### Transdisciplinary Themes

<table>
<thead>
<tr>
<th>Who we are</th>
<th>Where we are in place and time</th>
<th>How we express ourselves</th>
<th>How the world works</th>
<th>How we organize ourselves</th>
<th>Sharing the planet</th>
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### Central Idea:

**Y1**

- **Who we are**
  - Interests, abilities and feelings can connect people.
  - Key concepts: form, causation, connection
  - Related concepts: identity, similarities, differences
  - Lines of inquiry:
    - People’s interests and abilities
    - Causes for different feelings
    - Similarities and differences between people

- **Where we are in place and time**
  - Personal histories can show how an individual changes over time.
  - Key concepts: form, change, function
  - Related concepts: personal history, past, present
  - Lines of inquiry:
    - Significant events and places in people’s lives
    - How we understand our past through artifacts
    - Ways we can record our personal history

- **How we express ourselves**
  - People enjoy and experience different forms of arts.
  - Key concepts: form, reflection, perspective
  - Related concepts: creativity, communication, imagination
  - Lines of inquiry:
    - Different art forms
    - Messages in art
    - Ways of creating art

- **How the world works**
  - Understanding the properties of materials helps us know how to use them.
  - Key concepts: form, connection, function
  - Related concepts: properties, prediction, behaviour
  - Lines of inquiry:
    - The properties of materials
    - Similarities and differences between materials
    - The uses of different materials

- **How we organize ourselves**
  - People play different roles in the communities to which they belong.
  - Key concepts: form, function, responsibility
  - Related concepts: communities, rules, interaction
  - Lines of inquiry:
    - Various communities we belong to
    - Roles of people who are part of our communities
    - Making contributions to a community

- **Sharing the planet**
  - Living things have certain needs in order to grow and stay healthy.
  - Key concepts: function, change
  - Related concepts: living and non-living, growth, cycles
  - Lines of inquiry:
    - Characteristics of living things
    - The needs of living things
    - Different life cycles

### Our Mission

At Peak School we aim to become effective communicators, confident critical thinkers and enthusiastic life long-learners. In partnership with our community, we strive to have integrity and be socially responsible global citizens.
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### Y2 Central Ideas

| Central Idea: | People’s relationships with each other can have an impact on well-being. |
| Key concepts: | perspective, reflection, responsibility |
| Related concepts: | cooperation, friendship, choice, communication |

**Lines of inquiry:**
- How communication can affect relationships
- How relationships can affect our well-being
- Roles and behaviours in relationships

| Central Idea: | The Earth’s movements have an impact on people’s activities and needs. |
| Key concepts: | connection, change, causation |
| Related concepts: | weather, climate |

**Lines of inquiry:**
- The Earth’s movements
- People’s daytime, nighttime, and seasonal activities
- The impact of climate on people’s choices

| Central Idea: | Stories communicate people’s thoughts, feelings and experiences in a creative way. |
| Key concepts: | perspective, change, cause |
| Related concepts: | communication, characterization, expression |

**Lines of inquiry:**
- Different ways people share stories
- Forms of stories
- Techniques storytellers use to engage their audience

| Central Idea: | People can apply their understanding of forces in everyday life. |
| Key concepts: | function, form |
| Related concepts: | pushes and pulls, simple machines, data |

**Lines of inquiry:**
- How objects move
- Features of simple machines
- How scientists collect and record data

| Central Idea: | People try to find sustainable ways to create products. |
| Key concepts: | change, connection, responsibility |
| Related concepts: | products, sustainability |

**Lines of inquiry:**
- Natural products and materials around us
- Where food comes from
- Sustainable practices

| Central Idea: | The interdependence between living things affects their survival. |
| Key concepts: | function, connection, responsibility |
| Related concepts: | habitat, interdependence, conservation |

**Lines of inquiry:**
- Natural habitats within the environment
- Ways living things depend on each other
- Our responsibility towards living things
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### Central Idea

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<th>Y3</th>
<th>Central Idea:</th>
<th>The health of the human body relies on different systems working together.</th>
<th>Key concepts: function, connection, responsibility</th>
<th>Related concepts: systems, interdependence, choices and consequences</th>
<th>Lines of inquiry:</th>
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<td>Central Idea:</td>
<td>People record the features of places and environments in different ways.</td>
<td>Key concepts: function, connection</td>
<td>Related concepts: geography, location, mapping</td>
<td>Lines of inquiry:</td>
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<td>People discover and express their feelings and experiences through the arts.</td>
<td>Key concepts: function, perspective, connection</td>
<td>Related concepts: creativity, style, technique</td>
<td>Lines of inquiry:</td>
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<td>Central Idea:</td>
<td>Natural cycles influence the way the world works.</td>
<td>Key concepts: form, causation, connection</td>
<td>Related concepts: cycles, time, impact, seasons</td>
<td>Lines of inquiry:</td>
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<td>Central Idea:</td>
<td>People use systems to help them work together effectively.</td>
<td>Key concepts: form, connection, reflection</td>
<td>Related concepts: human-made systems</td>
<td>Lines of inquiry:</td>
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<td>Central Idea:</td>
<td>People make choices to support the sustainability of the Earth’s resources.</td>
<td>Key concepts: function, change, responsibility</td>
<td>Related concepts: choice, sustainability, resource</td>
<td>Lines of inquiry:</td>
<td>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.</td>
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#### Central Idea:
- People explore and express their personal views, beliefs and values through different ways.

#### Key concepts:
- Reflection, causation, perspective

#### Related concepts:
- Beliefs, values, creative expression

#### Lines of inquiry:
- What determines our beliefs and values
- The impact of our mindset on our well-being
- Ways people express their beliefs and values

#### Central Idea:
- Evidence of past civilizations can be used to make connections to present day societies.

#### Key concepts:
- Form, connection, reflection

#### Related concepts:
- Civilization, continuity, legacy

#### Lines of inquiry:
- Characteristics of civilizations and societies
- Connections between past and present
- The processes involved in collecting, analyzing, and validating evidence

#### Central Idea:
- People participate in the creative process by thinking critically and imaginatively.

#### Key concepts:
- Responsibility, reflection, function

#### Related concepts:
- Creativity, expression

#### Lines of inquiry:
- People’s roles in a production
- The impact of critical thinking on performance
- Ways people communicate meaning using different media and techniques

#### Central Idea:
- Powerful natural forces can change the earth’s physical features and impact on lives.

#### Key concepts:
- Connection, change, causation

#### Related concepts:
- Tectonic plate movement, climate, geography

#### Lines of inquiry:
- How the different components of the Earth are inter-related
- How the Earth is continually changing
- The impact of powerful natural forces on human societies

#### Central Idea:
- Communities provide interconnected services to meet people’s needs.

#### Key concepts:
- Function, connection, responsibility

#### Related concepts:
- Cooperation, negotiation

#### Lines of inquiry:
- Services that support a community
- Planning services for the needs of a community
- Opportunities for action and service in the community (local and global)

#### Central Idea:
- Living things may need to adapt to survive.

#### Key concepts:
- Function, change, causation

#### Related concepts:
- Adaptation, extinction

#### Lines of inquiry:
- Why living things adapt
- How living things adapt or respond to environmental conditions
- Actions that benefit or harm living things

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**November 2015**

**Academic year 2015 - 2016 Peak School – Hong Kong**
**Peak School**

**PYP Programme of Inquiry**

**2015 - 2016**

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### Central Idea:

**Who we are**

Children have different rights, responsibilities, and opportunities.

**Key concepts:** responsibility, form, perspective

**Related concepts:** rights, responsibilities, well-being

**Lines of inquiry:**

- Individual and collective responsibilities
- Children’s rights
- Challenges and opportunities faced by some children.

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### Central Idea:

**Where we are in place and time**

Exploration and discovery lead to change.

**Key concepts:** causation, function, change

**Related concepts:** exploration, progress, impact

**Lines of inquiry:**

- Reasons for exploration and discovery (historical and personal)
- The consequences of explorations and discoveries
- Challenges and opportunities faced by some children.

---

### Central Idea:

**How we express ourselves**

People can create or manipulate messages to target specific audiences.

**Key concepts:** function, perspective, reflection

**Related concepts:** persuasion, critique, decision making, informed choices

**Lines of inquiry:**

- How images, text and music are used to influence behaviour of target audiences.
- Critical evaluation of messages presented in the media.
- How people respond to messages.

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### Central Idea:

**How the world works**

Energy may be used to support human progress.

**Key concepts:** form, change, responsibility

**Related concepts:** energy, conservation, transformation, progress

**Lines of inquiry:**

- Different forms of energy (potential and kinetic)
- Transformation of energy
- Sustainable energy practices

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### Central Idea:

**How we organize ourselves**

People engage in economic activities to meet their needs and wants.

**Key concepts:** change function, responsibility

**Related concepts:**Trade, development, supply and demand, consumers, producers

**Lines of inquiry:**

- Trading practices over time
- The role of supply and demand
- Our responsibility as consumers and producers

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### Central Idea:

**Sharing the planet**

Learning about Earth’s resources allows us to make decisions about using them.

**Key concepts:** form, causation, connection

**Related concepts:** sustainability, waste, resources

**Lines of inquiry:**

- Earth’s finite resources
- Human impact on the environment
- Environmental protection and management

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<td><strong>Y6</strong></td>
<td>Central Idea: Human migration is a response to challenges, risks, and opportunities. Key concepts: causation, change, perspective Related concepts: population, migration Lines of inquiry: • The reasons why people migrate • Migration throughout history • Effects of migration on communities, culture and individuals</td>
<td>Central Idea: Arts provide opportunities to explore our creative potential and engage in a personal artistic journey. Key concepts: Form, connection, perspective Related concepts: creativity, culture Lines of inquiry: • The different forms of art • Influence of personal experience on creativity • The context in which artworks are created</td>
<td>Central Idea: Scientific investigation is required in order to understand chemical and physical changes. Key concepts: change, function, form Related concepts: chemical and physical changes Lines of inquiry: • Conditions that cause reversible and irreversible changes in materials • The value of fair testing in a scientific investigation • The systematic process of scientific inquiry</td>
<td>Central Idea: Government systems influence the lives of citizens. Key concepts: function, connection, reflection Related concepts: citizenship, governance, laws, rules Lines of inquiry: • How government systems function • The role of human rights in government • How government decisions are made</td>
<td>Central Idea: People around the world influence resolutions made to ensure peace and overcome conflict. Key concepts: Causation, perspective, responsibility Related concepts: Peace, conflict resolution, human rights Lines of inquiry: • Causes of conflict • Human rights and equity • Actions people take to resolve conflict</td>
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