

# **PROGRAMME OF INQUIRY**

**IB PYP**

**JULIAN TUWIM PRIMARY SCHOOL NO 108 IN WROCLAW**

<b>6-7</b> <b>G I</b>	<b>Who we are</b> Inquiry into ourselves; beliefs and values; personal, physical, mental and spiritual health; family, friends, communities and cultures; our rights and responsibilities; what it means to be human.	<b>Where we are in place and time</b> Orientation in time and space, personal stories; place of residence and travel; discovery, exploration and migration of people; relationships and internal connections of individuals and civilizations from local and global perspectives.	<b>How we express ourselves</b> Ways of discovering and expressing our nature, thoughts, feelings, culture, beliefs and values; ways of doing reflection, showing creativity; our appreciation of aesthetics.	<b>How the world works</b> Inquiry into the natural world and its laws; interactions between the natural world (physical and biological) and human society; how people use the laws of science; the impact of scientific and technological achievements on society and the environment.	<b>How we organise ourselves</b> 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.	<b>Sharing the planet</b> Our rights and responsibilities in the way we share finite resources with other people and living organisms; communities and relationships within and among them; access to equal opportunities; peace and conflict resolution.
	<b>Central Idea:</b> By entering a new role, we gain other duties and rights, we make friends and learn ourselves.	<b>Central Idea:</b> The place where I live defines who I am.	<b>Central Idea:</b> People seek and use different forms of expressing their emotions all the time.	<b>Central Idea:</b> Animal observation allows us to understand how the natural world is organized.	<b>Central Idea:</b> Everyone's work is important for the development of small and large communities.	<b>Central Idea:</b> People have an impact on the sustainable use of the earth's resources.
	<b>Key concepts:</b> function, responsibility, connection	<b>Key concepts:</b> perspective, change, connection	<b>Key concepts:</b> form, perspective, connection	<b>Key concepts:</b> change, connection, function	<b>Key concepts:</b> function, connection, causation	<b>Key concepts:</b> responsibility, connection, function
	<b>Related concepts:</b> motivation, duties, relations, responsibility	<b>Related concepts:</b> patriotism, family, origin, culture, country, city, legend	<b>Related concepts:</b> art, emotions, creating, acting	<b>Related concepts:</b> observation, adaptation, environment, cycles	<b>Related concepts:</b> community, profession, values, budget	<b>Related concepts:</b> awareness, environment, recycling, water, industry

					management, cooperation	
<b>Lines of inquiry:</b> - Responsibilities and rights in different communities - Impact of choices on relationships with others - Setting your own boundaries and respecting the boundaries of others	<b>Lines of inquiry:</b> - A place of residence helps to know ourselves and others better - My family stories - Knowing my country's culture helps me understand who I am	<b>Lines of inquiry:</b> - Understanding and the need to express emotions - Different fields of art and their impact on people - The perspective of the creator and the recipient	<b>Lines of inquiry:</b> -The cyclical nature of the seasons and their impact on the life of animals. - Animals around us and our coexistence - Adaptation of animals to a changing environment - Cooperation and relationships in the animal world	<b>Lines of inquiry:</b> -The professions and roles that people have in different communities. -Skills and tools needed to perform work. -The impact of human labor on community development.	<b>Lines of inquiry:</b> - Different ways of caring for the Earth's resources- renewable energy - Buying wisely and consuming wisely. - Recycling and upcycling	
<b>Subjects:</b> PSP Social studies Language	<b>Subjects:</b> Social studies Mathematics Language PSP	<b>Subjects:</b> Art Language Social studies PSP	<b>Subjects:</b> Science Social studies Art	<b>Subjects:</b> Social studies PSP Mathematics Language	<b>Subjects:</b> Science Social studies Art	
<b>Learner profile:</b> Open-minded Thinkers Principled	<b>Learner profile:</b> Open-minded Reflective Inquirers	<b>Learner profile:</b> Balanced Communicators	<b>Learner profile:</b> Caring Inquirers Knowledgeable	<b>Learner profile:</b> Caring Open-minded Risk-takers	<b>Learner profile:</b> Caring Principled Thinkers	

7-8	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
G II	<b>Central Idea:</b> Human well-being is the result of many different elements.	<b>Central Idea:</b> Exploring culture helps us understand ourselves and others.	<b>Central Idea:</b> We explore and discover the world by developing our talents of interests.	<b>Central Idea:</b> Plants are essential to life on earth.	<b>Central Idea:</b> A conscious and responsible person cares about the places and communities in which they function.	<b>Central Idea:</b> Use of energy sources affects life on Earth.
	<b>Key concepts:</b> responsibility, connection, causation	<b>Key concepts:</b> perspective, connection, form	<b>Key concepts:</b> change, function, causation	<b>Key concepts:</b> form, change, causation	<b>Key concepts:</b> function, perspective, responsibility	<b>Key concepts:</b> function, change, responsibility
	<b>Related concepts:</b> happiness, feelings, nutrition, cyber addictions, physical activity, health, children's rights	<b>Related concepts:</b> tolerance, respect, diversity, identity, tradition, customs, holidays	<b>Related concepts:</b> travels, ways of learning, hobbies, curiosity, motivation	<b>Related concepts:</b> plants, life cycle, environment, food chain, needs	<b>Related concepts:</b> law, rules, structures, social activity, agreement	<b>Related concepts:</b> water, wind, sun, awareness, choice, technology
	<b>Lines of inquiry:</b> - Health and lifestyle relationships - Responsible use of technology and its	<b>Lines of inquiry:</b> - Learning about own culture - Exploring cultural similarities and differences	<b>Lines of inquiry:</b> - Everyone has talents that can be developed in different ways.	<b>Lines of inquiry:</b> - Plant structure and needs - Changes in the plant world due to weather changes	<b>Lines of inquiry:</b> - Our rights, responsibilities in a small and large community - Various forms of patriotism	<b>Lines of inquiry:</b> - Different types of energy - Energy sources and the environment - Using energy wisely

	<p>impact on human health</p> <p>- Taking care of balance in life</p>	<p>- Building a sense of cultural identity</p>	<p>- By developing our interests, we broaden our horizons</p> <p>- People know and use different ways to learn about the world</p>	<p>- The role of plants</p>	<p>- Responsibility for ourselves and others</p>	
	<p><b>Subjects:</b></p> <p>Social studies</p> <p>Language</p> <p>PSP</p>	<p><b>Subjects:</b></p> <p>Social studies</p> <p>Language</p> <p>Arts</p>	<p><b>Subjects:</b></p> <p>Language</p> <p>Mathematics</p> <p>PSP</p>	<p><b>Subjects:</b></p> <p>Science</p> <p>Arts</p> <p>Social studies</p>	<p><b>Subjects:</b></p> <p>Social studies</p> <p>Science</p> <p>PSP</p>	<p><b>Subjects:</b></p> <p>Science</p> <p>Social studies</p> <p>Arts</p>
	<p><b>Learner profile:</b></p> <p>Open-minded</p> <p>Principled</p> <p>Reflective</p>	<p><b>Learner profile:</b></p> <p>Open-minded</p> <p>Communicators</p> <p>Inquirers</p>	<p><b>Learner profile:</b></p> <p>Knowledgeable</p> <p>Thinkers</p> <p>Risk Takers</p>	<p><b>Learner profile:</b></p> <p>Inquirers</p> <p>Knowledgeable</p> <p>Caring</p>	<p><b>Learner profile:</b></p> <p>Balanced</p> <p>Caring</p> <p>Principled</p>	<p><b>Learner profile:</b></p> <p>Principled</p> <p>Knowledgeable</p> <p>Thinkers</p>
<b>8-9</b>	<b>Who we are</b>	<b>Where we are in place and time</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>How we organise ourselves</b>	<b>Sharing the planet</b>
<b>G III</b>	<p><b>Central Idea:</b></p> <p>The decisions we make shape our personality</p>	<p><b>Central Idea:</b></p> <p>Knowing the past allows us to understand the present times.</p>	<p><b>Central Idea:</b></p> <p>Adjusting the way, we communicate determines the effectiveness of</p>	<p><b>Central Idea:</b></p> <p>Movement leads to change.</p>	<p><b>Central Idea:</b></p> <p>We are members of various organizations.</p>	<p><b>Central Idea:</b></p> <p>The nature influences human life.</p>

	and change the surrounding reality.		communication and expressing ourselves.			
	<b>Key concepts:</b> perspective, responsibility, connection	<b>Key concepts:</b> perspective, connection, change	<b>Key concepts:</b> form, responsibility, function	<b>Key concepts:</b> form, change, function	<b>Key concepts:</b> function, form, responsibility	<b>Key concepts:</b> causation, responsibility, connection
	<b>Related concepts:</b> personality, responsibility, choices, consequences	<b>Related concepts:</b> heritage, development, system, community, individuality, knowledge	<b>Related concepts:</b> language, communication, message, purpose, adjustment	<b>Related concepts:</b> planets, solar system, travel, progress, creativity	<b>Related concepts:</b> volunteering, social activity, helping, government, organizations, structure	<b>Related concepts:</b> weather, climate, adaptation, problem solving
	<b>Lines of inquiry:</b> - Different faces of freedom - Conscious decision-making - Consequences of the decisions made	<b>Lines of inquiry:</b> -The influence of ancient civilizations on modern human life. - From the king to the president. - Important places and people for Europe and the world	<b>Lines of inquiry:</b> - Communication and its ways - Factors affecting communication - Responsibility of the creator and recipient of the message	<b>Lines of inquiry:</b> - Movement in the Universe -Development of technology - Inventions related to motion	<b>Lines of inquiry:</b> - Effective cooperation - Poland and Polish citizens in international organizations -The impact of associations and organizations on reality	<b>Lines of inquiry:</b> - Changes in human life in relation to changes in nature - People are part of different ecosystems - Human adaptation to different conditions
	<b>Subjects:</b> Social studies Language	<b>Subjects:</b> Languages Social studies	<b>Subjects:</b> Languages Social studies	<b>Subjects:</b> Science Art	<b>Subjects:</b> PSP Language	<b>Subjects:</b> Science Social studies

	PSP	Mathematics	Art PSP	Social studies Mathematics	Social studies	Mathematics
	<b>Learner profile:</b> Risk Takers Reflective Principled	<b>Learner profile:</b> Knowledgeable Thinkers Reflective	<b>Learner profile:</b> Communicators Inquirers Open-minded	<b>Learner profile:</b> Knowledgeable Inquirers	<b>Learner profile:</b> Balanced Reflective Caring	<b>Learner profile:</b> Caring Principled inquirers
	<b>Who we are</b>	<b>Where we are in place and time</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>How we organise ourselves</b>	<b>Sharing the planet</b>
<b>9-10 G IV</b>	<b>Central Idea:</b> The cultural and historical context defines our identity.	<b>Central Idea:</b> The needs of the individual and society still determine the development of technology.	<b>Central Idea:</b> How people express themselves allows us to understand how they perceive and interpret the world.	<b>Central Idea:</b> The specificity of the place and origin affects life.	<b>Central Idea:</b> People create systems that help organize and coordinate the world around them.	<b>Central Idea:</b> Knowledge and understanding as the way to deal with conflicts.
	<b>Key concepts:</b> causation, change, connection, form	<b>Key concepts:</b> change, connection, form, responsibility	<b>Key concepts:</b> form, perspective, function	<b>Key concepts:</b> responsibility, connection, perspective	<b>Key concepts:</b> function, form, connection	<b>Key concepts:</b> responsibility, causation, connection
	<b>Related concepts:</b> identity, customs, large and small communities, tourist	<b>Related concepts:</b> development, communication, digital generation, great inventors	<b>Related concepts:</b> art forms, imagination, creator and viewer, history, social issues	<b>Related concepts:</b> need, community, planning, communication	<b>Related concepts:</b> planning, nature, chronology, system, self-organization, health, boundaries	<b>Related concepts:</b> civilization threats, multiculturalism, knowledge, resources, peace, mediation

and natural attractions of the region						
<b>Lines of inquiry:</b> - The connections between roots and identity - The formation of community - How culture influences the community - Individual and collective identity	<b>Lines of inquiry:</b> - Being a part of digital generation - The need creates an inventor - The consequences of technology development	<b>Lines of inquiry:</b> - Functions of art - What determines our reception of the work of art - Ways to express our individuality, needs and views	<b>Lines of inquiry:</b> - Connection of the place of residence with various challenges - Influence of people on space planning - The city as a system of connected vessels	<b>Lines of inquiry:</b> - People make rules to organize the world - Time is a resource we can measure - Division and organization of space - How humans divide reality into nature and culture	<b>Lines of inquiry:</b> - Causes of conflict - Conflict management - Interpersonal skills and conflict resolution	
<b>Subjects:</b> Social studies Art PSP Science Language and literature	<b>Subjects:</b> Science Social studies Mathematics PSP Art	<b>Subjects:</b> Art Mathematics PSP Language and literature Science	<b>Subjects:</b> Science Mathematics Social studies Art	<b>Subjects:</b> Social studies Mathematics Science PSP Language and literature	<b>Subjects:</b> Language Science Mathematics Social studies PSP	



	<b>Learner profile:</b> Open-minded Knowledgeable Reflective	<b>Learner profile:</b> Inquirers Thinkers Knowledgeable	<b>Learner profile:</b> Balanced Reflective Communicators	<b>Learner profile:</b> Caring Knowledgeable Balanced	<b>Learner profile:</b> Balanced Principled Thinkers	<b>Learner profile:</b> Principled Risk-takers Caring Communicators
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