

Programme of Inquiry 2009-2010

	18 th August 2009 to 25 th Sept 2009	28 th Sept 2009 to 20 th Nov 2009	23 rd Nov 2009 to 22 nd Jan 2010	26 th Jan 2010 to 5 th March 2010	9 th March 2010 to 30 th April 2010	4 th May 2010 to 4 th June 2010
Year 7	<p>Development Organisations</p> <p>Central Idea: Development organizations work together towards supporting communities and projects within developing countries.</p> <p>Lines of Inquiry: The purpose of development organizations. The function of development organizations. The effect of global issues on developing countries.</p>	<p>Changes</p> <p>Central Idea: Adolescence is a confusing period with people experiencing many physical changes.</p> <p>Lines of Inquiry: Exploring the changing role of friendship and relationships. Investigating peer pressure and bullying and developing strategies for identifying and coping with these.</p>	<p>Word, Writing and Literature</p> <p>Central Idea:</p> <p>Lines of Inquiry:</p> <p>In development</p>	<p>Electricity and Magnetism</p> <p>Central Idea: Electrical circuits are a prime source of energy whose nature, production and transfer are of fundamental importance.</p> <p>Lines of Inquiry: How electricity works. Magnetism and magnetic fields. Impact of electricity.</p>	<p>The African Continent</p> <p>Central Idea: The African Continent is a melting pot of cultures which has been shaped by a unique history.</p> <p>Lines of Inquiry: The Geography of Africa. The History of Africa. The resources of Africa.</p>	<p>PYP Exhibition Sustainable Solutions</p> <p>Central Idea: Cooperative and purposeful teamwork enables and empowers people to improve their lives and improve communities.</p> <p>Lines of Inquiry: Problem and situations in our local community. Potentially sustainable situations. Using teamwork to empower people and communities of inquiry will define the scope of the inquiry into the central idea.</p>
Year 6	<p>Children's Rights</p> <p>Central Idea: Although all children of the world have shared need, despite international initiatives many do not have the circumstances to give them a chance for a better future.</p>	<p>Endangered Species</p> <p>Central Idea: Without human awareness and intervention the world may lose many species forever.</p> <p>Lines of Inquiry: Extinction and what it means.</p>	<p>Sound and Light, Electricity and Magnetism</p> <p>Central Idea</p> <p>Lines of Inquiry:</p> <p>In development.</p>	<p>Changes</p> <p>Central Idea: Adolescence is a confusing period with people experiencing many physical changes.</p> <p>Lines of Inquiry: Exploring the changing role of friendship and relationships.</p>	<p>African Arts</p> <p>Central Idea: Manifestations of artistic expression have evolved in different places in different and similar ways due to historical, social and environmental factors.</p> <p>Lines of Inquiry:</p>	<p>The African Continent</p> <p>Central Idea: The African Continent is a melting pot of cultures which has been shaped by a unique history.</p> <p>Lines of Inquiry: The Geography of Africa.</p>

	<p>Lines of Inquiry: Shared humanity. Children’s Rights Initiatives and solutions to protect the rights of children. The impact of circumstances.</p>	<p>means. Causes of extinction. Reasons and responsibility for conservation.</p>		<p>Investigating peer pressure and bullying and developing strategies for identifying and coping with these.</p>	<p>African art forms. The function and contexts of different art forms. Expression and aesthetics.</p>	<p>The History of Africa. The resources of Africa.</p>
Year 5	<p>Beliefs</p> <p>Central Idea: Beliefs are both personal and social; and belief systems can dictate codes of behaviour.</p> <p>Lines of Inquiry: Beliefs. Codes of behaviour. Belief systems.</p>	<p>Inventions</p> <p>Central Idea: Over time, individuals and groups have responded to challenges by using their knowledge of the world to invent things to improve or change living conditions.</p> <p>Lines of Inquiry: Challenges and inventions. How inventions changed people’s lives. How inventions were put into practice.</p>	<p>Myths</p> <p>Central Idea: Every culture has myths that serve as explanations of phenomena or beliefs and help explore the history of people.</p> <p>Lines of Inquiry: Legends and Myths. Common themes in myths or legends. The role of myths or legends in society.</p>	<p>Planet Earth</p> <p>Central Idea: The earth is a unique planet in the solar system perhaps the only one with the elements that support and sustain life.</p> <p>Lines of Inquiry: Planet Earth. The Solar System. The elements that support life.</p>	<p>Food for the People</p> <p>Central Idea: There are a variety of systems for growing and distributing food, which are related to the economics and circumstances of countries and individuals.</p> <p>Lines of Inquiry: Origins of food. Systems for growing and distributing food. How economics and circumstances impact availability of food.</p>	<p>Ecosystems</p> <p>Central Idea: An ecosystem is a delicate balance of dynamic interactions between plants and animals and the environment, and can be affected by human activity or natural events.</p> <p>Lines of Inquiry: Identify different ecosystems. Explore the components of an ecosystem. Understanding factors that affect the balance of an ecosystem.</p>
Year 4	<p>Body Machine</p> <p>Central Idea: The human body is made up of connected systems that perform specific functions.</p> <p>Lines of Inquiry:</p>	<p>The World of Work</p> <p>Central Idea: Work impacts on individuals and communities, and a community can only</p>	<p>Water: the vital ingredient</p> <p>Central Idea: Difficult to purify, expensive to transport and impossible</p>	<p>Luanda</p> <p>Central Idea: Various geographical, historical and cultural factors have helped to shape and influence the city of Luanda over time.</p>	<p>Air</p> <p>Central Idea: People have used what they understand about the properties of air and how it can be harnessed, in the development of their</p>	<p>The Sound of Music</p> <p>Central Idea: One of the universal ways people use music to express themselves.</p>

	<p>The 6 body systems. The connections between the body systems.</p>	<p>function effectively when workers use their skills. Lines of Inquiry: Work Characteristics and behaviours if successful workers. Relationships between work and society.</p>	<p>to substitute, water is essential to food production, to economic development and to life itself Lines of Inquiry: Origins of water. Water needs. Water related health issues.</p>	<p>Lines of Inquiry: Geography of Luanda. History of Luanda. Cultures of Luanda. How the past and present issues could affect the future.</p>	<p>technological designs. Lines of Inquiry: The properties of air. How things are designed to make the best use of air. How the use of air in technological designs has impacted our lives.</p>	<p>Lines of Inquiry: Elements of music. How music evokes and harnesses emotions. How we use our knowledge of sound in the design of instruments.</p>
Year 3	<p>Keeping Healthy</p> <p>Central Idea: The body requires a balanced lifestyle in order to be healthy.</p> <p>Lines of Inquiry: Exercise and rest. Different kinds of food and their value. Keeping clean and healthy.</p>	<p>What Grows?</p> <p>Central Idea: Plants, as fellow living things, play a central role in our planet.</p> <p>Lines of Inquiry: Physiology of a plant. Life process of a plant. The role of plants.</p>	<p>Human Geography</p> <p>Central Idea: Landforms, resources and climate have an effect on where people live.</p> <p>Lines of Inquiry: Geographical features and landforms. Natural resources. Settlement in different areas</p>	<p>Children's Books</p> <p>Central Idea: Authors and illustrators of children's books inform and entertain through engaging ideas and the use of a variety of techniques.</p> <p>Lines of Inquiry: Children's books. Techniques used by author and illustrators to engage the audience. The impact of design, presentation and content.</p>	<p>Markets</p> <p>Central Idea: A variety of markets are established to meet the consumer demands of a community</p> <p>Lines of Inquiry: The market. The roles of consumers and suppliers. The economics of the market.</p>	<p>Materials</p> <p>Central Idea: Materials have properties and characteristics that determine their use.</p> <p>Lines of Inquiry: The characteristics and properties of materials. The relationship between properties and function. The use of materials in a variety of ways.</p>
Year 2	<p>Senses</p> <p>Central Idea: People use their senses to gather information about the world around them.</p> <p>Lines of Inquiry: Information we receive through our senses.</p>	<p>Shelter</p> <p>Central Idea: All people need shelter and people have met this need in different ways, our time, due to a variety of circumstances.</p> <p>Lines of Inquiry:</p>	<p>Communication</p> <p>Central Idea: All people communicate their ideas and feelings in a variety of ways and the effectiveness of this communication involves knowledge of self and others.</p>	<p>Tools-simple machines</p> <p>Central Idea: People have designed a variety of tools to use forces more effectively</p> <p>Lines of Inquiry: Tools we use to work.</p>	<p>Animals in our Locale</p> <p>Central Idea: Within every environment, a variety of animals, with characteristics, life processes and specific roles coexist in delicate balance.</p>	<p>Our school Community</p> <p>Central Idea: Our school is a community that is organized to help people work together and has a variety of interconnected systems.</p>

	How our senses work simultaneously. How our senses help us.	Why people need shelter. Different types of shelter. The reasons shelters are different(changing needs over time)	Lines of Inquiry: Forms of communication. Expressing our thoughts, ideas and emotions. Interpreting the communication of others.	Simple machines Forces we use to work	Lines of Inquiry: Locally occurring animals. Grouping animals in our environment, Relationships within our environment.	Lines of Inquiry: The school buildings and grounds and grounds. Different roles of the people in our school. How our school is organized.
Year 1	Relationships Central Idea: We have many kinds of different relationships with others that require different kinds of effort and compromise. Lines of Inquiry: Family relationships, Friend relationships Relationships with other people.	Origins of food Central Idea: Food comes from many different places and is often changed to become what we eat. Lines of Inquiry: The primary sources of food. Stages some food goes through from origin to consumption. The origins of the food we eat.	Sharing stories Central Idea: Sharing stories is a universal aspect of cultures and people, and these stories can be communicated in many different ways. Lines of Inquiry: The stories people share, Different ways of sharing stories, The reason people share stories.	Weather Central Idea: Weather is all around us and can be detected by our senses. It can have an effect on people, animal and plants, and other things in our world. Lines of Inquiry: There are many types of weather, We become aware of weather and its changes through our senses. All living things react to weather in different ways. Weather has an affect on our natural and manmade world.	Respecting our world Central Idea: We all have a responsibility to respect and care for our world. Lines of Inquiry: Caring for our local environment, Caring for the wider world, Balance in our world.	Where we are Central Idea: Every person has a unique personal history which influences who they are. Lines of Inquiry: People have different histories. The evidence of our own histories. The similarities and differences of our personal histories.