



Peak School PYP Programme of Inquiry 2018 - 2019



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.

| | 14 August – 12 October 2018 | 22 October – 14 December 2018 | 7 January – 22 March 2019 | 25 March – 28 June 2019 |
|-------------------------|--|--|---|---|
| Transdisciplinary Theme | <p>Who we are</p> <p>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.</p> | <p>How we organize ourselves</p> <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>How the world works</p> <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>How we express ourselves</p> <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> |
| Y1 | <p>Central Idea: As we get more independent, we have a responsibility to take care of others and ourselves.</p> <p>Key concepts: form, connection, causation</p> <p>Related concepts: independence, responsibility, organization, feelings</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Self management skills that help us become independent Playing and working together How looking for good and sharing good stories can make us and others happy | <p>Central Idea: People have 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: Understanding the properties of materials helps us know how to use them.</p> <p>Key concepts: form, connection, function</p> <p>Related concepts: properties, similarities, differences, use</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The properties of materials Similarities and differences between materials The uses of different materials | <p>Central Idea: People enjoy and experience different forms of arts.</p> <p>Key concepts: form, perspective, function</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 |

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| | 14 August – 12 October 2018 | 22 October – 18 January 2019 | 21 January – 4 April 2019 | 8 April – 28 June 2019 |
|--------------------------|--|--|--|--|
| Transdisciplinary Themes | <p>Who we are</p> <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>Where we are in place and time</p> <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>How we express ourselves</p> <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>Sharing the planet</p> <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> |
| Y2 | <p>Central Idea: People's relationships with each other can have an impact on well-being.</p> <p>Key concepts: reflection, connection, responsibility</p> <p>Related concepts: emotions, cooperation, relationships, well-being</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Roles and behaviours in relationships • How relationships can affect our wellbeing • How we communicate with others | <p>Central Idea: Knowing our personal history allows us to celebrate who we are and where we have come from.</p> <p>Key concepts: causation, 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 to 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, expression, creativity</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: Living things depend on each other to survive.</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"> • The ways living things are classified • Habitats within the environment • Cooperation between living things |

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| | 14 August – 28 September 2018 | 2 October – 30 November 2018 | 3 December – 22 February 2019 * Music Link | 25 February – 12 April 2019 | 29 April – 28 June 2019 |
|---------------------------------|---|--|--|---|--|
| | How we express ourselves | | | | |
| | 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. | | | | |
| | Central Idea: People express their ideas, feelings and creativity through art. Key concepts: form, perspective, function Related concepts: creativity, style, technique Lines of inquiry: - Collaboration through art, - Techniques and styles artists use, - Ways to communicate ideas, feelings and experiences | | | | Music Link (7 Jan – 22 Feb 2019) Visual Arts Link PE Rhythmic Gymnastics |
| Transdisciplinary Themes | How we organize ourselves 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. | Sharing the planet 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. | How the world works 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. | Where we are in place and time 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 civilizations. | Who we are 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. |
| Y3 | Central Idea: Communities create and use rules and routines to help them work together effectively. Key concepts: form, connection, reflection Related concepts: community, rules, routines, cooperation Lines of inquiry: <ul style="list-style-type: none"> Rules and routines within our community Making decisions together Making plans for our community | Central Idea: People can make choices on how to use and share resources. Key concepts: function, change, responsibility Related concepts: choice, sustainability, resource Lines of inquiry: <ul style="list-style-type: none"> The role of natural resources Changes in natural resources Responsible use of natural resources | Central Idea: Natural cycles influence the way the world works. Key concepts: causation, connection, change Related concepts: cycles, time, impact, seasons Lines of inquiry: <ul style="list-style-type: none"> Cycles in the natural world Changes to nature over time What scientists do | Central Idea: People record the features of places and environments in different ways. Key concepts: form, function, connection Related concepts: geography, location, mapping Lines of inquiry: <ul style="list-style-type: none"> The relationship of our location to other parts of the world. The ways people record geographical features on maps The similarities and differences of places and environments around the world. | Central Idea: Human body systems work together for good health. Key concepts: function, connection, responsibility Related concepts: systems, interdependence, choices and consequences Lines of inquiry: <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 health and well-being |

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| | 14 August – 12 October 2018 | 22 October – 14 December 2018 | 7 January – 1 March 2019 | 4 March – 24 May 2019 | 27 May – 28 June 2019 |
|---------------------------------|--|---|--|--|---|
| | How we organize ourselves | | | | |
| | 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. | | | | |
| | Central Idea: Individuals and groups take action in order to make a difference in the lives of others Key concepts: function, connection, responsibility Related concepts: action, service, citizenship Lines of inquiry: What action looks like, How our knowledge, interests and skills can help us take action, Planning action to make a difference | | | | |
| Transdisciplinary Themes | How we express ourselves 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. | Sharing the planet 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. | Where we are in place and time 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. | How the world works 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. | Who we are 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. |
| Y4 | Central Idea: Our voice is an important form of expression to communicate ideas, emotions and feelings. Key concepts: function, form, perspective Related concepts: creativity, expression Lines of inquiry: <ul style="list-style-type: none"> How sounds are created Ways of using the voice to communicate ideas, emotions and feelings The impact of our voice on others | Central Idea: Living things need to adapt in order to survive. Key concepts: change, causation, form Related concepts: adaptation, extinction Lines of inquiry: <ul style="list-style-type: none"> Why living things adapt How living things adapt or respond to environmental conditions How organisms are classified | Central Idea: Learning about the history of our host country helps us understand the relationship between the past and the present. Key concepts: form, connection, reflection Related concepts: civilization, continuity, past, present Lines of inquiry: <ul style="list-style-type: none"> Ways to find out about history Significant ideas and events connected to where we live How stories inform us about past | Central Idea: The Earth's surface changes over time as a result of natural processes and human activities. Key concepts: function, change, causation Related concepts: tectonic plate movement, climate, geography, weather Lines of inquiry: <ul style="list-style-type: none"> How the Earth's surface is continually changing The impact of human activity on the Earth The use of design and technology in response to changes in the environment | Central Idea: There are different ways to achieve well-being. Key concepts: causation, reflection, responsibility Related concepts: Well-being, choice, health, hygiene Lines of inquiry: <ul style="list-style-type: none"> Factors that have an impact on our well-being. How we take responsibility of our well-being Mindfulness |

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| | 20 August – 12 October 2018 | 22 October – 14 December 2018 | 7 January – 1 March 2019 | 4 March – 10 May 2019 | 13 May – 28 June 2019 |
|---------------------------------|---|--|--|--|---|
| | How we express ourselves | | | | |
| | 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. | | | | |
| | Central Idea: Artworks can endure, evolve, and inspire. Key concepts: change, perspective, connection Related concepts: art appreciation, endurance, evolution, inspiration Lines of inquiry: Art appreciation, Development of art forms over time, How art affects us | | | | Links |
| Transdisciplinary Themes | Who we are 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. | How we organize ourselves 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. | Where we are in place and time 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. | How the world works 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. | Sharing the planet 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 | Central Idea: Understanding the responsibilities of a learner provides strategies for working effectively Key concepts: perspective, connection, responsibility Related concepts: rights, responsibilities, well-being Lines of inquiry: <ul style="list-style-type: none"> • Myself as a learner • Strategies we use as responsible learners • Creating effective relationships | Central Idea: People engage in economic activities to meet their needs and wants. Key concepts: function, responsibility Related concepts: Trade, supply and demand, consumers, producers Lines of inquiry: <ul style="list-style-type: none"> • The role of supply and demand • Our responsibilities as consumers and producers • Different trading practices | Central Idea: People can learn through exploration and discovery. Key concepts: form, causation, change Related concepts: exploration, discovery, impact Lines of inquiry: <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. | Central Idea: Energy affects the way people live and how the world works. Key concepts: change, function, causation Related concepts: energy, transformation, experiments, technology Lines of inquiry: <ul style="list-style-type: none"> • Transformation of energy • Scientific principles demonstrated through experiments • The impact of energy technology on society | Central Idea: Sustainability is our responsibility. Key concepts: change, responsibility, causation, Related concepts: sustainability, waste, resources, energy efficiency Lines of inquiry: <ul style="list-style-type: none"> • The impact of development on the natural environment • Ecological footprint of Hong Kong • Sustainability in Hong Kong |

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| | 14 August – 28 September 2018 | 2 October – 23 November 2018 | 26 November – 1 February 2019 | 11 February – 29 March 2019 | 1 April – 24 May 2019 (All Year) | 27 May – 28 June 2019 |
|--------------------------|---|--|---|--|---|---|
| Transdisciplinary Themes | <p>How we express ourselves</p> <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>How the world works</p> <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>Sharing the planet</p> <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>How we organize ourselves</p> <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>Who we are</p> <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>Where we are in place and time</p> <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> |
| Y6 | <p>Central Idea: Responsible digital citizens express themselves appropriately online.</p> <p>Key concepts: form, causation, responsibility</p> <p>Related concepts: digital citizenship, impact, rights</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Digital citizenship Impact of our online behavior Rights and responsibilities of digital citizens | <p>Central Idea: We can observe chemical and physical changes all around us</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 chemical and physical changes in the body The process of a scientific inquiry | <p>Central Idea: People around the world take action as a result of 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 Impact of conflict Actions taken when conflict occurs | <p>Central Idea: Non-Government Organisations provide services to meet people's needs and make an impact on social issues.</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: action, service</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Goals and types on NGOs How NGOs cooperate with communities and other organisations How we can fulfill our civic responsibilities through social action | <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: People respond differently to the challenges and opportunities of human migration.</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 Impact of migration on communities, culture and individuals Human responses to migration |