

IB PYP: Working Document: Programme of Inquiry (updated July 2021)

St. Peter's School Barcelona

| Transdisciplinary | Who we are | Where we are in place and time | How we express ourselves | How the world works | How we organise ourselves | Sharing the planet |
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| | An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures: rights and responsibilities; what it means to be human. | An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives. | An inquiry into the ways in which we discover and express our ideas, feelings, nature, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. | An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment. | An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment. | An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution. |
| F3 | <p>Who we are: Human relationships including families, friends, communities and cultures.</p> <p>Central Idea: Learning about who we are as humans helps us to understand our own identity and how we are connected to others. (All about me)</p> <p>Concepts: Form, Connection</p> <p>Learner Profile attributes: Reflective, Communicators, Balanced</p> <p>ATL skills: social, self management and communication skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Personal histories (me and my family) Exploring senses Celebrating diversity (likes and dislikes) | <p>Where we are in place and time: homes and journeys</p> <p>Central Idea: Ways in which we live and perceive the world are connected to places. (Our place on Earth)</p> <p>Concepts: Connection, Perspective</p> <p>Learner Profile attributes: Knowledgeable, Open-minded</p> <p>ATL skills: research and thinking skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Travelling the world near and far Exploring different cultures | <p>How we express ourselves: the ways in which we reflect on, extend and enjoy our creativity.</p> <p>Central Idea: Learning and creativity can be expressed through play (Let's play)</p> <p>Concepts: Function, Change</p> <p>Learner Profile attributes: Inquirers, Risk-takers, Principled</p> <p>ATL skills: social, self management and communication skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Different play materials How we communicate with others Building relationships through play Restorative justice- how to mend relationships | <p>How the world works: how humans use their understanding of scientific principles</p> <p>Central Idea: Traditional ecological knowledge can inspire us to create sustainable, climate-resilient infrastructures. (Lo Tek)</p> <p>Concepts: Function, causation</p> <p>Learner Profile attributes: Caring, thinkers</p> <p>ATL skills: thinking and research skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> The life cycle of various living things Local knowledge of land and plants Indigenous innovation | | |
| F4 | <p>Who we are: Personal, mental, social and spiritual health.</p> <p>Central Idea: Living a balanced life involves making informed choices about our health and well-being (Healthy choices).</p> <p>Concepts: Perspective, Responsibility</p> <p>Learner Profile attributes: Balanced, Reflective, Principled</p> <p>ATL skills: self-management and research skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> What it means to be well balanced Impact of choices on our health How we can be responsible with our everyday choices | <p>Where we are in place and time: orientation in place and time</p> <p>Central Idea: Human's curiosity leads to the understanding that Earth is part of an immense system called the universe. (Out of this world)</p> <p>Concepts: Form, Connection, Function</p> <p>Learner Profile attributes: Risk-taker, inquirer, knowledgeable</p> <p>ATL skills: research and thinking skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> The relationship between Earth and celestial bodies in our solar system The impacts of Earth's position and movement affect itself Technology which aids the study of the universe | <p>How we express ourselves: our appreciation of aesthetics</p> <p>Central Idea: Appreciating art and architecture around me can make me inspired to create (Ongoing UOI on Art).</p> <p>Concepts: Perspective, Form, connection</p> <p>Learner Profile attributes: Open-minded, Communicator</p> <p>ATL skills: communication and thinking skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Artists of Spain and Barcelona Different styles and mediums for creating How art is connected to the environment around us | <p>How the world works: natural world and its laws</p> <p>Central Idea: Understanding different habitats and the creatures that live in them helps us to care for the natural world. (Habitats)</p> <p>Concepts: Causation, Connection, Form</p> <p>Learner Profile attributes: Knowledgeable, Thinkers</p> <p>ATL skills: research and thinking skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Different environments and animals that live there Learn about how animals adapt their habitats to suit their climate. Animal adaptations to different types of habitats due to urbanization | | <p>Sharing the planet: rights and responsibilities in the struggle to share finite resources with other people and with other living things.</p> <p>Central Idea: Exploring life under the sea enables us to know the impact humans have on the planet (Under the Sea)</p> <p>Concepts: Change, Responsibility</p> <p>Learner Profile attributes: Caring, Principled, thinker</p> <p>ATL skills: communication and social skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Types of sea life Pollution impacts sea life (plastic) Importance of coral reef and the damage caused by humans Shipping industry, oil spillages and overfishing |

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| F5 | <p>Who we are: An inquiry into the beliefs and values</p> <p>Central Idea: Exploring how/who we are helps us to connect to others.</p> <p>Concepts: Form, Perspective, Connection Learner Profile attributes: Caring, Open-minded ATL skills: thinking, research and social skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • What makes us who we are • Similarities and differences to others • Celebrating the diversity all around us • Overcoming bias and stereotypes through visual literacy and knowing facts | <p>Where we are in place and time: orientation in place and time</p> <p>Central Idea: Learning about the previous generations helps us understand the relationship between the past and the present.</p> <p>Concepts: Change, connection Learner Profile attributes: Reflective, Thinker ATL skills: thinking and self-management skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • Identify different sources we can use to find out about the past • Begin to question and debate the reliability of sources • Recognizing change and exploring how this influences them today | <p>How we express ourselves: the ways in which we discover and express our ideas/feelings/nature/beliefs and values</p> <p>Central Idea: Performances can make us feel different emotions and can take different forms.</p> <p>Concepts: Form, Connection Learner Profile attributes: Open-minded, Risk-takers, Communicators ATL skills: communication and self management skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • Ways to perform • Sharing messages through performance • The role of audience | <p>How the world works: An inquiry into the natural world and its laws.</p> <p>Central Idea: All living things go through a process of transformation.</p> <p>Concepts: Function, Causation, Connection Learner Profile attributes: Caring, Knowledgeable, Inquirer ATL skills: research and communication skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • The life cycles of different living things • Similarities and differences between life cycles • The impact these living things have on our world | | <p>Sharing the planet: An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things.</p> <p>Central Idea: Encouraging sustainable choices teaches environmental action.</p> <p>Concepts: Change, Responsibility Learner Profile attributes: Principled, Caring, Thinker ATL skills: research, communication, social skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • The rubbish around us • Ways to dispose of rubbish (3Rs) • Our responsibility towards rubbish in the future |
| YR 1 | <p>1</p> <p>Who we are: Personal, physical, mental, social and spiritual health.</p> <p>Central Idea: Being caring involves looking after ourselves as well as others</p> <p>Concepts: Change, Responsibility Learner Profile attributes: Caring, Balanced ATL skills: thinking, social and self-management skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • Exploring ways to look after ourselves • Our responsibility in caring for others • Balanced ways of living and learning | <p>6</p> <p>Where we are in place and time: an inquiry into orientation in place and time.</p> <p>Central Idea: Discovery and navigation can pinpoint location.</p> <p>Concepts: Function, Connection Learner Profile attributes: Knowledgeable + (Student chosen) ATL skills: social and research skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • How we represent place • The places around us • Knowing where are helps us to know where to go | <p>2</p> <p>How we express ourselves: the ways in which we reflect on, extend and enjoy our creativity.</p> <p>Central Idea: Exploring fictional narrative enables us to explore different cultures and enjoy our creativity.</p> <p>Concepts: Form, Perspective Learner Profile attributes: Communicator, Thinkers ATL skills: communication and thinking skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • Customs and traditions are exhibited in a story • Feelings and emotions that stories create • Similarities and differences between stories from different cultures | <p>4</p> <p>How the world works: the interaction between the natural world (physical and biological) and human societies.</p> <p>Central Idea: Knowing about the weather helps us to be prepared for changing conditions.</p> <p>Concepts: Causation, Connection Learner Profile attributes: Inquirers, Risk-takers</p> <p>ATL skills: Thinking skills: analysis & synthesis Communication: reading & writing.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • Relationship between climate and weather • Severe weather and the impact on human lives • Weather affects our daily life | <p>5</p> <p>How we organise ourselves: societal decision-making.</p> <p>Central Idea: People we admire can influence our actions, values and relationships.</p> <p>Concepts: Change Learner Profile attributes: Balanced, Reflective ATL skills: research, social and communication.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • The influence of famous people in our society • What inspires people to be creative • We can use ideas of famous people to encourage us to take risks. | <p>3</p> <p>Sharing the planet: an inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things.</p> <p>Central Idea: Understanding what makes something alive helps us to care for all living things.</p> <p>Concepts: Form, Function, Responsibility Learner Profile attributes: Principled, Caring, Inquirers ATL skills: self-management, thinning and social skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • Characteristics and needs of living things within the environment • Our responsibility for the well-being of living things • The relationship between living and non-living things |
| YR 2 | <p>1</p> <p>Who we are: What it means to be human.</p> <p>Central Idea: Food keeps living things alive.</p> <p>Concepts: Form and connection. Learner Profile attributes: Balanced, Knowledgeable ATL skills: self-management and research skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • The importance of food for living things • Where food comes from • We are all connected through a food chain | <p>4</p> <p>Where we are in place and time: discoveries and explorations.</p> <p>Central Idea: Exploration leads to discoveries, opportunities and new understanding.</p> <p>Concepts: Change, Causation Learner Profile attributes: Risk-takers, Reflective ATL skills: research and thinking skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • Reasons for explorations and/or discoveries • How exploration and discoveries have changed society | <p>2</p> <p>How we express ourselves: An inquiry into the ways in which we discover and express our ideas, feelings, nature, beliefs and values</p> <p>Central Idea: Sharing traditions develop an appreciation for others.</p> <p>Concepts: Perspective, Form Learner Profile attributes: Caring, Open-minded ATL skills: social, thinking and communication skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • Traditions and celebrations people participate in • The history of traditions and celebrations | <p>3</p> <p>How the world works: How humans use their understanding of scientific principles.</p> <p>Central Idea: Transforming and using energy supports human progress.</p> <p>Concepts: Causation, Function Learner Profile attributes: Knowledgeable, Thinkers ATL skills: social and communication skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • Sources of energy and light • Renewable and non-renewable energy | <p>6</p> <p>How we organise ourselves: An inquiry into the interconnectedness of human-made systems and communities.</p> <p>Central Idea: Man made structures are built to serve a purpose</p> <p>Concepts: Form, Function, causation. Learner Profile attributes: Inquirers, Principled ATL skills: Research, communication and self-management</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • Different types of buildings and their purpose • Different building materials and their properties | <p>5</p> <p>Sharing the planet: Communities and the relationships within and between them.</p> <p>Central Idea: Communities adjust according to needs and environmental changes.</p> <p>Concepts: Connection, Responsibility Learner Profile attributes: Communicators, Inquirers ATL skills: Communication research and thinking</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> • Organisation and roles within communities. |

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| | | <ul style="list-style-type: none"> Consequences of exploration and discoveries. | <ul style="list-style-type: none"> Appreciate or respect that we are different | <ul style="list-style-type: none"> How new inventions change human life How scientists affect progress | <ul style="list-style-type: none"> How buildings have changed over time | <ul style="list-style-type: none"> Human action and environmental change can affect communities. Differences and similarities between communities around the world. |
| YR 3 | <p>2</p> <p>Who we are: What it means to be human.</p> <p>Central Idea: <i>Exploring our body helps us to understand ourselves.</i></p> <p>Concepts: Form, Connection</p> <p>Learner Profile attributes: Reflective, Knowledgeable</p> <p>ATL skills: Thinking skills and research skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> The changes of the human body. The connection between body systems and how they work. A comparison between human and other species. | <p>3</p> <p>Where we are in place and time: the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Central Idea: <i>Discovering Ancient Civilizations allows us to make connections to our lives.</i></p> <p>Concepts: Change, Causation</p> <p>Learner Profile attributes: Thinkers, Inquirers.</p> <p>Research and communication skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Connections between past and present societies Similarities and differences across cultures and civilizations. Major discoveries over time. Factors that influence a civilization to change over time. | <p>4</p> <p>How we express ourselves: an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values.</p> <p>Central Idea: <i>Art enables us to express and communicate ideas, thoughts and feelings.</i></p> <p>Concepts: Form, perspective</p> <p>Learner Profile attributes: Open-minded, Risk Takers</p> <p>ATL skills: communication and self-management skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Art is a form of personal expression Different forms of art serve different purposes Art is subjective. | <p>6</p> <p>How the world works: an inquiry into the natural laws, interaction between the natural world, understanding of scientific principles, impact of scientific and technological advances on the society and the environment.</p> <p>Central Idea: <i>Forces affect the world we live in.</i></p> <p>Concepts: Function, Change</p> <p>Learner Profile attribute: Thinkers, Inquirers</p> <p>ATLs: Social and thinking skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> How different forces work How forces affect our daily life Man-made versus natural forces. | <p>5</p> <p>How we organise ourselves: economic activities and their impact on humankind and the environment.</p> <p>Central Idea: <i>Understanding a product's journey develops appreciation of global interconnectedness.</i></p> <p>Concepts: Function, connection</p> <p>Learner Profile attributes: Caring, Principled</p> <p>ATLs: Social and self-management skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Knowing where products come from and where they originated. The importance of marketing for success Making ethical and informed choices | <p>1</p> <p>Sharing the planet: Access to equal opportunities.</p> <p>Central Idea: <i>Living things rely on natural resources for survival</i></p> <p>Concepts: Responsibility, Perspective</p> <p>Learner Profile attributes: Balanced, Communicators</p> <p>ATLs: Communication, and self-management skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Water as a natural resource How water is used How we share and protect natural resources |
| YR 4 | <p>1</p> <p>Who we are: Inquiry into human relationships including families, friends, communities, and cultures; rights and responsibilities. (significant people)</p> <p>Central Idea: <i>Learning from significant events expands understanding of our rights and responsibilities.</i></p> <p>Concepts: Responsibility, Causation</p> <p>Learner Profile attributes: Open-minded, Principled</p> <p>ATLs: social and thinking skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Significant people impact our lives Forms of activism can lead to change The importance of inclusion in society | <p>6</p> <p>Where we are in place and time: the discoveries, explorations and migrations of humankind.</p> <p>Central idea: <i>Migration may lead to new opportunities and new challenges.</i></p> <p>Concepts: change and perspective.</p> <p>Learner Profile attributes: Balanced, Inquirers.</p> <p>ATLs: Thinking and research skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Reasons why living things migrate Challenges faced due to migration Opportunities resulting from migration. | <p>5</p> <p>How we express ourselves: an inquiry into the ways in which we reflect on, extend and enjoy our creativity.</p> <p>Central Idea: <i>Performing arts gives us opportunities to create and share values.</i></p> <p>Concepts: Form, Causation.</p> <p>Learner Profile attributes: Communicators, Risk-takers</p> <p>ATLs: Communication and self-management skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Different forms of performing art Elements of a play and how to produce one People can express themselves in diverse ways. | <p>2</p> <p>How the world works: how humans use their understanding of scientific principles.</p> <p>Central Idea: <i>Scientific understanding advances society.</i></p> <p>Concepts: Connection, Form, Function.</p> <p>Learner Profile attributes: Reflective, Knowledgeable.</p> <p>ATLs: Social, thinking and research skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> The scientific methods scaffold experimentation We apply scientific principles in real life settings. Evidence allows for making conclusions. | <p>4</p> <p>How we organise ourselves: the function and structure of organizations.</p> <p>Central idea: <i>Understanding the needs of others enables us to create appropriate products or services.</i></p> <p>Concepts: Responsibility, Function.</p> <p>Learner Profile attributes: Risk-takers and caring.</p> <p>ATLs: research, social and thinking skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Characteristics of business structure Analysing successful social and innovative models Identifying issues and needs within our community using design thinking | <p>3</p> <p>Sharing the planet: An inquiry into the rights and responsibilities in the struggle to share finite resources with other people and with other living things.</p> <p>Central Idea: <i>Consequences result from ongoing development. (rainforests)</i></p> <p>Concepts: Perspective, Responsibility</p> <p>Learner Profile attributes: Thinkers, Caring</p> <p>ATLs: Social, research and thinking skills.</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Importance of the rainforests for biodiversity Deforestation and its effects on the planet. Promoting global responsibility. |
| YR 5 | <p>①</p> <p>Who we are: what it means to be human. (Changing bodies)</p> <p>Central Idea: <i>How the human body's systems function, transform and can be modified.</i></p> <p>Concepts: Change, Connection</p> <p>Learner Profile attributes: Knowledgeable, Reflective</p> <p>ATLs: Social and communication skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> How the human body functions Developmental stages and changes The human data bank: DNA | <p>③</p> <p>Where we are in place and time: The relationship between the interconnectedness of individuals and civilizations, from local and global perspectives. (Smart cities)</p> <p>Central Idea: <i>Technology can be used to improve community spaces.</i></p> <p>Concepts: Changes, Connection</p> <p>Learner Profile attributes: Communicators, Thinkers</p> <p>ATLs: research and thinking</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Effects of technology on society and the environment Impact of economic growth on progress How decisions are made within communities | <p>④</p> <p>How we express ourselves: an inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values. (Speak up)</p> <p>Central Idea: <i>EXHIBITION</i></p> <p>Concepts: student chosen,</p> <p>Learner Profile attributes: student chosen</p> <p>ATLs: student chosen</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> My plurilingual identity Roots and growths of languages The evolution of languages | <p>⑤</p> <p>How the world works: The impact of scientific and technological advances on society and the environment. (Mission to Mars)</p> <p>Central Idea: <i>Advances in space exploration allows us to understand our place in the universe.</i></p> <p>Concepts: Form and function</p> <p>Learner Profile attributes: Inquirer, Risk-taker</p> <p>ATLs: Thinking and self-management</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> How the solar system works The planet Mars and its characteristics Space expeditions and explorations | <p>②</p> <p>How we organize ourselves: an inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making. (Government)</p> <p>Central idea: <i>Societies govern in diverse ways to create decision-making structures.</i></p> <p>Concepts: Function and Responsibility</p> <p>Learner Profile attributes: Reflective and Knowledgeable</p> <p>ATLs: research and communication</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> Different types of government and their origins Rights and responsibilities as citizens | <p>⑥</p> <p>Sharing the planet: peace and conflict resolution; access to equal opportunities. (United for 2030)</p> <p>Central Idea: <i>Respecting rights and values promotes social justice</i></p> <p>Concepts: Form and Perspective</p> <p>Learner Profile attributes: Principled and Open-minded</p> <p>ATLs: Self-management and social skills</p> <p>Inquiry into:</p> <ul style="list-style-type: none"> The poverty trap Lack of access to quality education and its lifelong impact Student chosen |

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| | | | | | <ul style="list-style-type: none">• Forming a democratic student council | |
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