



Luanda International School, Programme of Inquiry 2018 2019

Year/Age	An inquiry into: Who we are	An inquiry into: Where we are in place and time	An inquiry into: How we express ourselves	An inquiry into: How the world works	An inquiry into: How we organize ourselves	An inquiry into: Sharing the planet
	<i>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.</i>	<i>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.</i>	<i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
2018-2019 ELC A (3 – 5)	<p>Central idea We are all individuals but are part of a whole learning community. Learner profile attributes: Caring, Balanced</p> <p>Key concepts: form, function, connection Related concepts: family, identity, role, community (PSPE, Social Studies, Language, Mathematics) ATL: Social Skills: cooperating, resolving Conflict (Sub-skills: emotional intelligence) Self-management: informed choices, codes of behaviour (Sub-skills: mindfulness)</p> <p>Lines of Inquiry co-constructed w/ students 16/17</p> <ul style="list-style-type: none"> ● What makes us unique ● Our role in the family ● Our role in the learning community 		<p>Central idea Play helps us to imagine, communicate and learn. Learner profile attributes: Communicators, Risk-takers</p> <p>Key concepts: function, connection, perspective Related concepts: imagination, creativity, communication (Language, The Arts, Language, Mathematics) ATL: Thinking: acquisition of knowledge, application (Sub-skills: creative thinking), Communication: listening, speaking, non-verbal communication Social: respecting others</p> <p>Lines of Inquiry co-constructed w/ students 16/17</p> <ul style="list-style-type: none"> ● Communicating through play ● Use of materials in play ● Learning through play 		<p>Central idea Many products go through a process of change before they are consumed or used. Learner profile attributes:</p> <p>Key concepts: change, connection, responsibility Related concepts: components, process, choice (Science, Social Studies, Mathematics) ATL: Thinking: acquisition of knowledge, comprehension, application (Sub-skills: transfer) Research: formulating questions, planning and collecting data, presenting research findings.</p> <p>Lines of inquiry to be co-constructed w/ students 18/19</p>	<p>Central idea Through the exploration of our environment we learn about the world around us.</p> <p>Learner profile attributes: Principled, Inquirer Key concepts: connection, function, responsibility Related concepts: cycles, sustainability ATL: Research: formulating questions, observing, collecting data (Sub-skills: ethical) Thinking: analysis, comprehension</p> <p>Lines of Inquiry – co-constructed w/ students 16/17</p> <ul style="list-style-type: none"> ● Living/nonliving things in our environment ● The relationship between the natural and the technological world ● Our actions impact our environment and the world around us
2019-2020 ELC B (3 – 5)	<p>Central idea Knowing how we are similar to and different from others helps shape our understanding of self. Learner profile attributes: communicators, caring, cooperation, respect, empathy</p> <p>Key concepts: form, reflection Related concepts: identity, diversity, values (PSPE, Language, Mathematics) ATL: Social skills and Self-Management skills</p> <p>Lines of Inquiry co-constructed w/ students 16/17</p> <ul style="list-style-type: none"> ● Personal abilities and interests ● Physical and personal characteristics ● Similarities and differences between ourselves and others 		<p>Central idea People express their ideas and feelings when they create and respond to art. Learner profile attributes: thinkers, risk-takers, confidence, creativity,</p> <p>Key concepts: form, perspective, reflection Related concepts: interpretation, imagination, performance (The Arts, Language, Mathematics) ATL: Communication skills and Social skills</p> <p>Lines of Inquiry co-constructed w/ students 16/17</p> <ul style="list-style-type: none"> ● Different art forms ● How we can create art to express ourselves ● How we respond to art 	<p>Central idea Patterns are all around us and help us make connections in our world. Learner profile attributes: thinkers, inquirers, reflective, enthusiasm, curiosity</p> <p>Key concepts: form, function, connection Related concepts: structure, patterns, similarities (The Arts, Language, Mathematics) ATL: Research skills and Thinking skills</p> <p>Lines of Inquiry co-constructed w/ students 16/17</p> <ul style="list-style-type: none"> ● Different kinds of patterns ● Ways patterns can be described and represented ● Patterns in our environment 		<p>Central idea Living things have certain requirements in order to grow and stay healthy.</p> <p>Learner profile attributes: knowledgeable, inquirers, respect, curiosity, appreciation Key concepts: form, responsibility Related concepts: survival, living/non-living (Science, Mathematics, Language) ATL: Research skills and Thinking Skills</p> <p>Lines of Inquiry co-constructed w/ students 16/17</p> <ul style="list-style-type: none"> ● Characteristics of living things ● The needs of living things ● Our responsibility for the well-being of other living things
Year 1 (5- 6)	<p>Central idea Our relationships with others contribute to our well-being Learner profile attributes: principled, caring cooperation</p> <p>Key concepts: function, connection, responsibility Related concepts: cooperation, friendship, conflict resolution (PSPE, Language, Mathematics) ATL: Social skills: accepting responsibility, respecting others, cooperating, resolving conflict</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● How we develop relationships ● How relationships affect us ● Roles and behaviours within relationships 		<p>Central idea Stories can engage an audience and communicate meaning. Learner profile attributes: communicators, thinkers creativity, enthusiasm, appreciation</p> <p>Key concepts: function, connection, perspective Related concepts: imagination, messages, creativity (Language, Mathematics, The Arts) ATL: Communications skills: speaking, viewing and presenting</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● The author's message in stories ● How stories are created ● How we express and share our own stories 	<p>Central idea Properties of materials determine how people use them. Learner profile attributes: knowledgeable, thinkers, reflective, enthusiasm, commitment,creativity</p> <p>Key concepts: form, function Related concepts: prediction, properties and uses of materials, innovation (Science, Language, Mathematics) ATL: Research skill: observing, Thinking skill: application</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Properties of materials ● How we apply our understanding of materials ● How we use the Design Cycle 		<p>Central idea Our actions can make a difference to the environment that we share. Learner profile attributes: reflective, balanced commitment, respect, integrity</p> <p>Key concepts: form, responsibility Related concepts: resources, waste, sustainability (Science, Social Studies, Language, Mathematics) ATL: Research skill: organising data, Self-management skill: informed choices</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● How we use the Earth's resources ● Personal choices that can help care for the environment ● Appreciating nature and human-made resources.



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	<i>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.</i>	<i>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.</i>	<i>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>	<i>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.</i>	<i>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.</i>	<i>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.</i>
Year 2 (6- 7)	<p>Central idea Who we are informs our learning. Learner profile attributes: thinker, reflective, balanced independence, commitment</p> <p>Key concepts: form, connection, reflection Related concepts: identity, similarities and differences (PSPE, Language, Mathematics) ATL: Thinking skill: metacognition, Self Management Skill: organization</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Personal characteristics ● Personal abilities and interests ● Similarities and differences between ourselves and others ● How we learn best 	<p>Central idea Knowing about our family histories enables us to discover our cultural origins. Learner profile attributes: open-minded, reflective respect, tolerance</p> <p>Key concepts: connection, reflection Related concepts: culture, diversity, traditions, time (Social Studies, Language, Mathematics) ATL: Communication skill: presenting, Research skills: gathering data, presenting research findings</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Our family history ● The ways we define our culture ● How cultures are alike and different 	<p>Central idea People use their imagination to create art that engages an audience and invites a response. Learner profile attributes: communicator, risk-taker, confidence, creativity, appreciation</p> <p>Key concepts: form, connection, perspective Related concepts: expression, performance, interpretation (The Arts, Language, Mathematics) ATL: Communication skills: viewing, presenting, Self-management skills: codes of behaviour (audience)</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Art as a form of expression ● Different responses to art ● The relationship between an artist and an audience 	<p>Central idea People apply their scientific understanding of force and motion in their everyday lives. Learner profile attributes: inquirer, knowledgeable, thinker, curiosity</p> <p>Key concepts: form, function, causation Related concepts: discovery, force, motion (Science, Language, Mathematics) ATL: Research skill: observing, interpreting data, Thinking skills: comprehension</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● The process of scientific inquiry ● Types of forces ● Types of motion 	<p>Central idea People in a community contribute to meet common goals. Learner profile attributes: thinker, communicator enthusiasm, cooperation, appreciation</p> <p>Key concepts: form, connection, responsibility Related concepts: community, needs, cooperation (Social Studies, Language, Mathematics) ATL: Social skills - group decision making, cooperating, accepting responsibility</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Different types of community ● Needs of a community ● Roles and responsibilities within a community 	<p>Central idea Within environments living things coexist in delicate balance. Learner profile attributes: caring, principled, empathy, integrity</p> <p>Key concepts: form, change, responsibility Related concepts: habitat, interconnectedness, balance (Science, Language, Mathematics) ATL: Research skills: asking questions, acquisition of knowledge, recording data</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Different habitats and their features ● How living things respond to changing environmental conditions ● Human impact on the environment
Year 3 (7 – 8)	<p>Central idea The choices people make affect their health and well-being. Learner profile attributes: reflective, balanced, thinker, independence, confidence, respect</p> <p>Key concepts: causation, reflection, responsibility Related concepts: health, lifestyle, happiness (PSPE, Science, Language, Mathematics) ATL: Self-management skill: healthy lifestyle, informed choices, Research skills: collecting data, recording data, interpreting data</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● What it means to be healthy ● Healthy Habits ● Ways to improve our health 	<p>Central idea Interpreting artifacts provides insights into people's histories. Learner profile attributes: inquirers, reflective, open-minded, empathy, curiosity, integrity</p> <p>Key concepts: form, change responsibility Related concepts: history, artifacts, value (Social Studies, Science, Language, Mathematics) ATL: Research skills: observing, formulating questions, collecting/recording data, Thinking skill: analysis</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Why people value particular artifacts ● How artifacts contribute to our understanding of the past ● The value of preserving artifacts from the past 	<p>Central idea Graphic design can be used to communicate ideas and information. Learner profile attributes: communicators, thinkers, reflective, creativity, appreciation</p> <p>Key concepts: function, connection, perspective Related concepts: communication, art elements, imagery (The Arts, Social Studies, Language, Mathematics) ATL: Thinking skill: evaluation, Research skill: planning, Communication skills: non-verbal communication</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Graphic design and its use in communication ● How art elements influence communication ● How we interpret and respond to imagery in our everyday life 	<p>Central idea Many factors influence the design and building of structures. Learner profile attributes: thinker, risk-taker, commitment, curiosity</p> <p>Key concepts: form, function, causation Related concepts: structure, design, properties and uses of materials (Science, Language, Mathematics) ATL: Thinking skills: application, evaluation; Social skill: group decision-making; Self-management skill: organisation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Factors considered when designing and building structures ● How the properties of materials impact the design of structures ● How structures and buildings are impacted by the environment 	<p>Central idea Technological processes and tools enable us to create products that solve problems, needs and wants. Learner profile attributes: communicators, creativity</p> <p>Key concepts: form, function, connection Related concepts: design, programming, creativity (Computer Science, Language, Mathematics) ATL: Communication skill: non-verbal, Thinking skills: application, synthesis, Research skill: planning</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Programming and how it works ● Coding as a language ● How programming enables us to create 	<p>Central idea Access to safe water impacts the quality of life for communities around the world. Learner profile attributes: caring, knowledgeable, principled, integrity, appreciation</p> <p>Key concepts: function, causation, responsibility Related concepts: equality, safety, well-being (PSPE, Science, Social Studies, Language, Mathematics) ATL: Thinking skill - acquisition of knowledge; Research skill - presenting research findings; Communication skills: presenting, writing</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● Safe water and sanitation ● How access to safe water and sustainable sanitation impacts quality of life ● Ways to improve accessibility to safe water and sanitation
Year 4 (8 -9)	<p>Central idea Our body is made up of systems that contribute to our health. Learner profile attributes: balanced, principled, caring, commitment, cooperation</p> <p>Key concepts: responsibility, function, connection Related concepts: biology, systems and health (Science) ATL: Thinking skills: acquisition of knowledge, comprehension, Research skills: recording, organizing, interpreting data, Self-management skills: healthy lifestyles</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Body Systems and how they work ● How body systems are interdependent ● The impact of lifestyle choices on the body systems ● Maintaining body systems 	<p>Central idea The Earth's physical geography has an impact on human interactions and settlements. Learner profile attributes: inquirer, thinker, knowledgeable, appreciation, empathy, independence</p> <p>Key concepts: form, change, connection Related concepts: geography, settlement, sustainable development (Social Studies) ATL: Research skills: formulating questions, collecting data, interpreting data</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Variability of physical geography around the world ● The relationship between location and settlement ● Impact of human population on settlements 	<p>Central idea Digital communication changes the way in which people interact with each other. Learner profile attributes: communicator, reflective, principled, respect, tolerance</p> <p>Key concepts: connection, causation, responsibility Related concepts: digital citizenship, communication, collaboration (PSPE, Language, Mathematics) ATL: Communication skills: writing, viewing, non-verbal communication (virtual environments), Social skill: accepting responsibility, Self-management skill: codes of behaviour</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ● How digital communication tools increase our opportunities to connect with others ● The similarities and differences between communication in virtual and physical environments ● Our roles and responsibility in virtual environments 	<p>Central idea People apply their understanding of scientific principles to innovate and create. Learner profile attributes: risk-takers, thinkers, creativity, commitment</p> <p>Key concepts: function, form, reflection Related concepts: work, friction, innovation (Science, Language, Mathematics) ATL: Thinking skills: acquisition of knowledge, comprehension, synthesis</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● How forces affect motion ● Ways to make work easier ● How the design cycle is used to innovate and create 	<p>Central idea Organizations provide services designed to meet a variety of needs. Learner profile attributes: risk-taker, caring, reflective, appreciation, cooperation, respect</p> <p>Key concepts: function, causation, responsibility Related concepts: impact, collaboration, service (Social Studies, Language, Mathematics) ATL: Social skills: cooperation, group decision making Self-management skill: organization, Thinking skill: synthesis</p> <p>Possible lines of Inquiry</p> <ul style="list-style-type: none"> ● What makes an organisation work ● Why organisations are created ● The impact of organisations 	<p>Central idea Food security depends on interconnected factors. Learner profile attributes: caring, principled empathy, tolerance</p> <p>Key concepts: responsibility, causation, connection Related concepts: availability, accessibility, utilisation, stability (Social Studies, Science, Language, Mathematics) ATL: Research skills: organizing and interpreting data Thinking skill: comprehension, Self management skill: healthy lifestyles</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ● The natural and human-made factors contributing to food security ● The factors that affect food security overtime ● The consequences of food insecurity



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Year 5 (9 – 10)	<p>Central idea Values and beliefs are both personal and social and can influence our behavior. Learner profile attributes: thinkers, open-minded, reflective, empathy, respect, tolerance</p> <p>Key concepts: connection, perspective, reflection Related concepts: diversity, value, behaviour (Social Studies, PSPE, Language, Mathematics) ATL: Research skill: formulating questions, Thinking skill: dialectical thought, Social skill: respecting others</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Similarities and differences between values and belief ● How values and belief systems affect behaviour ● How people's beliefs and values inform their perspectives 	<p>Central idea Exploration leads to discoveries, opportunities and new understandings. Learner profile attributes: inquirer, open-minded, principled, integrity, curiosity</p> <p>Key concepts: causation, perspective, change Related concepts: exploration, innovation, impact (Social Studies, Language, Mathematics) ATL: Research skill: present research findings, Communication skill: presenting, Thinking skills: acquisition of knowledge, comprehension</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Exploration past, present and future ● The reasons why people explore ● The impact of exploration 	<p>Central idea The arts play a vital role in provoking thought and raising awareness. Learner profile attributes: communicator, reflective, caring, appreciation, creativity</p> <p>Key concepts: function, perspective, causation Related concepts: creativity, awareness, communication (Social Studies, Performing arts - drama, music, visual arts, Language, Mathematics) ATL: Research skill: observation, Thinking skills: comprehension, analysis, evaluation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> ● The role and relevance of the arts in society ● The reasons why people express themselves through the arts ● Ways the arts provoke thinking about social issues 	<p>Central idea Changes in the Earth and its atmosphere impact people's lives. Learner profile attributes: inquirer, knowledgeable, thinker, curiosity, independence, cooperation</p> <p>Key concepts: form, causation, change Related concepts: cycles, geology, systems (Science, Social Studies, Language, Mathematics) ATL: Research skills: collecting, organizing, interpreting data, Thinking skill: acquisition of knowledge</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● How the different components of the Earth are interrelated ● Why the Earth has changed and is continuing to change ● Human responses to Earth's changes 	<p>Central idea Economic activity relies on interacting systems. Learner profile attributes: communicators, principled, commitment, creativity, integrity</p> <p>Key concepts: function, connection, responsibility Related concepts: interdependence, inequity (Social Studies, Language, Mathematics) ATL: Research Skills: planning, organizing data, interpreting data, presenting research findings, Self-management Skills: organization, informed choices, Social Skills: adopting a variety of group roles</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> ● The role of supply and demand ● The distribution of goods and services ● Our responsibility as consumers 	<p>Central idea Children worldwide encounter a range of challenges, risks and opportunities. Learner profile attributes: caring, knowledgeable, empathy, respect</p> <p>Key concepts: form, causation, responsibility Related concepts: rights, equality, sustainability (Social Studies, Science, Language, Mathematics) ATL: Research skill: formulating questions, Thinking skill: dialectical thought, Social skill: respecting others</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Challenges, risks and opportunities that children encounter (local and global) ● How challenges, risks and opportunities impact children's lives ● Ways in which individuals, organizations and nations work to protect children
Year 6 (10 – 11)	<p>Central idea Gender discrimination impacts all. Learner profile attributes: open-minded, communicator, enthusiasm, independence, commitment</p> <p>Key concepts: form, causation, responsibility Related concepts: behaviour, influence, equality ATL:</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Gender equality/inequality ● How school curriculum may impact individuals ● Our responsibility to promote gender equality in schools <p>This unit was created by a YR6 student during her exhibition process in 2016/2017. She reviewed our Poi and felt that we were missing a focus on gender equality. The creation of this unit for our Poi was the action she took to create awareness about gender equality.</p>	<p>Central idea Human migration is a response to challenges, risks and opportunities. Learner profile attributes: inquirers, risk-takers empathy, respect</p> <p>Key concepts: form, causation Related concepts: challenge, risk, opportunity (Social Studies, Language, Mathematics) ATL: Research Skills: collecting, recording, organizing, and interpreting</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● What migration is ● Reasons why people migrate ● The beginning of human migration 	<p>Central idea Beauty can be interpreted and perceived in many ways. Learner profile attributes: communicators, reflective, appreciation, creativity, curiosity</p> <p>Key concepts: form, connection, perspective Related concepts: process, perception (The Arts, Language, Mathematics) ATL: Thinking skills: analysis, evaluation; Communication skills: viewing, presenting, non-verbal communication; Research skills: observing, Self-Management skills: fine motor, spatial awareness</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● What beauty is ● What influences our perceptions of beauty ● How our perceptions of beauty influence us 	<p>Central idea Energy can be harnessed to support human progress and protect the environment. Learner profile attributes: knowledgeable, inquirer, thinker, creativity, curiosity, respect</p> <p>Key concepts: form, responsibility, causation Related concepts: impact, innovation, technological advances (Science, Language, Mathematics) ATL: Research skills: formulating questions, observation Thinking skill: application of knowledge, Social skill: - adopting a variety of group roles</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Different forms of energy sources ● Sustainable energy practices ● Technological advances that improve efficiency 	<p>This TD theme will be addressed in the Exhibition.</p> <p>Key and related concepts: dependent on student focus.</p>	<p>Central idea Minimizing conflict is dependent on the actions and reactions of all. Learner profile attributes: communicator, caring, open-minded, tolerance, empathy, cooperation</p> <p>Key concepts: perspective, responsibility, function Related concepts: action, resolution, pattern (Social Studies, PSPE, Language, Mathematics) ATL: Thinking Skills: Metacognition, Social Skill: Resolving Conflict</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> ● Characteristics of conflicts ● The role perspectives play in conflict ● Actions that can be taken to address conflict

Updated: April/May 2017

ATL: Approaches to learning skills

Learner profile attributes - this also includes the PYP attitudes

Updated Feb. 2018 w/ feedback from YLL

Updated May 2018 w/ feedback from teaching teams/SSTs