



Peak School

PYP Programme of Inquiry

2017 - 2018



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.

Transdisciplinary Themes	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
Y1	<p>Central Idea: People's likes, feelings and talents make them unique.</p> <p>Key concepts: form, connection, causation</p> <p>Related concepts: identity, similarities, differences</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • What makes someone unique • Similarities and differences between people • Causes for different feelings 		<p>Central Idea: People enjoy and experience different forms of arts.</p> <p>Key concepts: form, function, perspective</p> <p>Related concepts: creativity, communication, imagination</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different art forms • Ways of creating art • Materials and tools used in creating art 		<p>Central Idea: People play different roles in the communities to which they belong.</p> <p>Key concepts: form, function, responsibility</p> <p>Related concepts: communities, roles, interaction, action</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Various communities we belong to • Roles of people who are part of our communities • How people take action in the community 	<p>Central Idea: Living things have certain needs in order to grow and stay healthy.</p> <p>Key concepts: form, function, change</p> <p>Related concepts: living and non-living, growth, life cycle</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Characteristics of living things • The needs of living things • Different life cycles



Peak School

PYP Programme of Inquiry

2017 - 2018



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.

	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
Transdisciplinary Themes	An inquiry into 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; discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations.	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.	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 world.	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.
Y2	<p>Central Idea: People's relationships with each other can have an impact on well-being.</p> <p>Key concepts: reflection, perspective, responsibility</p> <p>Related concepts: well-being, friendship, choice, communication</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How we communicate with others How relationships can affect our wellbeing Roles and behaviours in relationships. 	<p>Central Idea: Knowing our personal history allows us to celebrate who we are and where we have come from.</p> <p>Key concepts: connection, perspective</p> <p>Related concepts: personal history, identity, culture</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How we came to live in Hong Kong Places, people and events that are special for our family Similarities and differences of people in our class community 	<p>Central Idea: Stories communicate people's thoughts, feelings and experiences in a creative way.</p> <p>Key concepts: form, function, perspective</p> <p>Related concepts: communication, characterization, expression</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different ways people share stories Why people share stories Techniques storytellers use to engage their audience 	<p>Central Idea: The Earth's movement within the solar system follows a pattern</p> <p>Key concepts: function, form, connection</p> <p>Related concepts: pushes, pulls, gravity, patterns, solar system</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The Earth's place in the solar system Patterns of the sun and moon Forces in the solar system 	<p>Central Idea: People can use materials responsibly in the community</p> <p>Key concepts: change, responsibility, form</p> <p>Related concepts: Materials, properties, sustainability</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Properties of materials How materials change Using materials responsibly in our community 	<p>Central Idea: The connection between living things affects their survival.</p> <p>Key concepts: form, connection, causation</p> <p>Related concepts: interdependence, survival, classification</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Animal and plant features that help them survive Food chains and food webs Classification of living things

August 2017

Academic year 2017 - 2018 Peak School – Hong Kong



Peak School

PYP Programme of Inquiry

2017 - 2018



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.

Transdisciplinary Themes	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
Y3	<p>An inquiry into 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.</p> <p>Central Idea: Human body systems work together for good health.</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: systems, interdependence, choices and consequences</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How the systems of the human body work The relationship between and among these systems The choices we make that affect physical health 	<p>An inquiry into orientation in place and time; personal histories; homes and journeys; discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations.</p> <p>Central Idea: People record the features of places and environments in different ways.</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: geography, location, mapping</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The variability of places and environments around the world. The ways people record geographical features on maps The relationship of our location to other parts of the world. 	<p>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.</p> <p>Central Idea: People create art to express their ideas, feelings and creativity.</p> <p>Key concepts: form, perspective, connection</p> <p>Related concepts: creativity, style, technique</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The relationship between feelings and behaviours Communicating ideas, feelings and experiences through the arts Techniques and styles artists use 	<p>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.</p> <p>Central Idea: Natural cycles influence the way the world works.</p> <p>Key concepts: form, causation, connection</p> <p>Related concepts: cycles, time, impact, seasons</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Cycles in the natural world The impact of cycles on human society How natural cycles are connected 	<p>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 world.</p> <p>Central Idea: People create and use systems to help them work together effectively.</p> <p>Key concepts: form, connection, reflection</p> <p>Related concepts: human-made systems</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Features of systems Similarities and differences between our systems and other systems we know Ways systems help people work together. 	<p>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.</p> <p>Central Idea: People can make choices to support the sustainability of the Earth's resources.</p> <p>Key concepts: function, change, responsibility</p> <p>Related concepts: choice, sustainability, resource</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The role of natural resources Changes in natural resources Responsible use of Earth's resources



Peak School

PYP Programme of Inquiry

2017 - 2018



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.

Transdisciplinary Themes	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
Y4	<p>Central Idea: There are different ways to care for our personal well-being.</p> <p>Key concepts: causation, perspective, responsibility</p> <p>Related concepts: Well-being, choice, health, hygiene</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The impact of food and water on our well-being. How exercise and rest affects our well-being. The role of personal hygiene. 	<p>Central Idea: People use different resources to find out about the past.</p> <p>Key concepts: form, connection, reflection</p> <p>Related concepts: civilization, continuity, past, present</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Ways to find out about history Significant periods and events in history Evidence of the past in our present lives 	<p>Central Idea: Our voice is an important form of expression to communicate ideas, emotions and feelings.</p> <p>Key concepts: connection, perspective, reflection</p> <p>Related concepts: creativity, expression</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How sounds are created Ways of using voice to communicate ideas, emotions and feelings The impact of our voice on others 	<p>Central Idea: Powerful natural forces can change the earth's physical features and have an impact on lives.</p> <p>Key concepts: connection, change, causation</p> <p>Related concepts: tectonic plate movement, climate, geography, weather</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> 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 	<p>Central Idea: Individuals and groups take action in order to meet people's needs.</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: community, action, service</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Services that support a community Planning services for the needs of a community Opportunities for action and service in the community (local and global) 	<p>Central Idea: Living things need to adapt to survive.</p> <p>Key concepts: change, causation</p> <p>Related concepts: adaptation, extinction</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Why living things adapt How living things adapt or respond to environmental conditions Actions that benefit or harm living things

August 2017

Academic year 2017 - 2018 Peak School – Hong Kong



Peak School

PYP Programme of Inquiry

2017 - 2018



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.

	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
Transdisciplinary Themes	An inquiry into 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; discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilisations.	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.	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 world.	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.
Y5	<p>Central Idea: There are skills and behaviours that help individuals become effective team members.</p> <p>Key concepts: perspective, connection, function</p> <p>Related concepts: rights, responsibilities, well-being</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Myself as a learner • Strategies we use as responsible learners • Creating effective relationships 	<p>Central Idea: People can learn through exploration and discovery.</p> <p>Key concepts: form, causation, change</p> <p>Related concepts: exploration, discovery, progress, impact</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Reasons for exploration and discovery (historical and personal) • Significant explorations and discoveries in history • The consequences of explorations and discoveries. 	<p>Central Idea: People can create or manipulate messages to target specific audiences.</p> <p>Key concepts: form, perspective, reflection</p> <p>Related concepts: persuasion, critique, decision making, informed choices</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • 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. 	<p>Central Idea: Energy affects the way people live and how the world works.</p> <p>Key concepts: change, function, causation</p> <p>Related concepts: energy, transformation, experiments, technology</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Transformation of energy • Scientific principles demonstrated through experiments • The impact of energy technology on society 	<p>Central Idea: People engage in economic activities to meet their needs and wants.</p> <p>Key concepts: change, function, responsibility</p> <p>Related concepts: Trade, development, supply and demand, consumers, producers</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Trading practices over time • The role of supply and demand • Our responsibility as consumers and producers 	<p>Central Idea: Creating a sustainable community requires an understanding of our resources and our impact on our environment.</p> <p>Key concepts: change, responsibility, causation,</p> <p>Related concepts: sustainability, waste, resources, energy efficiency</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Features of the natural environment of Hong Kong • The impact of development on the natural environment • Sustainable practices in our community



Peak School

PYP Programme of Inquiry

2017 - 2018



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.

Transdisciplinary Themes	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
Y6	<p>EXHIBITION</p> <p>Central Idea: <i>To be determined by the class</i></p> <p>Key concepts: All PYP key concepts, with a focus on form and responsibility</p> <p>Related concepts:</p> <p>Lines of inquiry:</p>	<p>Central Idea: Human migration is a response to challenges, risks, and opportunities.</p> <p>Key concepts: causation, change, perspective</p> <p>Related concepts: population, migration</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The reasons why people migrate • Migrations throughout history • Effects of migration on communities, culture and individuals 	<p>Central Idea: Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.</p> <p>Key concepts: form, connection, perspective</p> <p>Related concepts: creativity, responding to art</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Different aspects and components that are used to create an art form • How we connect and respond personally to art • How creating and responding to art allows for different perspectives 	<p>Central Idea: Scientific investigation is required in order to understand chemical and physical changes.</p> <p>Key concepts: change, function, connection</p> <p>Related concepts: chemical and physical changes</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Conditions that cause reversible and irreversible changes in materials • The value of fair testing in a scientific investigation • The systematic process of scientific inquiry 	<p>Central Idea: Understanding our responsibility as digital citizens allows us to effectively connect and collaborate with others.</p> <p>Key concepts: causation, responsibility, connection</p> <p>Related concepts: digital citizenship, impact, technology</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • The impact of online communities on ourselves and others • Digital rights and responsibilities • Connections between our personal and online relationships 	<p>Central Idea: People around the world take action to ensure peace and resolve conflict.</p> <p>Key concepts: Causation, perspective, responsibility</p> <p>Related concepts: Peace, conflict resolution, human rights</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Causes of conflict • Human rights and equity • Actions people take to resolve conflict

August 2017

Academic year 2017 - 2018 Peak School – Hong Kong



Peak School PYP Programme of Inquiry 2017 - 2018



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.

August 2017

Academic year 2017 - 2018 Peak School – Hong Kong