

SCHOOL YEAR 2026/27 PYP PROGRAMME OF INQUIRY					
Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
An inquiry into identity as individuals and as part of a collective through: ● physical, emotional and spiritual health and well-being; ● relationships and belonging; ● learning and growing	An inquiry into histories and orientation in place, space and time through: ● periods, events and artifacts; ● communities, heritage, culture and environment; ● natural and human drivers of movement, adaptation and transformation	An inquiry into the diversity of voice, perspectives, and expression through: ● inspiration, imagination, creativity; ● personal, social, and cultural notes and practices of communication; ● intentions, perceptions, interpretations, and responses	An inquiry into the understandings of the world and phenomena through: ● patterns, cycles, systems; ● diverse practices, methods, and tools; ● discovery, design, innovation, possibilities, and impacts	An inquiry into systems, structures, and networks through: ● interactions with and between social and ecological systems; ● approaches to livelihoods and trade practice - intended and unintended consequences; ● representation, collaboration, and decision-making	An inquiry into the interdependence of human and natural worlds through: ● rights, responsibilities, and dignity of all; ● pathways to just, peaceful, and reimagined futures; ● nature, complexity, coexistence, and wisdom
EARLY YEARS 3 KINDERGARTEN					
Central Idea					
I learn about myself every day.	Homes all over the world	Stories and pictures help us understand and communicate with the world	Seasons influence the actions of people and nature	We are a part of different communities	Even the smallest animals play a role in nature
Specified Concepts					
form, perspective	form, connection	function, connection	change, causation	function, responsibility	form, responsibility
Additional Concepts					
communication, individuality, self-awareness, body parts	culture, locality, identity, adaptation	imagination, creativity, communication	seasons, weather, living things	community, rules, interaction, home, town, city, traffic	living things, characteristics, respect, relationship, roles, food chain
Lines of Inquiry					
1. Learning about my body. 2. Understanding my thoughts, emotions, needs, likes, dislikes, and abilities.	1. What constitutes a home? 2. Different places where people and animals live. 3. People have various homes in different countries.	1. Different pictures we find in our everyday surroundings help us to understand the world. 2. Sharing stories and images about our lives helps us connect with others. 3. Stories help us learn about ourselves.	1. Nature changes in different seasons. 2. People's actions adapt with the seasons 3. Change of seasons affects the behaviour of animals	1. There are different communities (home, kindergarten, group). 2. We have different roles in different communities. 3. Rules and agreements help us feel safe.	1. Different types of creatures and their characteristics. 2. Sharing the environment with different creatures. 3. Respect for the little creatures around us.
EARLY YEARS 4 KINDERGARTEN					
Central Idea					
My similarities and differences shape me.	People all over the world need a home.	Art is an important way to express our creativity.	Curiosity about nature can lead to discoveries	People play different roles in communities	We share the environment with a variety of creatures, and it is important to respect their lives
Specified Concepts					
change, perspective	form, causation	function, perspective	function, change	connection, responsibility	from, responsibility
Additional Concepts					
communication, identity, self-awareness, family, change	culture, locality, identity, materials, environment, regions	imagination, creativity, communication, recycling, sustainability, culture, performance	curiosity, experiments, making predictions	communities, rules, different occupations and roles, teamwork,	living things, community, environment
Lines of Inquiry					
1. My origin and family are my roots. 2. How do we change and grow? 3. What makes us unique? 4. Stories help us learn about ourselves.	1. Weather and landscape influence what kind of house we build. 2. A house is not only a building but a home for many. 3. Different materials around us.	1. Different celebrations around the world. 2. We reuse materials to create art. 3. Storytelling is a way to use our imagination and express our creativity.	1. How nature responds to different natural cycles. 2. The change of seasons affects the behaviour of living things. 3. Experiments help us to understand how the natural world works.	1. We belong to different communities (family, classroom, school, city). 2. People in communities have different roles and provide different services (professions, jobs). 3. Each job has responsibilities.	1. Different types of creatures. 2. How people care for animals 3. Our responsibility for the well-being of different creatures and their environment.

		4. Art gives you the freedom to express your emotions, personal views and thoughts.			
EARLY YEARS 5 KINDERGARTEN					
Central Idea					
People are all alike and different, but each one of us is unique.	Travelling helps us see how people live in different places.	Stories help us make sense of the world and connect with each other.	The natural world is important, and we are part of it.	Being part of a community means we help and look out for each other.	Creatures have special features that help them live where they are.
Specified Concepts					
perspective, change	connection, perspective	function, connection	change, responsibility	function, responsibility	form, causation
Additional Concepts					
growth, identity, human mind and body, health, self-awareness, family, belonging, tolerance, consistency, traditions	cultures, countries, transportation, distances, adaptation, empathy, exploration, similarities and differences	expression, creativity, imagination, communication, interpretation, culture	seasons, cycles, recycling, human behaviour, interaction, responsibility,	charity, responsibility, empathy, cooperation, relations,	observation, comparison, adaptation, exploration, environment, nature, wildlife
Lines of inquiry					
1. What makes me unique. 2. Exploring who is in my family and how all families are different. 3. How my family helps me learn and grow.	1. Different and similar places in the world – countries, cities, and our community. 2. Ways people travel – walking, cars, boats, planes 3. When we see how others live, we can understand how they feel.	1. We can get ideas for stories from many different things. 2. Stories can be told through many different art forms. 3. Stories help us understand how other people feel.	1. How we take care of nature can help it grow and stay healthy. 2. Different ways we are connected and dependent on the natural world. 3. We can observe how nature changes with the seasons.	1. We can show kindness and care in our community. 2. People in our community have different jobs and responsibilities. 3. There are different kinds of communities all around us.	1. We can find many different creatures around us. 2. Creatures have special body parts that help them move and eat. 3. Creatures live in places that help them use their special features.
PRESCHOOL KINDERGARTEN					
Central Idea					
Our similarities, differences, and family relationships help us understand ourselves.	Maps, places, and ways we travel help us learn about the world and the people in it.	People use different forms of art to express their ideas, feelings, and creativity.	Natural cycles influence our interaction with the world.	In a community, everyone works towards a common goal.	Wildlife on Earth has an important role in our lives.
Specified Concepts					
perspective, change	connection, form	function, perspective	change, connection	function, responsibility.	causation, responsibility
Additional Concepts					
growth, time, identity, human mind and body, health, self-awareness, self-assessment	classification, history, maps, countries, geography, transportation, international mindedness	communication, characterisation, expression, theatre, fairytales, folktales, fine arts, performing arts	cycles, patterns, animals, behaviour, experiments, collecting data, critical thinking	cooperation, role, community, team spirit, charity	interdependence, appreciation, environmental awareness
Lines of inquiry					
1. We are different and alike. 2. Knowing myself, knowing my strengths and weaknesses. 3. How do we change and grow? What makes us unique?	1. Exploring the world, its habitats, and cultures helps us be more knowledgeable. 2. Maps and how they show places – simple maps, globes, directions. 3. How people and countries are connected – meeting, trading, sharing.	1. There are many different ways to share a story. 2. Interpreting and using signs and materials for creation in everyday life. 3. Stories communicate meaning and evoke feelings and emotions.	1. Cycles of living and non-living things. 2. Similarities and differences of cycles and patterns. 3. Understanding connections in natural forces.	1. People have different responsibilities and roles in different communities. 2. Working together as a team helps us achieve our common goals. 3. Healthy relationships support good teamwork and team spirit.	1. Natural resources we use in our everyday lives. 2. Exploring and comparing wildlife on Earth. 3. How do we care for the environment around us?
GRADE 1 SCHOOL					
Central Idea					
My choices and the people around me influence each other.	My timeline helps me understand the past and present.	We use different ways to express ourselves.	People explore natural and artificial objects to interact with the world.	Communities get help from different groups and places.	Our choices in everyday life have an impact on planet Earth.

Specified Concepts					
perspective, causation	change, form	function, perspective, connection	form, connection, function	connection, function, causation	perspective, causation
Additional Concepts					
relationships, behaviour, family, cooperation, emotions	time, community, processes	signs, notation, expression, creativity, communication	properties, classification, interaction, exploration, materials, force	population, community, interdependence, structure, shapes	resources, choices, sustainability, planets, space
Lines of Inquiry					
My choices affect people’s bodies and minds. Relationships have an impact on people's well-being. Each family is unique.	Ways to measure and express time. Looking at our past helps us see how much we and the world have changed. Ways to find out about the past.	Being open-minded helps to understand art and others. Interpreting and responding to ways of expression. Interpreting and using signs in everyday life.	Knowing about materials helps us create things. Ecosystems operate according to certain natural laws. Interacting with natural and artificial objects.	Rules and agreements help public institutions work properly Groups in a community help people. Traffic safety is a communal effort.	Earth has resources that renew themselves, and others that can run out. How to consume responsibly. Planet Earth is one part of our Solar System.
GRADE 2 SCHOOL					
Central Idea					
People have a responsibility to take care of their bodies and minds.	People adapt their lifestyle according to their location and time.	Expressing ourselves in a group helps people grow as individuals.	Living organisms adapt to their environment for survival.	Individuals form communities.	Being open-minded leads to better relationships.
Specified Concepts					
perspective, responsibility, function	connection, form, causation	perspective, function, connection	change, form, causation	responsibility, connection, form	causation, perspective, responsibility
Additional Concepts					
lifestyle, well-being, systems, safety, bullying	time, fraction, symbols, pattern, weather	creativity, interpretation, audience	ecosystems, climate, habitat, impact, balance, adaptation	time management, classification, professions, measurement, settlement	balance, well-being, conflict, resolution, good manners, cooperation
Lines of Inquiry					
The human body is a system. It is important to follow a balanced lifestyle. Knowing how to seek and give help is essential.	One's geographical location impacts everyday life. Understanding and using time is part of everyday life. Calendar shapes traditions and events.	People have many different ways to express themselves. Performing and self-expression can be a group effort. Expression in arts is unique to each character.	Ecosystems are interactive communities. Seasons and weather affect living organisms. Balanced interaction with the surroundings is important for staying safe and protected	Knowing myself builds awareness of personal skills. Life is different in various settlements, e.g., the city and the countryside. Taking responsibility for personal time management helps to be independent.	People have different perspectives about different things. Manners influence relationships. There are different ways to solve conflicts.
GRADE 3 SCHOOL					
Central Idea					
Your cultural background shapes your beliefs.	Stories are a way to learn about history.	Forms of expression impact feelings and opinions.	Technology affects our lives in every aspect.	Common agreements help us to organise our world.	Children have different challenges and opportunities locally and globally.
Specified Concepts					
causation, perspective, responsibility	connection, function, causation	responsibility, perspective, causation	function, form, causation	function, connection, responsibility	responsibility, connection, causation
Additional Concepts					
roots, rights, identity, cultures, presentation, written text, illustration	cultural awareness, cultural diversity, geographical location, national holidays, distance, elapsed time	symbols, verbal and non-verbal expression, interpretation	electricity, magnetism, motion, scales, measurement	money planning and management, currency, government, symbols, maps, coordinates, cardinal points	global education, tolerance, conflicts, agreements, opportunity
Lines of Inquiry					
People have diverse cultural backgrounds. Respectful communication is essential everywhere.	Throughout time, people have explored the unknown. Stories have various forms and functions.	Art is a universal form of communication. Art has an important role in culture and society.	Measuring and comparing data helps to make reasoned decisions. Investigating electricity and magnetism builds an understanding of the surroundings.	Laws and agreements shape society. Maps are useful tools to orient ourselves in relation to our surroundings. Numbers are related to the real world.	The rights and responsibilities must be balanced. A healthy lifestyle increases your opportunities in life. Children around the world have different lives.

Languages and folk tales are part of culture.	Significant discoveries in the past affect our lives today.	Individual experiences and perspectives impact artistic expression and understanding.	Force causes the motion.		
GRADE 4 SCHOOL					
Central Idea					
Physical, psychological and emotional factors affect relationships.	Challenges and solutions can be dependent on location.	Diversity is reflected in and through art.	We explore hidden worlds from different perspectives.	Different forms of media have various purposes, risks and opportunities.	Healthy environments are important in order to maintain our planet for ourselves and for others.
Specified Concepts					
responsibility, connection, causation	change, connection, causation	perspective, form	causation, connection, form	function, change, responsibility	responsibility, causation, change
Additional Concepts					
health, lifestyle, relationships, anatomy	location, sustainability, balance, consequences, graphs, conflicts	culture, creativity, traditions, symmetry, patterns	bacteria, fungi, gas exchange, microscope, soil, air, infections, diseases, contamination	messages, communication, visual text, written text, research, internet safety, media	adaptation, recycling, energy, sustainability, pollution
Lines of Inquiry					
It's important to maintain physical and mental well-being. Individuals have different roles in social groups. Role models influence our choices and actions. The organs of humans and other organisms have various functions.	Solutions for conflict situations have many variables. Climate affects people's everyday lives through extreme conditions. Local decisions can have a global effect.	Arts encourage people to explore cultural diversity. Cultural backgrounds affect how people express themselves creatively. Traditions are preserved in arts.	Verbal expression unfolds diverse perspectives. Planning and carrying out simple, practical experiments is a way to learn about our living environment. Microscopes are useful tools for exploration.	The internet is a complex source of information. Visual and textual information have various purposes. Different types of communication are appropriate for different outlets	Recycling as a personal responsibility for sustainability. Understanding the reasons and consequences of air pollution. Learning how to live an environmentally friendly lifestyle.
GRADE 5 SCHOOL					
Central Idea					
Changes impact people throughout their lifetime.	Current understanding of time shapes the way people look at the past and see the future.	Advances in technology change the way we share ideas and information.	A living environment impacts humans physically, culturally and socially.	Economic activity relies on systems of production, exchange and consumption of goods and services.	Resolving conflicts and problems responsibly brings about positive change.
Specified Concepts					
causation, change, perspective	function, form, perspective	function, change, responsibility	change, causation, perspective	responsibility, causation, function	perspective, connection, responsibility
Additional Concepts					
well-being, growth, relationships, needs, development, attitudes	time, time periods, history, settlement, population, analysis, sequence	media, cooperation, roles, literacy, innovation	living environments, living vs. non-living, biodiversity, habitat, survival, human body, body language	growth, needs, data, percentage, probability, statistics	sustainability, discovery, relationships, responsibilities
Lines of Inquiry					
Understanding changes in the body and mind during adolescence. Adopting a change-mindset. Life cycle of a human being.	Looking at events as linear sequences. Applying mathematical thinking to understand the concept of time. Converting time and numerical units in history.	Adapting to technological innovation is a continuous process Media consumption and production require critical thinking It is important to share your ideas both safely and responsibly, whether online or in person.	Humans depend on different ecosystems. Examining how human activities such as pollution, deforestation, and urbanisation affect ecosystems. Body language is a means of communication.	The economy influences consumer choices. The role of supply and demand. Distribution of goods and services.	The impacts of overconsumption and waste on our physical world. Quality of life as a consequence of our sustainable choices. Different reasons behind historical migration. Ecosystems shape our culture.
GRADE 6 SCHOOL					
Central Idea					

Geographical location influences human development.	Evidence of past civilizations can be used to make connections to present-day societies.	How we choose to communicate and express ourselves depends on our purpose and situation.	Natural resources are formed as a result of the physical development of Earth.	Structures shape how people interact and live.	Resources are limited and shared by all, and individual choices impact everyone and everything.
Specified Concepts					
perspective, connection	change, connection, causation	perspective, function, connection	form, function, responsibility	function, responsibility, perspective	Determined by the student according to the chosen topic.
Additional Concepts					
System, geography, scale, location, interaction, climate, earth, continent, country, city, adaptation	Civilization, evidence, source, achievement, innovation, invention, resource, process, design, draft, scale, layout, measurement, model, construction, label	Cycle, interaction, attitudes, classification, value, creativity, media, symbol, purpose, meaning, technique, illustration, theme, shape, space, model, method, style, inspiration, interpretation	Renewable, non-renewable, energy, resource, sustainability, pollution, geology, process, cooperation, consequence, responsibility	Democracy, society, community, system, state, government, equality, organisation, religion, family, economy, progress, interdependence	Determined by the student according to the chosen topic.
Lines of Inquiry					
Culture is tightly linked to the geography, geology and weather. Early settlements and their social organisation prospered due to the environment. One's everyday life depends on the geographical location.	Ancient cultural and scientific achievements have shaped modern societies. Historical sources provide information about the past.	Expression can be an intentional choice. Understanding cause and effect in consuming information and expressing oneself. Expression follows aesthetic and functional systems.	The connections between statistical data and real-life. The situation of renewable vs. non-renewable energy sources in one's homeland. Natural resources as a foundation for economic growth.	Social, ethnic and religious population groups have different traditions and values, but similar rights and responsibilities. Democratic countries and international organisations promote progress and equality. Laws, acts and decisions affect living conditions and everyday life.	Determined by the student according to the chosen topic. During the final UOI created by the students themselves, they demonstrate their knowledge in conducting an independent inquiry and presenting their findings effectively.