



# Peak School

## PYP Programme of Inquiry

### 2019 - 2020



#### **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 – 4 October 2019	14 October – 13 December 2019	6 January – 3 April 2020	20 April – 24 June 2020
Transdisciplinary Theme	<b>Who we are</b>	<b>How we organize ourselves</b>	<b>How we express ourselves</b>	<b>How the world works</b>
	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.	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 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.
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> 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>	<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>



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<b>Transdisciplinary Themes</b>	<b>Who we are</b>	<b>How we express ourselves</b>	<b>Sharing the planet</b>	<b>Where we are in place and time</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.	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 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.	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>Y2</b>	<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> 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>	<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>



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	14 August – 4 October 2019	14 October – 13 December 2019	6 January – 28 February 2020	2 March – 29 April 2020	4 May – 24 June 2020
	<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>Transdisciplinary Themes</b>	<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 civilizations.	<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>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>Y3</b>	<b>Central Idea:</b> Public spaces provide people with opportunities to make connections and establish a sense of community  <b>Key concepts:</b>  <b>Related concepts:</b>  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Different types of public spaces</li> <li>How designs of public spaces create a purpose</li> <li>How people use public spaces to connect</li> </ul>	<b>Central Idea:</b> Knowing about geographical features help us to understand how people around the world interact and behave.  <b>Key concepts:</b> form, connection  <b>Related concepts:</b> geography, location, mapping  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>The location and geographical features of places of interest.</li> <li>The ways people record geographical features on maps</li> <li>The similarities and differences of places around the world.</li> <li></li> </ul>	<b>Central Idea:</b> Scientists try to understand the changes that happen in nature.  <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>Changes in nature</li> <li>Cycles in the natural world</li> <li>What scientists do</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>Natural resources used to make everyday products</li> <li>Changes in natural resources</li> <li>Responsible use of natural resources</li> </ul>	<b>Central Idea:</b> Human body systems work together for good health.  <b>Key concepts:</b> function, connection, responsibility  <b>Related concepts:</b> systems, interdependence, choices and consequences  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>How the systems of the human body work</li> <li>The relationship between and among these systems</li> <li>The choices we make that health and well-being</li> </ul>



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	14 August – 25 October 2019	28 October – 13 December 2019	6 January – 6 March 2020	9 March – 8 May 2020	11 May – 24 June 2020
	<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>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>				
<b>Transdisciplinary Themes</b>	<b>How we express ourselves</b>	<b>Sharing the planet</b>	<b>Where we are in place and time</b>	<b>How the world works</b>	<b>How we organize 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.	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.	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 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.
<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> Artefacts can help us understand history.  <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> </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> People use digital systems to create, communicate and solve problems <b>Key concepts:</b> function, connection, responsibility <b>Related concepts:</b> action, service, citizenship  <b>Lines of inquiry:</b> <ul style="list-style-type: none"> <li>Identifying and understanding different digital systems and how they work</li> <li>The possibilities of digital systems</li> <li>Online communication</li> </ul>



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	<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 can be creative in different ways <b>Key concepts:</b> Perspective, function, causation <b>Related concepts:</b> appreciation, creativity, inspiration, design, innovation, exploration <b>Lines of inquiry:</b> Art appreciation, exploration of design, How art affects us				
<b>Transdisciplinary Themes</b>	<b>Who we are</b>	<b>How we organize ourselves</b>	<b>Where we are in place and time</b>	<b>How the world works</b>	<b>Sharing the planet</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.	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 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 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 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 (a case study on plastic)</li> <li>• The role of biodiversity</li> <li>• Sustainability in our community</li> </ul>



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<b>Transdisciplinary Themes</b>	<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 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>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 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>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>Central Idea:</b> People express themselves through a variety of media to influence others.</p> <p><b>Key concepts:</b> form, function, perspective</p> <p><b>Related concepts:</b> media, expression</p> <p><b>Lines of inquiry:</b> Different types of media, Different ways that media influences, How people interpret Art</p>				
<b>Y6</b>	<p><b>Central Idea:</b> Human behavior can create, prevent or resolve conflict.</p> <p><b>Key concepts:</b> Change, Causation, responsibility</p> <p><b>Related concepts:</b> Conflict resolution, human rights</p> <p><b>Lines of inquiry:</b></p> <ul style="list-style-type: none"> <li>• Conflict/Resolution</li> <li>• Actions taken when conflict occurs</li> <li>• Human rights</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 process of a scientific inquiry</li> </ul>	<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>	<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 of 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> <ul style="list-style-type: none"> <li>• <b>Students will create</b></li> </ul>