learn from stories</p> <p>Global Goal # 4 (Quality Education)</p> 	<p>Lines of Inquiry: An inquiry into: Features of different biomes and natural habitats</p> <p>Resources obtained from natural habitats and biomes</p> <p>Humans impact on natural habitats and biomes</p> <p>Global Goal # 14 (Life below water) Global Goal #15 (Life on land)</p>  	
	Subject Area: Science, Language, PSPE	Subject Area: Social Studies, Science Language	Subject Area: Science, Language, Mathematics	Subject Area: Arts, Social Studies, Language	Subject Area: Social Studies, Language, PSPE	Subject Area: Science, Language, social studies
	Cultures around the World	Landforms	Simple Machines	The World of Fiction	Communication System	Natural Resources
Grade 2 7-8	<p>Central Idea: Exploring different cultures helps us appreciate our differences.</p> <p>Key concepts: form, function, responsibility</p> <p>Related Concepts: Diversity, structure, communication, appreciation</p>	<p>Central Idea: Physical features of the Earth impact human lives.</p> <p>Key concepts: form, function, causation</p> <p>Related Concepts: direction, location, geography</p> <p>Lines of Inquiry An inquiry into:</p>	<p>Central Idea: Simple machines can reduce the effort to complete work.</p> <p>Key concepts: Form, function, Connection</p> <p>Related Concepts: force, movement, transformation,</p> <p>Lines of Inquiry An inquiry into :</p>	<p>Central Idea: Fiction can engage their audience and communicate meaning.</p> <p>Key Concepts: Perspective, function, connection</p> <p>Related Concepts: interpretation, creativity, structure, pattern, communication</p> <p>Lines of Inquiry</p>	<p>Central Idea: The development of information and communication technologies has changed how humans communicate.</p> <p>Key Concepts: function, change, responsibility</p> <p>Related Concepts: techniques, improvisation,</p>	<p>Central idea: Living things are affected by changes in the natural world.</p> <p>Key Concepts: form, function, causation, responsibility</p> <p>Related Concepts: Exploration, process, consequences, action</p> <p>Lines of Inquiry</p>

	<p>Lines of Inquiry An inquiry into: What makes a culture</p> <p>Cultures around the world</p> <p>Becoming internationally minded individuals</p> <p>Global Goal: Partnership for the Goals - Goal 17</p> 	<p>Physical features of the Earth</p> <p>Maps represent physical features of the world</p> <p>How landforms influence the way humans live</p> <p>Global Goal: Life on land (Goal 15)</p> 	<p>Forces around us</p> <p>How simple machines reduce force and effort</p> <p>Combining simple machines help create a complex machine</p> <p>Global Goal: Industry, innovation and Infrastructure (Goal 9)</p> 	<p>An inquiry into: What is fiction</p> <p>Fiction evoke imagination, feelings and emotions</p> <p>How to construct and effective story</p> <p>Fiction can be used to communicate meaning</p> <p>Global Goal # 4 (Quality Education)</p> 	<p>commitment, action</p> <p>Lines of Inquiry An inquiry into: Information and communication technologies</p> <p>How human needs have led to ICT development</p> <p>Ethical practices of using ICT</p> <p>Global Goal: Industry, innovation and Infrastructure (Goal 9)</p> 	<p>An inquiry into: Biotic and abiotic natural resources</p> <p>Uses of natural resource</p> <p>Depletion of natural resources and their consequences</p> <p>Responsibility towards nature</p> <p>Global Goal: Responsible consumption and Production (Goal 12)</p> 
	Subject Area: Social Studies, Language, PSPE	Subject Area: Social Studies, Language, Science	Subject Area: Science, Language	Subject Area: Arts, Social Studies, Language	Subject Area: Social Studies, Language	Subject Area: Science, Language, PSPE
	Healthy Choices	Human Migration	Matter matters	Power of Messages	Human made systems	Biodiversity
Grade 3 8-9	<p>Central Idea: A balance between nutrition, exercise and recreation contributes to our health.</p> <p>Key Concepts: Form, causation, Responsibility</p> <p>Related Concepts: Health, nutrition, balance, lifestyle</p> <p>Lines of Inquiry: An inquiry into: Healthy and balanced lifestyle</p>	<p>Central Idea: Human migration is a response to challenges, risks and opportunities.</p> <p>Key Concepts: change, causation, perspective</p> <p>Related Concepts: Migration, Culture, citizenship</p> <p>Lines of inquiry: An inquiry into:</p>	<p>Central idea: Matter exists in different forms and can undergo changes.</p> <p>Key concepts: Form, Causation, change.</p> <p>Related Concepts: matter, properties, processes, transformation</p> <p>Lines of Inquiry: An inquiry into: States of matter and their properties</p>	<p>Central Idea: People can create or manipulate messages to target specific audiences.</p> <p>Key Concepts: Function, Perspective, Change</p> <p>Related Concepts: purpose, audience, creativity</p> <p>Lines of Inquiry: An inquiry into: How images, texts and music are used to influence the target audience</p>	<p>Central Idea: The world is based around human-made systems which support the economy.</p> <p>Key Concepts: Function, Connection, Perspective</p> <p>Related Concepts: Organization, cooperation, interdependence, service, community,</p> <p>Lines of inquiry: An inquiry into: Human made systems</p>	<p>Central Idea: Biodiversity relies on maintaining the balance of organisms within an ecosystem.</p> <p>Key concepts: Causation, Connection, Responsibility</p> <p>Related Concepts: Biodiversity, habitats, interdependence, environment</p> <p>Lines of Inquiry: An inquiry into: Diversity of living things</p>

<p>Diet affects our growth</p> <p>Our responsibilities towards our health</p> <p>Global Goal: Good health and well-being Goal 3</p> 	<p>The concept of migration</p> <p>Evolution of migration</p> <p>Effects of migration on communities, cultures and individuals.</p> <p>(what is migration, its factors, migration throughout history, causes & local and global effects of migration)</p> <p>Global Goal: Reduced inequalities (Goal 10)</p> 	<p>How can we change matter</p> <p>How change in matter affects our lives</p> <p>Global Goal: Affordable and clean energy (Goal 7)</p> 	<p>Interpretation of messages</p> <p>Making an effective message</p> <p>Global Goal: Peace, justice and strong institutions (Goal 16)</p> 	<p>Interdependence of the human made systems and the economy</p> <p>Innovative initiative to support the economy (entrepreneurship)</p> <p>Global Goals: Decent work and economic growth (Goal 8) Responsible consumption and Production (Goal 12)</p>  	<p>Ways in which living things, ecosystems and biomes are interdependent</p> <p>Consequences of imbalance in an ecosystem</p> <p>Global Goals: Life below water (Goal 14) Climate Action (Goal 13)</p>  	
<p>Subject Area: Science, Language, PSPE</p>	<p>Subject Area: Social Studies, Language, Science</p>	<p>Subject Area: Science, Language</p>	<p>Subject Area: Language, PSPE</p>	<p>Subject Area: Social Studies, Language, Science</p>	<p>Subject Area: Science, Language, PSPE</p>	
<p>Citizenship</p>	<p>Chronology of Mankind</p>	<p>Plants</p>	<p>Dramatics</p>	<p>Financial management</p>	<p>Conflict and Resolution</p>	
<p>Grade 4 9-10</p>	<p>Central Idea: A community is impacted by the involvement of its citizens</p> <p>Key Concepts: Form, Responsibility, Function</p> <p>Related Concepts: beliefs, values, tradition, diversity, equality, digital, global</p> <p>Lines of inquiry:</p> <p>An inquiry into:</p>	<p>Central Idea: An interpretation of the past can be reconstructed using evidence and historical tools.</p> <p>Key Concepts: Connection, Change Causation,</p> <p>Related Concepts: history, settlement, transformation</p> <p>Lines of inquiry:</p>	<p>Central Idea: Plants have distinct characteristics that make them vital to life on Earth</p> <p>Key concepts: Form, change , connection</p> <p>Related Concepts: Classification, processes, cycles</p> <p>Lines of inquiry</p> <p>An inquiry into:</p>	<p>Central Idea: Drama Arts allow people to convey their feelings</p> <p>Key Concepts: Form, Function, Perspective</p> <p>Related Concepts: form, innovation, creativity, influence</p> <p>Lines of Inquiry: Forms of drama</p> <p>How dramatics work</p>	<p>Central Idea: Understanding the value of money can lead to good financial management.</p> <p>Key Concepts: Change, Function, Responsibility</p> <p>Related Concepts: system, value, statistics, analysis, methods</p> <p>Lines of Inquiry:</p>	<p>Central idea: Reaching a resolution during periods of conflict is influenced by the actions and reactions of all involved.</p> <p>Key Concepts Perspective, Responsibility, Causation</p> <p>Related Concepts: peace, society, relationships</p> <p>Lines of Inquiry: Causes of conflict</p>

<p>Characteristics of a good citizen</p> <p>Our contribution towards our community</p> <p>Individuals who exemplify good citizenship</p> <p>Global Goal : Zero Hunger(Goal 2)</p> 	<p>An inquiry into: How may we know about the past</p> <p>Evidences of past civilizations help us learn about how societies have evolved</p> <p>How aspects of past have influenced us today</p> <p>Global Goal: Sustainable cities and communities (Goal 11)</p> 	<p>Characteristics of plants</p> <p>How plant grow and factors that affect its growth</p> <p>Interdependence of plants and life on Earth</p> <p>Global Goal:</p> <p>Climatic action (Goal 13) Life on land (Goal 15)</p>  	<p>The role of drama arts in society</p> <p>Global Goals:</p> <p>Quality education (Goal 4)</p> <p>Gender Equality (Goal 5)</p>  	<p>How forms of exchange have evolved over time around the world</p> <p>How money functions around us</p> <p>The importance of spending and saving wisely</p> <p>Global Goals:</p> <p>Decent work and Economic Growth (Goal8)</p> <p>Responsible Consumption and production (Goal 12)</p>  	<p>Human rights and equality</p> <p>Strategies used to resolve conflict</p> <p>Outcomes of resolutions</p> <p>Global Goal:</p> <p>Peace, justice and strong Institution (16)</p> 	
	<p>Subject Area: Social Studies, Language, PSPE</p>	<p>Subject Area: Social Studies, Language, Science</p>	<p>Subject Area: Science, Language</p>	<p>Subject Area: Social Studies, Language, PSPE</p>	<p>Subject Area: Social Studies, Language, Science</p>	<p>Subject Area: Science, Language</p>
	<p>Human Body Systems</p>	<p>Maps and explorations</p>	<p>Energy and its transformation</p>	<p>Expression through Language Art</p>		<p>Children Around the world</p>
<p>Grade 5</p>	<p>Central Idea: The effective interactions between human body systems contribute to health and survival.</p> <p>Key Concepts: function, causation , responsibility</p> <p>Related Concepts: systems, interdependence, well-being</p>	<p>Central Idea: Studying maps and human explorations helps understand different places and change over time.</p> <p>Key Concepts: function, form, connection</p> <p>Related Concepts: expedition, exploration, discovery, maps</p>	<p>Central idea: Energy can be converted from one form to another and must be used efficiently.</p> <p>Key concepts: form, change , responsibility</p> <p>Related Concepts: Energy, transformation, conservation</p>	<p>Central Idea: Language Art enables precision and expression of ideas.</p> <p>Key concepts: form, perspective, change</p> <p>Related Concepts: Written text, structure, grammar, creativity, expression</p> <p>Lines of Inquiry An inquiry into:</p>	<p>PYP</p> <p>EXHIBITION</p> 	<p>Central Idea: Children worldwide encounter a range of challenges, risks and opportunities</p> <p>Key concepts: form, perspective, function</p> <p>Related Concepts: society, equity, equality, rights, responsibility</p> <p>Lines of Inquiry: An inquiry into:</p>

	<p>Lines of Inquiry: An inquiry into: Body systems and how they work TOGETHER</p> <p>Factors that affect the body systems</p> <p>Consequences of our habits (Causation)</p> <p>Global Goal Good Health and well being (Goal 3)</p> 	<p>Lines of inquiry: An inquiry into: Maps express geographical features</p> <p>Journeys of discoveries</p> <p>Impact of discoveries and its legacy for today's world</p> <p>Global Goal Decent work and economic growth (Goal 8)</p> <p>Sustainable cities and communities (Goal 11)</p>  	<p>Lines of Inquiry An inquiry into: Different forms of energy</p> <p>The storage and transformation of energy</p> <p>Renewable and sustainable energy</p> <p>Global Goal Affordable and Clean Energy (Goal 7)</p> 	<p>Different forms of language art.</p> <p>expression of personal ideas through language arts</p> <p>Impact of language art on the society.</p> <p>Global Goal Quality Education (Goal 4)</p> 		<p>Challenges, risks and opportunities that children encounter (local and global)</p> <p>How children respond to challenges, risks and opportunities.</p> <p>Ways in which individuals, organizations work for children.</p> <p>consequences</p> <p>Global Goal Reduced Inequalities (Goal 10)</p> <p>Quality Education (Goal 4)</p> <p>Zero Hunger (goal 2)</p> <p>No poverty (Goal 1)</p>    
	<p>Focus Subjects: Science , Language and PSPE</p>	<p>Focus Subjects: Social studies , language</p>	<p>Focus Subjects: Science</p>	<p>Focus Subjects: Language, Art</p>	<p>Focus Subjects:</p>	<p>Focus Subjects: Social studies and PSPE</p>