

# **Renaissance College Programme of Inquiry**

## **2026 - 2027**





# Year 1

|                                   | <b>Who We Are</b>                                                                                                                                                                                                                                                                                    | <b>How We Express Ourselves</b>                                                                                                                                                                                                                                                                                                       | <b>Sharing the Planet</b>                                                                                                                                                                                                                                                                                  | <b>How the World Works</b>                                                                                                                                                                                                                                                                        |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>physical, emotional, <u>social</u> and spiritual <u>health and well-being</u></li> <li><u>relationships</u> and <u>belonging</u></li> <li>learning and <u>growing</u></li> </ul> | An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li><u>inspiration</u>, <u>imagination</u>, <u>creativity</u></li> <li>personal, social and cultural modes and practices of communication</li> <li>intentions, perceptions, interpretations and responses</li> </ul> | An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>rights, <u>responsibilities</u> and dignity of all</li> <li><u>pathways to just, peaceful and reimagined futures</u></li> <li>nature, complexity, <u>coexistence</u> and wisdom</li> </ul> | An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li><u>diverse practices</u>, <u>methods</u> and <u>tools</u></li> <li>discovery, <u>design</u>, innovation: <u>possibilities and impacts</u></li> </ul> |
| <b>Central Idea</b>               | Understanding ourselves and our connections helps us find our place in the world.                                                                                                                                                                                                                    | Imagination allows people to explore ideas.                                                                                                                                                                                                                                                                                           | Exploring environments leads to new discoveries and responsibilities.                                                                                                                                                                                                                                      | Designers create for a purpose.                                                                                                                                                                                                                                                                   |
| <b>Lines of Inquiry</b>           | <ul style="list-style-type: none"> <li>Our unique qualities, feelings, and bodies</li> <li>Our relationships with family and friends</li> <li>Making choices to stay safe</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>Creative and imaginative ideas</li> <li>Different ways to express ourselves</li> <li>Responses to things people create</li> <li>Storytelling</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>Natural environments</li> <li>How we explore environments</li> <li>People's responsibilities towards environments</li> <li>How asking questions can lead to new discoveries</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>Materials and tools</li> <li>Why people design</li> <li>The design process</li> <li>Problem solving</li> </ul>                                                                                                                                             |
| <b>Specified Concepts</b>         | Change, Connection, Causation, Responsibility                                                                                                                                                                                                                                                        | Connection, Form, Perspective, Causation                                                                                                                                                                                                                                                                                              | Form, Connection, Responsibility, Function, Causation                                                                                                                                                                                                                                                      | Form, Causation, Function, Change                                                                                                                                                                                                                                                                 |
| <b>Additional Concepts</b>        | Qualities, Body parts, Sense of self, Actions, Relationships, Choices, Health, Rights, Responsibility                                                                                                                                                                                                | Imagination, Inspiration, Forms of expression, Feelings, Respect, Kindness, Stories                                                                                                                                                                                                                                                   | Environments, Relationships, Exploration, Responsibility, Questions, Observations, Senses                                                                                                                                                                                                                  | Materials, Tools, Purpose, Steps, Problems, Solutions                                                                                                                                                                                                                                             |
| <b>Learner Profile Attributes</b> | <ul style="list-style-type: none"> <li>Caring</li> <li>Communicator</li> <li>Principled</li> <li>Open-minded</li> <li>Balanced</li> </ul>                                                                                                                                                            | <ul style="list-style-type: none"> <li>Open-minded</li> <li>Reflective</li> <li>Risk Taker</li> </ul>                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Knowledgeable</li> <li>Caring</li> <li>Principled</li> </ul>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Thinker</li> <li>Communicator</li> <li>Inquirer</li> <li>Risk Taker</li> </ul>                                                                                                                                                                             |
| <b>Transdisciplinary Subjects</b> | <ul style="list-style-type: none"> <li>English Language</li> <li>Social Studies</li> <li>PSE</li> <li>PE</li> <li>Visual Arts</li> <li>Music</li> <li>Chinese Language</li> <li>Library</li> <li>Mathematics</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>English Language</li> <li>PE</li> <li>Visual Arts</li> <li>Music</li> <li>Chinese Language</li> <li>Library</li> <li>Mathematics</li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>English Language</li> <li>Science</li> <li>Social Studies</li> <li>Library</li> <li>Red Door Center</li> <li>Mathematics</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>English Language</li> <li>Science</li> <li>PE</li> <li>Chinese Language</li> <li>Library</li> <li>Mathematics</li> </ul>                                                                                                                                   |
| <b>Duration</b>                   | <b>Yearlong</b>                                                                                                                                                                                                                                                                                      | <b>Yearlong</b>                                                                                                                                                                                                                                                                                                                       | <b>Yearlong</b>                                                                                                                                                                                                                                                                                            | <b>Yearlong</b>                                                                                                                                                                                                                                                                                   |



## Year 2

|                                   | <b>Who We Are</b>                                                                                                                                                                                                                                                                                    | <b>How We Organize Ourselves</b>                                                                                                                                                                                                                                                                                                                              | <b>How the World Works</b>                                                                                                                                                                                                                                                   | <b>Where We Are in Place and Time</b>                                                                                                                                                                                                                                                                            | <b>Sharing the Planet</b>                                                                                                                                                                                                                                                                           | <b>How We Express Ourselves</b>                                                                                                                                                                                                                                                                                                |
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|                                   | An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>physical, emotional, <u>social</u> and spiritual <u>health and well-being</u></li> <li><u>relationships</u> and <u>belonging</u></li> <li>learning and <u>growing</u></li> </ul> | An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> <li><u>interactions within</u> and <u>between social</u> and <u>ecological systems</u></li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, <u>collaboration and decision-making</u></li> </ul> | An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li><u>diverse practices, methods and tools</u></li> <li><u>discovery, design, innovation: possibilities and impacts</u></li> </ul> | An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>periods, events and <u>artefacts</u></li> <li><u>communities</u>, heritage, culture and environment</li> <li>natural and human drivers of movement, adaptation, and transformation</li> </ul> | An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>rights, <u>responsibilities</u> and dignity of all</li> <li>pathways to just, peaceful and reimagined futures</li> <li><u>nature, complexity, coexistence</u> and wisdom</li> </ul> | An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li><u>inspiration, imagination, creativity</u></li> <li><u>personal, social and cultural modes and practices of communication</u></li> <li>intentions, perceptions, interpretations and responses</li> </ul> |
| <b>Central Idea</b>               | Understanding ourselves and our connections helps us find our place in the world.                                                                                                                                                                                                                    | Systems can create organisation.                                                                                                                                                                                                                                                                                                                              | Exploring materials can lead to discoveries.                                                                                                                                                                                                                                 | Homes and spaces can reflect identity.                                                                                                                                                                                                                                                                           | Food goes through stages.                                                                                                                                                                                                                                                                           | Connecting the Arts can inspire new compositions.                                                                                                                                                                                                                                                                              |
| <b>Lines of Inquiry</b>           | <ul style="list-style-type: none"> <li>Our personal identities and diverse communities</li> <li>Taking responsibility for our growing bodies and feelings</li> <li>Personal boundaries in our relationships</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>What a system is</li> <li>Parts within systems</li> <li>Why systems are created</li> <li>Co-operating successfully with others</li> </ul>                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Properties of materials</li> <li>How materials change</li> <li>How people use materials</li> <li>How to ask questions</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>What makes a home</li> <li>How objects and possessions can reflect identity</li> <li>How shared events create connection in a community</li> <li>Ways to exchange information</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>Where food comes from</li> <li>The different stages food goes through</li> <li>How to make balanced choices</li> <li>How people can record ideas</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>The elements of the arts</li> <li>How the elements are shown</li> <li>Similarities and differences in the way the elements of the arts are represented</li> <li>How thinking skills are used to transfer understanding</li> </ul>                                                       |
| <b>Specified Concepts</b>         | Responsibility, Causation, Form                                                                                                                                                                                                                                                                      | Form, Causation, Connection                                                                                                                                                                                                                                                                                                                                   | Change, Form, Causation                                                                                                                                                                                                                                                      | Perspective, Connection, Function                                                                                                                                                                                                                                                                                | Form, Change, Responsibility                                                                                                                                                                                                                                                                        | Form, Function, Connection                                                                                                                                                                                                                                                                                                     |
| <b>Additional Concepts</b>        | Personal qualities, identity, Rights, Responsibilities, Relationships, Physical changes, Emotional Changes, Personal boundaries, Safety, Wellbeing.                                                                                                                                                  | Organisation, Systems, Cooperation, Sustainability                                                                                                                                                                                                                                                                                                            | Materials, Discovery, Exploration                                                                                                                                                                                                                                            | Identity, Community, Relationships                                                                                                                                                                                                                                                                               | Sources, Process, Stages, Balanced Choices, Notes, Observations                                                                                                                                                                                                                                     | Elements, Compositions, Communities, Traditions, Identities                                                                                                                                                                                                                                                                    |
| <b>Learner Profile Attributes</b> | Principled, Open Minded, Reflective, Caring                                                                                                                                                                                                                                                          | Thinker, Communicator                                                                                                                                                                                                                                                                                                                                         | Thinker, Inquirer                                                                                                                                                                                                                                                            | Open-minded, Thinker                                                                                                                                                                                                                                                                                             | Inquirer, Balanced                                                                                                                                                                                                                                                                                  | Reflective, Communicator                                                                                                                                                                                                                                                                                                       |
| <b>Transdisciplinary Subjects</b> | <ul style="list-style-type: none"> <li>English Language</li> <li>PE</li> <li>Visual Arts</li> <li>Music</li> <li>Chinese Language</li> <li>Library</li> <li>PSE</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>English Language</li> <li>Maths</li> <li>PE</li> <li>Chinese Language</li> <li>Library</li> <li>Red Door Center</li> <li>Social Studies</li> </ul>                                                                                                                                                                     | <ul style="list-style-type: none"> <li>English Language</li> <li>Chinese Language</li> <li>Library</li> <li>Red Door Center</li> <li>Science</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>English Language</li> <li>Library</li> <li>Social Studies</li> </ul>                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>English Language</li> <li>PE</li> <li>Chinese Language</li> <li>Library</li> <li>Science</li> <li>Social Studies</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>English Language</li> <li>Maths</li> <li>PE</li> <li>Visual Arts</li> <li>Music</li> <li>Library</li> </ul>                                                                                                                                                                             |
| <b>Duration</b>                   | <b>Yearlong</b>                                                                                                                                                                                                                                                                                      | <b>13 August - 16 October</b>                                                                                                                                                                                                                                                                                                                                 | <b>28 October - 11 December</b>                                                                                                                                                                                                                                              | <b>4 January - 26 February</b>                                                                                                                                                                                                                                                                                   | <b>1 March - 30 April</b>                                                                                                                                                                                                                                                                           | <b>3 May - 25 June</b>                                                                                                                                                                                                                                                                                                         |



# Year 3

|                                   | <b>Who We Are</b>                                                                                                                                                                                                                                                                             | <b>How We Organize Ourselves</b>                                                                                                                                                                                                                                                                                                                                     | <b>How We Express Ourselves</b>                                                                                                                                                                                                                                                                                                                                                        | <b>How the World Works</b>                                                                                                                                                                                                                                                                        | <b>Where We Are in Place and Time</b>                                                                                                                                                                                                                                                                                                 | <b>Sharing the Planet</b>                                                                                                                                                                                                                                                                                  |
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| <b>Central Idea</b>               | Understanding ourselves and our connections helps us find our place in the world.                                                                                                                                                                                                             | Systems exist to keep communities organised.                                                                                                                                                                                                                                                                                                                         | Artists explore and use a variety of tools and materials to imagine, create and express ideas.                                                                                                                                                                                                                                                                                         | People apply their understanding of forces to design.                                                                                                                                                                                                                                             | Knowledge of the past can provide insight into the present.                                                                                                                                                                                                                                                                           | Maintaining a balance in nature depends on living things sharing resources.                                                                                                                                                                                                                                |
| <b>Lines of Inquiry</b>           | <ul style="list-style-type: none"> <li>Personal growth and wellbeing</li> <li>Strategies for maintaining positive friendships</li> <li>Communication and respect in our interactions</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>Purpose of different systems within the community</li> <li>How systems can be interconnected</li> <li>Community roles and responsibilities within a system</li> <li>How to be a successful communicator</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>The different tools and materials artists use</li> <li>How people imagine, create and express ideas</li> <li>Extending ourselves to develop creativity</li> <li>Developing and sharing appreciation</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>Different types of forces</li> <li>How forces affect objects</li> <li>How humans use forces to improve designs</li> <li>How to use models to explore complex ideas</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>How the present is connected to the past</li> <li>How change can be traced over time</li> <li>How evidence helps people to learn about the past</li> <li>How to be a successful researcher</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Living things and what they need to survive</li> <li>How living things are interconnected by their use of resources</li> <li>The importance of balance in nature</li> <li>Applying understanding to new situations</li> </ul>                                       |
| <b>Specified Concepts</b>         | Function, Responsibility, Perspective                                                                                                                                                                                                                                                         | Causation, Function, Responsibility                                                                                                                                                                                                                                                                                                                                  | Form, Causation, Perspective, Connection                                                                                                                                                                                                                                                                                                                                               | Form, Function, Causation                                                                                                                                                                                                                                                                         | Connection, Change                                                                                                                                                                                                                                                                                                                    | Function, Causation, Connection                                                                                                                                                                                                                                                                            |
| <b>Additional Concepts</b>        | Beliefs, Values, Personal identity, Peer pressure, Empathy, Problem-solving strategies, Feelings, Communication, Active listening, Choices, Interactions (online and offline)                                                                                                                 | Community, Systems, Relationships                                                                                                                                                                                                                                                                                                                                    | Materials, Inspiration, Creativity, Feedback, Perspectives,                                                                                                                                                                                                                                                                                                                            | Forces, Movement, Predictions, Background Knowledge, Models                                                                                                                                                                                                                                       | Events, Actions, Decisions, Innovations, Places, Artifacts                                                                                                                                                                                                                                                                            | Sustainability, Competition, Resources                                                                                                                                                                                                                                                                     |
| <b>Learner Profile Attributes</b> | Caring, Reflective, Balanced                                                                                                                                                                                                                                                                  | Caring, Principled, Communicator                                                                                                                                                                                                                                                                                                                                     | Open-minded, Communicators, Risk-taker                                                                                                                                                                                                                                                                                                                                                 | Thinker, Open-minded, Risk taker                                                                                                                                                                                                                                                                  | Inquirer, Communicator                                                                                                                                                                                                                                                                                                                | Inquirer, Knowledgeable, Balanced                                                                                                                                                                                                                                                                          |
| <b>Transdisciplinary Subjects</b> | <ul style="list-style-type: none"> <li>English Language</li> <li>PE</li> <li>Visual Arts</li> <li>Music</li> <li>Chinese Language</li> <li>Library</li> <li>PSE</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>English Language</li> <li>PE</li> <li>Library</li> <li>Social Studies</li> </ul>                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>English Language</li> <li>PE</li> <li>Visual Arts</li> <li>Music</li> <li>Chinese Language</li> <li>Library</li> <li>Red Door Center</li> </ul>                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>English Language</li> <li>PE</li> <li>Chinese Language</li> <li>Library</li> <li>Red Door Center</li> <li>Science</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>English Language</li> <li>Chinese Language</li> <li>Library</li> <li>Red Door Center</li> <li>Social Studies</li> </ul>                                                                                                                                                                        | <ul style="list-style-type: none"> <li>English Language</li> <li>Chinese Language</li> <li>Library</li> <li>Red Door Center</li> <li>Science</li> </ul>                                                                                                                                                    |
| <b>Duration</b>                   | <b>Yearlong</b>                                                                                                                                                                                                                                                                               | <b>13 August - 2 October</b>                                                                                                                                                                                                                                                                                                                                         | <b>5 October - 11 December</b>                                                                                                                                                                                                                                                                                                                                                         | <b>4 January - 5 March</b>                                                                                                                                                                                                                                                                        | <b>1 March - 30 April</b>                                                                                                                                                                                                                                                                                                             | <b>3 May - 25 June</b>                                                                                                                                                                                                                                                                                     |



## Year 4

|                            |  Who We Are                                                                                                                                                                                    |  How We Express Ourselves                                                                                                                                                                                                                                   |  Sharing the Planet                                                                                                                                                                                                     |  Where We Are in Place and Time                                                                                                                                                                                               |  How the World Works                                                                                                                                                                             |  How We Organize Ourselves                                                                                                                                                                                                                                                        |
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|                            | An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>physical, emotional, social and spiritual <u>health and well-being</u></li> <li><u>relationships</u> and belonging</li> <li>learning and growing</li> </ul> | An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li><u>inspiration</u>, imagination, <u>creativity</u></li> <li><u>personal</u>, social and cultural <u>modes and practices of communication</u></li> <li>intentions, perceptions, interpretations and responses</li> </ul> | An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>rights, <u>responsibilities</u> and <u>dignity of all</u></li> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, complexity, <u>coexistence</u> and wisdom</li> </ul> | An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>periods, <u>events</u> and artefacts</li> <li>communities, heritage, culture and environment</li> <li><u>natural and human drivers of movement</u>, adaptation, and transformation</li> </ul> | An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> <li><u>patterns</u>, cycles, systems</li> <li><u>diverse practices</u>, methods and <u>tools</u></li> <li>discovery, design, innovation: possibilities and impacts</li> </ul> | An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> <li><u>interactions within</u> and <u>between social</u> and ecological <u>systems</u></li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, <u>collaboration</u> and <u>decision-making</u></li> </ul> |
| Central Idea               | Understanding ourselves and our connections helps us find our place in the world.                                                                                                                                                                                               | Storytellers use different forms and techniques to communicate and connect with others.                                                                                                                                                                                                                                                      | Resourcefulness and a sense of purpose can help foster the building of communities.                                                                                                                                                                                                                        | Exploration leads to discoveries and opportunities and develops new understandings.                                                                                                                                                                                                                              | Natural environments change over time.                                                                                                                                                                                                                                              | Success can be measured in many ways.                                                                                                                                                                                                                                                                                                                                |
| Lines of Inquiry           | <ul style="list-style-type: none"> <li>Factors that shape our identities and perceptions</li> <li>The impact of stereotypes</li> <li>Physical and emotional changes during puberty</li> <li>Respect in our relationships</li> </ul>                                             | <ul style="list-style-type: none"> <li>Messages in stories</li> <li>The ways stories can be told</li> <li>Being a storyteller</li> <li>How to communicate like a storyteller</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>The purpose of resourcefulness</li> <li>How to be resourceful</li> <li>Strengthening a community</li> <li>Effective collaboration</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>Why people explore</li> <li>Explorations of the past and future</li> <li>The impact of exploration on opportunities</li> <li>How to make observations while exploring</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Changes to the Earth</li> <li>Human interactions with the environment</li> <li>Observing evidence of change over time</li> <li>Identifying changes over time</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>How successful teams work together</li> <li>Evaluating Success</li> <li>How to be organised while collaborating</li> </ul>                                                                                                                                                                                                    |
| Specified Concepts         | Function, Responsibility, Connection                                                                                                                                                                                                                                            | Perspective, Form, Function                                                                                                                                                                                                                                                                                                                  | Responsibility, Reflection, Connection                                                                                                                                                                                                                                                                     | Causation, Change, Perspective                                                                                                                                                                                                                                                                                   | Form, Change, Connection                                                                                                                                                                                                                                                            | Function, Responsibility, Perspective                                                                                                                                                                                                                                                                                                                                |
| Additional Concepts        | Relationships, Experiences, Identity, Stereotypes, Relationships, Physical changes, Emotional changes, Informed, Wellbeing, Mutual respect, Consent, Interactions.                                                                                                              | Self-expression, Representation, Emotion                                                                                                                                                                                                                                                                                                     | Resourcefulness, Purpose, Equity, Sustainability                                                                                                                                                                                                                                                           | Exploration, Decisions, Choices, Communities, Environment, Observations                                                                                                                                                                                                                                          | Chemical and Physical Changes, Properties, Evidence, Systems                                                                                                                                                                                                                        | Roles, Responsibilities, Products, Services, Goals, Data                                                                                                                                                                                                                                                                                                             |
| Learner Profile Attributes | Balanced, Risk-Taker                                                                                                                                                                                                                                                            | Communicator, Thinker                                                                                                                                                                                                                                                                                                                        | Principled, Caring                                                                                                                                                                                                                                                                                         | Open-minded, Thinker                                                                                                                                                                                                                                                                                             | Knowledgeable, Thinker, Communicator                                                                                                                                                                                                                                                | Open-minded, Thinker                                                                                                                                                                                                                                                                                                                                                 |
| Transdisciplinary Subjects | <ul style="list-style-type: none"> <li>English Language</li> <li>PE</li> <li>Library</li> <li>PSE</li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>English Language</li> <li>PE</li> <li>Visual Arts</li> <li>Music</li> <li>Chinese Language</li> <li>Library</li> <li>Red Door Center</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>English Language</li> <li>PE</li> <li>Music</li> <li>Chinese Language</li> <li>Library</li> <li>Social Studies</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>English Language</li> <li>Library</li> <li>Social Studies</li> </ul>                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>English Language</li> <li>Chinese Language</li> <li>Library</li> <li>Science</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>English Language</li> <li>PE</li> <li>Visual Arts</li> <li>Chinese Language</li> <li>Library</li> <li>Social Studies</li> </ul>                                                                                                                                                                                               |
| Duration                   | Yearlong                                                                                                                                                                                                                                                                        | Yearlong                                                                                                                                                                                                                                                                                                                                     | 1 September - 16 October                                                                                                                                                                                                                                                                                   | 28 October - 11 December                                                                                                                                                                                                                                                                                         | 4 January - 12 March                                                                                                                                                                                                                                                                | 4 June - 15 March                                                                                                                                                                                                                                                                                                                                                    |



## Year 5

|                                   | <b>Who We Are</b>                                                                                                                                                                                                                                                                                    | <b>How We Organize Ourselves</b>                                                                                                                                                                                                                                                                                                                              | <b>Sharing the Planet</b>                                                                                                                                                                                                                                                                                  | <b>How the World Works</b>                                                                                                                                                                                                                                                                 | <b>How We Express Ourselves</b>                                                                                                                                                                                                                                                                                                                                   | <b>Where We Are in Place and Time</b>                                                                                                                                                                                                                                                                                          |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                   | An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>physical, emotional, <u>social</u> and spiritual <u>health and well-being</u></li> <li><u>relationships</u> and <u>belonging</u></li> <li>learning and <u>growing</u></li> </ul> | An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> <li><u>interactions</u> within and between <u>social</u> and ecological <u>systems</u></li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, <u>collaboration and decision-making</u></li> </ul> | An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>rights, <u>responsibilities</u> and dignity of all</li> <li>pathways to just, peaceful and reimagined futures</li> <li>nature, <u>complexity</u>, <u>coexistence</u> and wisdom</li> </ul> | An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> <li><u>patterns</u>, cycles, <u>systems</u></li> <li><u>diverse</u> practices, methods and <u>tools</u></li> <li>discovery, design, innovation: possibilities and impacts</li> </ul> | An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li><u>inspiration</u>, imagination, <u>creativity</u></li> <li><u>personal</u>, social and cultural <u>modes and practices of communication</u></li> <li><u>intentions</u>, perceptions, <u>interpretations</u> and <u>responses</u></li> </ul> | An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>periods, <u>events</u> and artefacts</li> <li><u>communities</u>, heritage, <u>culture</u> and environment</li> <li><u>natural and human drivers of movement, adaptation</u>, and transformation</li> </ul> |
| <b>Central Idea</b>               | Understanding ourselves and our connections helps us find our place in the world.                                                                                                                                                                                                                    | Collaboration enhances decision-making.                                                                                                                                                                                                                                                                                                                       | Places influence people, and people influence places.                                                                                                                                                                                                                                                      | Investigation is required in order to understand scientific phenomena.                                                                                                                                                                                                                     | Media shapes how people think and the choices they make.                                                                                                                                                                                                                                                                                                          | The challenges and opportunities created by migration can enhance people and places.                                                                                                                                                                                                                                           |
| <b>Lines of Inquiry</b>           | <ul style="list-style-type: none"> <li>The connection between our identity, wellbeing, and relationships</li> <li>Strategies for navigating change and challenges</li> <li>Making informed choices for our personal health</li> </ul>                                                                | <ul style="list-style-type: none"> <li>The importance of roles and responsibilities within a group</li> <li>How perspectives may affect decision-making</li> <li>How working together can create opportunities.</li> <li>Being an effective collaborator</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>The natural and human-made features of diverse places</li> <li>How the location and features of a place shape human activity</li> <li>How our actions and choices shape a place</li> <li>Being an effective inquirer</li> </ul>                                     | <ul style="list-style-type: none"> <li>Chemical and physical changes.</li> <li>The systematic process of scientific inquiry.</li> <li>How scientists use evidence to inform conclusions.</li> <li>How to be a successful critical thinker.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Purpose and types of media communication.</li> <li>How media techniques are used to influence and persuade.</li> <li>Being a critical consumer of media</li> <li>How to be an effective communicator</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>The causes of migration</li> <li>Migration Stories</li> <li>Opportunities and challenges created by migration</li> <li>How to be a successful inquirer</li> </ul>                                                                                                                       |
| <b>Specified Concepts</b>         | Responsibility, Connection, Perspective                                                                                                                                                                                                                                                              | Responsibility, Perspective, Function                                                                                                                                                                                                                                                                                                                         | Form, Causation, Responsibility                                                                                                                                                                                                                                                                            | Function, Change, Connection                                                                                                                                                                                                                                                               | Form, Function, Connection                                                                                                                                                                                                                                                                                                                                        | Causation, Perspective, Connection                                                                                                                                                                                                                                                                                             |
| <b>Additional Concepts</b>        | Positive Self-Talk, Resilience, Identity                                                                                                                                                                                                                                                             | Roles, Decision-making, Sustainability, Commitment                                                                                                                                                                                                                                                                                                            | Features, Culture, Impact, Interdependence, Influence, Environments                                                                                                                                                                                                                                        | Chemical and Physical Changes, Properties, Evidence, Systems                                                                                                                                                                                                                               | Audience, Media, Purpose, Bias, Awareness                                                                                                                                                                                                                                                                                                                         | Migration, Culture, Community, Stories                                                                                                                                                                                                                                                                                         |
| <b>Learner Profile Attributes</b> | Risk-Taker, Balanced                                                                                                                                                                                                                                                                                 | Principled, Reflective                                                                                                                                                                                                                                                                                                                                        | Knowledgeable, Principled                                                                                                                                                                                                                                                                                  | Inquirer, Thinker                                                                                                                                                                                                                                                                          | Communicator, Thinker                                                                                                                                                                                                                                                                                                                                             | Open-Minded, Caring                                                                                                                                                                                                                                                                                                            |
| <b>Transdisciplinary Subjects</b> | <ul style="list-style-type: none"> <li>English Language</li> <li>Library</li> <li>PSE</li> </ul>                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>English Language</li> <li>PE</li> <li>Music</li> <li>Library</li> <li>Red Door Center</li> <li>Social Studies</li> </ul>                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>English Language</li> <li>Music</li> <li>Chinese Language</li> <li>Library</li> <li>Social Studies</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>English Language</li> <li>Chinese Language</li> <li>Library</li> <li>Science</li> </ul>                                                                                                                                                             | <ul style="list-style-type: none"> <li>English Language</li> <li>PE</li> <li>Visual Arts</li> <li>Music</li> <li>Chinese Language</li> <li>Library</li> <li>Red Door Center</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>English Language</li> <li>Chinese Language</li> <li>Library</li> <li>Social Studies</li> </ul>                                                                                                                                                                                          |
| <b>Duration</b>                   | <b>Yearlong</b>                                                                                                                                                                                                                                                                                      | <b>Yearlong</b>                                                                                                                                                                                                                                                                                                                                               | <b>13 August - 16 October</b>                                                                                                                                                                                                                                                                              | <b>28 October - 22 January</b>                                                                                                                                                                                                                                                             | <b>25 January - 16 April</b>                                                                                                                                                                                                                                                                                                                                      | <b>19 April - 25 June</b>                                                                                                                                                                                                                                                                                                      |



## Year 6

|                            | Who We Are                                                                                                                                                                                                                                                                             | How We Express Ourselves                                                                                                                                                                                                                                                                                                                                                 | How We Organize Ourselves                                                                                                                                                                                                                                                                                                         | Sharing the Planet                                                                                                                                                                                                                                                                                         | Where We Are in Place and Time                                                                                                                                                                                                                                                                                          | How the World Works                                                                                                                                                                                                                                                                                             |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | An inquiry into identity as individuals and as part of a collective through: <ul style="list-style-type: none"> <li>physical, emotional, social and spiritual <u>health and well-being</u></li> <li><u>relationships</u> and belonging</li> <li>learning and <u>growing</u></li> </ul> | An inquiry into the diversity of voice, perspectives, and expression through: <ul style="list-style-type: none"> <li><u>inspiration</u>, imagination, <u>creativity</u></li> <li><u>personal</u>, <u>social</u> and cultural <u>modes and practices of communication</u></li> <li>intentions, <u>perceptions</u>, <u>interpretations</u> and <u>responses</u></li> </ul> | An inquiry into systems, structures and networks through: <ul style="list-style-type: none"> <li>interactions within and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration and decision-making</li> </ul> | An inquiry into the interdependence of human and natural worlds through: <ul style="list-style-type: none"> <li>rights, responsibilities and dignity of all</li> <li>pathways to just, peaceful and reimagined futures</li> <li><u>nature</u>, <u>complexity</u>, <u>coexistence</u> and wisdom</li> </ul> | An inquiry into histories and orientation in place, space and time through: <ul style="list-style-type: none"> <li>periods, <u>events</u> and <u>artefacts</u></li> <li>communities, heritage, culture and environment</li> <li><u>natural and human drivers of movement, adaptation, and transformation</u></li> </ul> | An inquiry into understandings of the world and phenomena through: <ul style="list-style-type: none"> <li>patterns, cycles, <u>systems</u></li> <li><u>diverse</u> practices, <u>methods</u> and <u>tools</u></li> <li>discovery, <u>design</u>, <u>innovation</u>: <u>possibilities and impacts</u></li> </ul> |
| Central Idea               | An understanding of the self helps humans flourish throughout life.                                                                                                                                                                                                                    | The process of creating enables people to develop an appreciation of the aesthetic.                                                                                                                                                                                                                                                                                      | As the transdisciplinary theme for this year's <b>PYP Exhibition</b> , students take responsibility for developing and defining the key components for this unit of inquiry                                                                                                                                                       | Biodiversity relies on maintaining a balance within nature.                                                                                                                                                                                                                                                | Throughout history, innovations have transformed lives.                                                                                                                                                                                                                                                                 | Innovation can solve problems and help improve lives.                                                                                                                                                                                                                                                           |
| Lines of Inquiry           | <ul style="list-style-type: none"> <li>How our bodies, cultures and media shape our identities</li> <li>Fairness, consent, and conflict in our relationships</li> <li>Human development and reproduction.</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>Creating as a process</li> <li>Using creativity to solve problems</li> <li>Using processes to create and respond</li> <li>Exchanging information</li> </ul>                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Interactions and relationships within ecosystems</li> <li>Factors that influence balance within the natural world</li> <li>An inquiry into environmental restoration</li> <li>Synthesising information and creating meaning</li> </ul>                              | <ul style="list-style-type: none"> <li>Catalysts for innovation</li> <li>The significance of innovations</li> <li>Different perspectives on innovations</li> <li>How to research in a systematic way</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>The purpose and stages of the design cycle</li> <li>How innovations can help to solve problems</li> <li>How innovators use critical and creative thinking skills</li> </ul>                                                                                              |
| Specified Concepts         | Form, Change, Causation                                                                                                                                                                                                                                                                | Function, Perspective, Connection                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                   | Connection, Causation, Responsibility                                                                                                                                                                                                                                                                      | Causation, Change, Perspective                                                                                                                                                                                                                                                                                          | Function, Causation, Perspective                                                                                                                                                                                                                                                                                |
| Additional Concepts        | Cultural factors, Sexual factors, Human condition, Integrity, Reproduction, Adolescence, Consent                                                                                                                                                                                       | Creativity, Perception, Interpretation                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                   | Biodiversity, Conservation, Interdependence, Sustainability, Stability                                                                                                                                                                                                                                     | History, Transformed, Innovation, Significance, Catalyst, Systematic                                                                                                                                                                                                                                                    | Creativity, Innovation, Challenges, Purpose, Process, Solutions, Impact, Empathy                                                                                                                                                                                                                                |
| Learner Profile Attributes | Reflective, Principled, Balanced                                                                                                                                                                                                                                                       | Risk taker, Communicator, Inquirer, Thinker                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                   | Caring, Thinker, Knowledgeable                                                                                                                                                                                                                                                                             | Open-minded, Inquirer, Communicator                                                                                                                                                                                                                                                                                     | Open-minded, Reflective, Knowledgeable                                                                                                                                                                                                                                                                          |
| Transdisciplinary Subjects | <ul style="list-style-type: none"> <li>English Language</li> <li>PE</li> <li>PSE</li> </ul>                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>PE</li> <li>Visual Arts</li> <li>Music</li> <li>Chinese Language</li> </ul>                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>English Language</li> <li>PE</li> <li>Visual Arts</li> <li>Music</li> <li>Chinese Language</li> <li>Library</li> <li>Red Door Centre</li> <li>Social Studies</li> <li>Science</li> <li>Mathematics</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>English Language</li> <li>Science</li> <li>Mathematics</li> </ul>                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>English Language</li> <li>Chinese Language</li> <li>Social Studies</li> </ul>                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>English Language</li> <li>Science</li> <li>Mathematics</li> </ul>                                                                                                                                                                                                        |
| Duration                   | Yearlong                                                                                                                                                                                                                                                                               | 1 September - 30 November                                                                                                                                                                                                                                                                                                                                                | 1 September - 25 March                                                                                                                                                                                                                                                                                                            | 14 September - 6 November                                                                                                                                                                                                                                                                                  | 4 January - 4 February                                                                                                                                                                                                                                                                                                  | 12 April - 28 May                                                                                                                                                                                                                                                                                               |