

PYP Units of Inquiry

The International Baccalaureate Primary Years Programme is committed to structured inquiry for learning. Six transdisciplinary themes provide a framework for exploration of knowledge. In the process, students explore the subject areas, develop important concepts, acquire essential skills and develop particular attitudes to learn how to take socially responsible actions.



Pre-Kindergarten 4

I Knowledge	Who We Are Central Idea: The parts of a system work together to function. Lines of Inquiry: <ul style="list-style-type: none"> • Exploring the world through senses and emotions • How to take care of our bodies • How our organs function together as a system • How we can live healthy lives
Key and Related Concepts	connection, function, choices, consequences, perspective, system
Approaches to Learning	thinking skills: acquisition of knowledge, analysis self-management skills: healthy lifestyle, informed choices
Attitudes	commitment
Learner Profile	balanced

II Knowledge	How We Express Ourselves Central Idea: People can learn and express themselves through creativity and play. Lines of Inquiry: <ul style="list-style-type: none"> • How play can take many forms • How we can tell if something is real or imaginary • How people can change their ideas when they play
Key and Related Concepts	form, change, exploration, discovery, imagination
Approaches to Learning	communication skills: reading, writing, viewing, listening, speaking, presenting social skills: group decision-making, adopting a variety of group roles, respecting others, resolving conflict
Attitudes	creativity
Learner Profile	inquirer, open-minded

III Knowledge	Sharing the Planet Central Idea: Matter can undergo change. Lines of Inquiry: <ul style="list-style-type: none"> • Properties and states of matter • Chemical and physical changes in rocks through the rock cycle • The Earth's structure and composition
Key and Related Concepts	form, causation, change, nature, properties, matter, characteristics
Approaches to Learning	thinking skills: acquisition of knowledge, analysis research skills: formulating questions, observing, collecting data, recording data
Attitudes	curiosity
Learner Profile	thinker

IV Knowledge	<p>How the World Works Central Idea: Inquiry can cause exploration and discovery. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Why we use inquiry • The impact of exploration and discovery in space • An analysis of the characteristics of the planets in our solar system • The relationship between the sun, Earth, and the moon.
Key and Related Concepts	causation, reflection, exploration, discovery, inquiry
Approaches to Learning	<p>thinking skills: acquisition of knowledge, comprehension, application research skills: formulating questions</p>
Attitudes	curiosity
Learner Profile	inquirer

V Knowledge	<p>Where We Are in Place and Time Central Idea: Weather patterns inform, prepare, and affect the daily lives of people. Lines of Inquiry:</p> <ul style="list-style-type: none"> • The exploration of weather patterns and making predictions • How to prepare for different types of weather • The impact of the water cycle on weather
Key and Related Concepts	change, connection, patterns, impact, preparation
Approaches to Learning	<p>research skills: observing, formulation question thinking skills: acquisition of knowledge, application communication skills: speaking, reading, writing, listening, presenting, non-verbal communication</p>
Attitudes	curiosity
Learner Profile	inquirer

VI Knowledge	<p>How We Organize Ourselves Central Idea: Human needs cause changes. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Forms of transportation • Transportation relative to geography and needs • The history of transportation
Key and Related Concepts	function, change, impact, systems, transformation, needs/wants
Approaches to Learning	<p>research skills: formulating questions, observing, planning, collecting data, presenting research findings thinking skills: acquisition of knowledge, analysis</p>
Attitudes	curiosity
Learner Profile	inquirer, knowledgeable