

A-JIS Programme of Inquiry Grade 1 - 5

Age	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
	<p><i>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.</i></p>	<p><i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i></p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p><i>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 environment.</i></p>	<p><i>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.</i></p>
G1	<p>Related concepts: Interpretation</p> <p>Central idea We use our senses to interpret the world around us.</p> <p>Key concepts: Connection, Function</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How we use our senses (function) How our senses inform our actions (connection) Dependence on our senses (connection) <p>Learner Profile: Communicator, Knowledgeable</p> <p>ATL: Thinking</p>	<p>Related concepts: Childhood</p> <p>Central idea Children in the past may have lived differently from how they live today.</p> <p>Key concepts: Change, Causation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Life as a child (change) Childhood then and now (change) Reasons for the change (causation) <p>Learner Profile: Inquirer, Open-minded</p> <p>ATL: Communication</p>	<p>Related concepts: Expression, Feelings</p> <p>Central idea Feelings can be expressed in many ways.</p> <p>Key concepts: Causation, Perspective</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Why feelings are expressed Different ways to express feelings How people express the same feelings differently <p>Learner Profile: Communicator, Open-minded</p> <p>ATL: Communication, Social, Self-management [mindfulness]</p>	<p>Related concepts: Resource</p> <p>Central idea Light is a resource that can be used in different ways.</p> <p>Key concepts: Form, Function</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The availability of light as a resource (form) Different sources of light (form) The uses of light (function) <p>Learner Profile: Inquirer, Knowledgeable</p> <p>ATL: Thinking, Research</p>	<p>(YEAR LONG UNIT)</p> <p>Related concepts: Organisation, System/Process</p> <p>Central idea People organise their daily lives in different ways.</p> <p>Key concepts: Form, Responsibility, Change</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The different ways of organising (form) Why people organise (responsibility) Effectiveness of organisation (form) How the process of organization evolves (change) <p>Learner Profile: Thinker, Risk-taker, Balanced</p> <p>ATL: Self-Management, Research, Social</p>	<p>Related concepts: Choices, Recycle</p> <p>Central idea The choices we make affect our environment.</p> <p>Key concepts: Causation, Responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> What people consider as rubbish (responsibility/causation) The steps we can take to reduce, reuse, recycle (responsibility) The impacts that our choices can have upon our environment (causation) <p>Learner Profile: Principled, Reflective</p> <p>ATL: Research, Thinking</p>

Age	Who we are <i>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.</i>	Where we are in place and time <i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	How we express ourselves <i>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.</i>	How the world works <i>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.</i>	How we organize ourselves <i>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 environment.</i>	Sharing the planet <i>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.</i>
Grade 2	<p>Related Concepts: Beliefs, values, influence qualities</p> <p>Central Idea: We can look to heroes to show us who we can be.</p> <p>Key concepts: Perspective, Change</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Qualities of a hero (Perspective) Heroes from different times and places (Perspective) Heroes and their influence on us (Change) <p>Learner Profile Attributes -Open-minded -Reflective Caring, Courageous</p> <p>ATL: Self-management, Thinking, Social, Communication Research skills (information literacy, media literacy); Self-management (states of mind)</p>	<p>Related Concepts: Material, Evolution Homes, Materials, Geography</p> <p>Central Idea: Choices of materials used in products have changed over time.</p> <p>Key concepts: Form, Causation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Buildings around the world (Form) Materials used in buildings (Causation) The structure of buildings (Causation) <p>Learner Profile Attributes -Inquirer -Knowledgeable Open-minded</p> <p>ATL: Communication, Thinking</p>	<p>Related Concepts: Engagement, Techniques, Interpretation</p> <p>Central Idea: Performances can communicate a message and create an impact.</p> <p>Key concepts: Causation, Perspective</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The ways a performer engages an audience (Perspective, Causation) The ways an audience responds to a performance through ideas and actions (Perspective) The impact of performances (Causation) <p>Learner Profile Attributes Communicator Courageous Balanced</p> <p>ATL: Self-management skills; Social skills, Communication skills</p>	<p>Related Concepts: Force, Scientific Method, work</p> <p>Central Idea: Forces affect the movement of objects.</p> <p>Key concepts: Function, Causation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How different forces work (Function) Using the scientific method to learn about forces (Function) The impact of simple machines on our work (Causation) <p>Learner Profile Attributes -Thinker -Inquirer</p> <p>ATL: Research Research skills (scientific method); Thinking skills</p>	<p>Related Concepts: Systems, Symbols</p> <p>Central Idea: Systems help us connect with others.</p> <p>Key concepts: Form, Function, Connection</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How a system works (Function) Tools used within systems (Form) The interconnectedness of people within systems (Connection) <p>Learner Profile Attributes -Knowledgeable -Communicator Reflective, Inquirer</p> <p>ATL: Self-management, Thinking, Communication Self-management skills; Social skills</p> <p>Introduction to SDGs; Discuss how the SDGs are part of a system</p>	<p>Related Concepts: Resource, distribution, availability</p> <p>Central Idea: Water is essential to life and is a limited resource.</p> <p>Key concepts: Function, Responsibility</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Sources of water (Form) How water is used (Function) Availability of usable water (Responsibility) Responsibilities regarding water (Responsibility) <p>Learner Profile Attributes -Caring -Principled -Balanced</p> <p>Knowledgeable, Principled</p> <p>ATL: -Self-management -Social Communication skills (opinion writing); Research skills (data handling)</p>

Age	Who we are <i>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.</i>	Where we are in place and time <i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	How we express ourselves <i>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.</i>	How the world works <i>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.</i>	How we organize ourselves <i>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 environment.</i>	Sharing the planet <i>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.</i>
G3	<p>Related concepts: Choice, Wellbeing</p> <p>Central idea Knowing how our body systems work helps us make decisions for ourselves.</p> <p>Key concepts: Perspectives, Function</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How the body systems work (function) Different choices impact my well being (perspectives) Characteristics of sustainable body systems (perspectives) <p>Learner Profile Knowledgeable, Balanced, Reflective</p> <p>ATL Self-management, thinking</p>	<p>Related concepts: Exploration, Navigation</p> <p>Central idea Exploration may help people to make sense of where they are in the world.</p> <p>Key concepts: Connection, Change</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How people explore (function) Where we are in relation to others (connection) How exploration has affected people over time (connection) <p>Learner Profile Knowledgeable, Risk-taker</p> <p>ATL Self-management</p>	<p>Related concepts: Expression and Creativity</p> <p>Central idea People's uniqueness can be expressed through art.</p> <p>Key concepts: Form, Perspective</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Elements of visual art (form) How individual uniqueness can be expressed through art (perspective) Interpretation of artists creativity (perspective) <p>Learner Profile Open-minded, Communicator</p> <p>ATL Thinking, Communication</p>	<p>Related concepts: Change and Structure</p> <p>Central idea Knowing about the Earth's structure helps people to understand the continual changes of the Earth.</p> <p>Key concepts: Form, Causation</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The structure of Earth (form) How Earth changes (change) How the changing nature of Earth affects us (causation) <p>Learner Profile Knowledgeable, Inquirer</p> <p>ATL Research, Communication</p>	<p>Related concepts: Teamwork</p> <p>Central idea People share responsibilities for a common purpose.</p> <p>Key concepts: Responsibility, Connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Different roles people have in a team (responsibility) Interconnectedness of people in a team (connection) Factors of effective teamwork (connection, responsibility) <p>Learner Profile Communicator, Open-minded</p> <p>ATL Social</p>	<p>Related concepts: Consequences and Survival</p> <p>Central idea Human activities may affect the survival of living things.</p> <p>Key concepts: Causation, Responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Human actions to living things (causation) The impact of choices and actions on survival (causation) How people can help species to survive (responsibility) <p>Learner Profile Principled, Caring</p> <p>ATL Research, Communication</p>

Age	Who we are <i>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.</i>	Where we are in place and time <i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	How we express ourselves <i>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.</i>	How the world works <i>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.</i>	How we organize ourselves <i>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 environment.</i>	Sharing the planet <i>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.</i>
Grade 4	<p>Related Concept: Behaviour, Growth</p> <p>Central Idea: Puberty causes changes as we grow and develop.</p> <p>Key Concepts Function, Change</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> Rites of passage across cultures Social, physical and emotional changes during adolescence How we deal with changes <p>Learner Profile Risk-taker, Balanced</p> <p>ATL Social</p>	<p>Related concept: Honor, Character</p> <p>Central Idea: Countries have their own unique history and cultural identity.</p> <p>Key concepts: Connection, Responsibility</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The unique traditions and cultural artefacts of countries How cultural identity is shaped by history Our responsibility towards honoring cultural identity <p>Learner Profile Inquirer, Open-minded</p> <p>ATL Thinking</p>	<p>Related Concept: Conflict, Diversity, Identity</p> <p>Central Idea: People live in communities with multiple religions.</p> <p>Key Concepts Perspective, Connection</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> How religion influences personal behavior (actions, people's clothing, food they eat, etc.) Different religious responses to life events Managing differences in religious practices <p>Learner Profile Open-minded, Principled</p> <p>ATL Research</p>	<p>Related Concept: Resilience, Properties</p> <p>Central Idea: Materials have features that affect how they are used.</p> <p>Key concepts: Form, Causation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The specific properties of certain materials. Rationale of using certain materials. The use of materials to aid society survive in extreme environmental conditions. <p>Learner Profile Knowledgeable, Thinker</p> <p>ATL Self-Management</p>	<p>Related Concept: impact, communication</p> <p>Central Idea: NGOs can have an impact on humankind and the environment.</p> <p>Key Concepts: Responsibility, Function</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> How NGOs work. The impact of NGOs (Function, Responsibility) The reliability and the credibility of the organization <p>Learner Profile Communicator, Reflective</p> <p>ATL Communication</p>	<p>Related Concept: Systems, Responsibility, Energy</p> <p>Central Idea: Energy comes from different sources and is transferred for effective use.</p> <p>Key Concepts: Form, Change</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Where energy comes from Systems people use to access energy Effective use of energy Impacts of energy use <p>Learner Profile Caring, Balanced</p> <p>ATL Thinking</p>

Age	Who we are <i>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.</i>	Where we are in place and time <i>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	How we express ourselves <i>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.</i>	How the world works <i>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.</i>	How we organize ourselves <i>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 environment.</i>	Sharing the planet <i>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.</i>
G5	<p>(G5 Exhibition 2020)</p> <p>Related concepts: Awareness, Chronology</p> <p>Central idea Changes people experience at different stages of their lives affect their evolving sense of self.</p> <p>Key concepts: Causation, Change</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> The social, emotional, and geographic changes that occur throughout life Resilience to change How people present themselves to the outside world Generalizations in human responses to similar situations <p>Learner Profile Inquirer, Reflective, Balanced</p> <p>ATL Communication, Social</p>	<p>(G5 Exhibition 2019, 2017)</p> <p>Related concepts: Adaptation, Geography, Migration</p> <p>Central idea People develop systems to adapt to the environment.</p> <p>Key concepts: Form, Connection</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Systems used by past civilisations How landscape contributes to system development Past systems that are used today The movement of ideas and people (migration) <p>Learner Profile Inquirer, Reflective, Balanced</p> <p>ATL Communication, Social</p>	<p>(G5 Exhibition 2018) <i>An inquiry into the ways in which we discover and express ideas, feelings, nature, beliefs, culture and values.</i></p> <p>Related concepts: Communication, Behavior, Influence</p> <p>Central Idea Attention gaining strategies can be used to affect behavioural change.</p> <p>Key Concepts: Function, Causation, Perspective</p> <p>Line of Inquiry:</p> <ul style="list-style-type: none"> How different techniques work for achieving the purpose Behaviour can be modified by applying deliberate strategies Different techniques can be used to convey the social concerns of that time How personal response is influenced by beliefs, culture and value <p>Learner Profile Communicator, Open-minded, Thinker /change this to risk taker</p> <p>ATL Thinking skills Communication skills</p>	<p>Related concepts: Innovation, Application, Design</p> <p>Central Idea The application of scientific knowledge can support innovation.</p> <p>Key Concepts: Form, Function, Connection</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> The application of Newton's laws of physics The importance of the design process How current research aids innovation How innovators use prior knowledge <p>Learner Profile Principled, Thinker</p> <p>ATL Thinking, Self-Management</p>	<p>Related concepts: Legislation, Justice</p> <p>Central Idea Societal decision-making can support or deny access to children's rights and equal opportunities.</p> <p>Key Concepts: Perspective, Responsibility</p> <p>Line of Inquiry:</p> <ul style="list-style-type: none"> The rights and opportunities available to children and the UN Convention on the Rights of the Child Rights versus responsibilities of various communities of the world Ways in which individuals, organizations, and nations work to help children <p>Learner Profile Communicator, Caring</p> <p>ATL Social, Research</p>	<p>(G5 Exhibition 2016)</p> <p>Related concepts: Sustainability, Resources</p> <p>Central Idea The development of science and technology can help sustain life.</p> <p>Key Concepts: Responsibility, Change</p> <p>Line of Inquiry:</p> <ul style="list-style-type: none"> Elements essential to sustain life How a lack of resources can lead to exploration The changes in availability of resources Distinctive features of bodies of the universe <p>Learner Profile Knowledgeable, Caring</p> <p>ATL Self-management, Thinking/change to research</p>