



# 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><b>Who we are</b></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><b>How we organize ourselves</b></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><b>How the world works</b></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><b>How we express ourselves</b></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><b>Central Idea:</b> As we get more independent, we have a responsibility to take care of others and ourselves.</p> <p><b>Key concepts:</b> form, connection, causation</p> <p><b>Related concepts:</b> independence, responsibility, organization, feelings</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Self management skills that help us become independent</li> <li>• Playing and working together</li> <li>• How looking for good and sharing good stories can make us and others happy</li> </ul>	<p><b>Central Idea:</b> People have different roles in the communities to which they belong.</p> <p><b>Key concepts:</b> form, function, responsibility</p> <p><b>Related concepts:</b> communities, roles, interaction, action</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Various communities we belong to</li> <li>• Roles of people who are part of our communities</li> <li>• How people take action in the community</li> </ul>	<p><b>Central Idea:</b> Understanding the properties of materials helps us know how to use them.</p> <p><b>Key concepts:</b> form, connection, function</p> <p><b>Related concepts:</b> properties, similarities, differences, use</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The properties of materials</li> <li>• Similarities and differences between materials</li> <li>• The uses of different materials</li> </ul>	<p><b>Central Idea:</b> People enjoy and experience different forms of arts.</p> <p><b>Key concepts:</b> form, perspective, function</p> <p><b>Related concepts:</b> creativity, communication, imagination</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different art forms</li> <li>• Ways of creating art</li> <li>• Materials and tools used in creating art</li> </ul>

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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><b>Who we are</b></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><b>Where we are in place and time</b></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><b>How we express ourselves</b></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><b>Sharing the planet</b></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><b>Central Idea:</b> People's relationships with each other can have an impact on well-being.</p> <p><b>Key concepts:</b> reflection, connection, responsibility</p> <p><b>Related concepts:</b> emotions, cooperation, relationships, well-being</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Roles and behaviours in relationships</li> <li>• How relationships can affect our wellbeing</li> <li>• How we communicate with others</li> </ul>	<p><b>Central Idea:</b> Knowing our personal history allows us to celebrate who we are and where we have come from.</p> <p><b>Key concepts:</b> causation, connection, perspective</p> <p><b>Related concepts:</b> personal history, identity, culture</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• How we came to live in Hong Kong</li> <li>• Places, people and events that are special to our family</li> <li>• Similarities and differences of people in our class community</li> </ul>	<p><b>Central Idea:</b> Stories communicate people's thoughts, feelings and experiences in a creative way.</p> <p><b>Key concepts:</b> form, function, perspective</p> <p><b>Related concepts:</b> communication, expression, creativity</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different ways people share stories</li> <li>• Why people share stories</li> <li>• Techniques storytellers use to engage their audience</li> </ul>	<p><b>Central Idea:</b> Living things depend on each other to survive.</p> <p><b>Key concepts:</b> form, connection, causation</p> <p><b>Related concepts:</b> interdependence, survival, classification</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• The ways living things are classified</li> <li>• Habitats within the environment</li> <li>• Cooperation between living things</li> </ul>

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

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

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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
	<b>How we express ourselves</b>				
	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.				
	<b>Central Idea:</b> Artworks can endure, evolve, and inspire. <b>Key concepts:</b> change, perspective, connection <b>Related concepts:</b> art appreciation, endurance, evolution, inspiration <b>Lines of inquiry:</b> Art appreciation, Development of art forms over time, How art affects us				<b>Links</b>
<b>Transdisciplinary Themes</b>	<b>Who we are</b> 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.	<b>How we organize 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 world.	<b>Where we are in place and time</b> 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.	<b>How the world works</b> 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.	<b>Sharing the planet</b> 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.
<b>Y5</b>	<b>Central Idea:</b> Understanding the responsibilities of a learner provides strategies for working effectively  <b>Key concepts:</b> perspective, connection, responsibility  <b>Related concepts:</b> rights, responsibilities, well-being  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Myself as a learner</li> <li>• Strategies we use as responsible learners</li> <li>• Creating effective relationships</li> </ul>	<b>Central Idea:</b> People engage in economic activities to meet their needs and wants.  <b>Key concepts:</b> function, responsibility  <b>Related concepts:</b> Trade, supply and demand, consumers, producers  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• The role of supply and demand</li> <li>• Our responsibilities as consumers and producers</li> <li>• Different trading practices</li> </ul>	<b>Central Idea:</b> People can learn through exploration and discovery.  <b>Key concepts:</b> form, causation, change  <b>Related concepts:</b> exploration, discovery, impact  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Reasons for exploration and discovery (historical and personal)</li> <li>• Significant explorations and discoveries in history</li> <li>• The consequences of explorations and discoveries.</li> </ul>	<b>Central Idea:</b> Energy affects the way people live and how the world works.  <b>Key concepts:</b> change, function, causation  <b>Related concepts:</b> energy, transformation, experiments, technology  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• Transformation of energy</li> <li>• Scientific principles demonstrated through experiments</li> <li>• The impact of energy technology on society</li> </ul>	<b>Central Idea:</b> Sustainability is our responsibility.  <b>Key concepts:</b> change, responsibility, causation,  <b>Related concepts:</b> sustainability, waste, resources, energy efficiency  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>• The impact of development on the natural environment</li> <li>• Ecological footprint of Hong Kong</li> <li>• Sustainability in Hong Kong</li> </ul>

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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><b>How we express ourselves</b></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><b>How the world works</b></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><b>Sharing the planet</b></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><b>How we organize ourselves</b></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><b>Who we are</b></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><b>Where we are in place and time</b></p> <p><b>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.</b></p>
Y6	<p><b>Central Idea:</b> Responsible digital citizens express themselves appropriately online.</p> <p><b>Key concepts:</b> form, causation, responsibility</p> <p><b>Related concepts:</b> digital citizenship, impact, rights</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Digital citizenship</li> <li>Impact of our online behavior</li> <li>Rights and responsibilities of digital citizens</li> </ul>	<p><b>Central Idea:</b> We can observe chemical and physical changes all around us</p> <p><b>Key concepts:</b> change, function, connection</p> <p><b>Related concepts:</b> chemical and physical changes</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Conditions that cause reversible and irreversible changes in materials</li> <li>The chemical and physical changes in the body</li> <li>The process of a scientific inquiry</li> </ul>	<p><b>Central Idea:</b> People around the world take action as a result of conflict.</p> <p><b>Key concepts:</b> Causation, perspective, responsibility</p> <p><b>Related concepts:</b> Peace, conflict resolution, human rights</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Causes of conflict</li> <li>Impact of conflict</li> <li>Actions taken when conflict occurs</li> </ul>	<p><b>Central Idea:</b> Non-Government Organisations provide services to meet people's needs and make an impact on social issues.</p> <p><b>Key concepts:</b> function, connection, responsibility</p> <p><b>Related concepts:</b> action, service</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>Goals and types on NGOs</li> <li>How NGOs cooperate with communities and other organisations</li> <li>How we can fulfill our civic responsibilities through social action</li> </ul>	<p><b>EXHIBITION</b></p> <p><b>Central Idea:</b> <i>To be determined by the class</i></p> <p><b>Key concepts:</b> All PYP key concepts, with a focus on form and responsibility</p> <p><b>Related concepts:</b></p> <p><b>Lines of inquiry:</b></p>	<p><b>Central Idea:</b> People respond differently to the challenges and opportunities of human migration.</p> <p><b>Key concepts:</b> causation, change, perspective</p> <p><b>Related concepts:</b> population, migration</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>The reasons why people migrate</li> <li>Impact of migration on communities, culture and individuals</li> <li>Human responses to migration</li> </ul>

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