

# Summerhill International School Programme of Inquiry

Age	An inquiry into: <b>Who we are</b>	An inquiry into: <b>Where we are in place and time</b>	An inquiry into: <b>How we express ourselves</b>	An inquiry into: <b>How the world works</b>	An inquiry into: <b>How we organize ourselves</b>	An inquiry into: <b>Sharing the planet</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 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.	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 the 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 environment.	An inquiry into the 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.
3-4	<p><b>Central Idea</b> Our characteristics, abilities and interests shape who we are and our relationships.</p> <p><b>Related Concepts</b> Identity, similarities, differences</p> <p><b>Key Concepts</b> Function, Form, Perspective</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Ways we find out about ourselves and others</li> <li>• Similarities and differences between ourselves and others</li> <li>• Likes and dislikes</li> </ul>		<p><b>Central Idea</b> Through play we express our feelings and ideas and come to new understandings</p> <p><b>Related Concepts</b> Creativity</p> <p><b>Key Concepts</b> Perspective, Function</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• imaginative uses of materials</li> <li>• The role of toys in play</li> <li>• communicating through play</li> </ul>		<p><b>Central Idea</b> People play different roles in the community to which they belong.</p> <p><b>Related Concepts</b> Community, rules, interaction</p> <p><b>Key Concepts</b> Form, function, responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Various communities we belong to</li> <li>• Roles and responsibilities within a community</li> <li>• How communities are organized</li> </ul>	<p><b>Central Idea</b> Plants have specific needs in order to grow and stay healthy.</p> <p><b>Related Concepts</b> Responsibility, cause and effect, interdependence</p> <p><b>Key Concepts</b> Causation, Responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• The conditions plants need to stay healthy</li> <li>• Our responsibilities towards the plants we choose to grow</li> <li>• Characteristics of plants</li> </ul>

4-5	<p><b>Central Idea</b> People’s relationship with each other can have an impact on well being</p> <p><b>Related Concepts</b> Cooperation, friendship, balance</p> <p><b>Key Concepts</b> Function, Connection, Responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How we develop relationships</li> <li>• How relationships affect us</li> <li>• Roles and behaviours within relationships</li> </ul>		<p><b>Central Idea</b> Stories can engage their audience and communicate meaning.</p> <p><b>Related Concepts</b> Communication, characterization, expression</p> <p><b>Key concepts</b> Form, connection, perspective</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How to construct an effective story</li> <li>• What stories can convey</li> <li>• How stories are created and shared</li> <li>• Feelings and emotions that stories evoke</li> </ul>	<p><b>Central Idea</b> The human body is made up of different systems and structures that work together to keep us alive.</p> <p><b>Related Concepts</b> Systems, structures, similarities, differences</p> <p><b>Key Concepts</b> Form, Function, Connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• parts of the human body</li> <li>• how our body systems work together</li> <li>• How our body systems help us everyday</li> </ul>	<p><b>Central Idea</b> Communities make efforts to create transportation systems that meet their needs.</p> <p><b>Related Concepts</b> Network, technology, sustainability</p> <p><b>Key Concepts</b> Form, function, change</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Features of transportation systems</li> <li>• Decisions involved in using transportation</li> <li>• How systems of transportation respond to changing needs</li> </ul>	
5-6	<p><b>Central Idea</b> The choices people make can affect their well being</p> <p><b>Related Concepts</b> Choices, health</p> <p><b>Key Concepts</b> Responsibility, Causation, Reflection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• the choices people make</li> <li>• What it means to have a balanced lifestyle</li> <li>• How our choices affect ourselves and others</li> </ul>	<p><b>Central Idea</b> Exploring and knowing our local environment can help us understand the world.</p> <p><b>Related concepts</b> Location</p> <p><b>Key Concepts</b> Causation, Function, Perspective</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Why people explore</li> <li>• How we find our way around</li> <li>• Our local district in relation to other places</li> </ul>	<p><b>Central Idea</b> Imagination can extend our ability to create, express ourselves and solve problems.</p> <p><b>Related Concepts</b> Creativity</p> <p><b>Key Concepts</b> Form. Connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• How our experiences can inspire us to create</li> <li>• Developing our creative process</li> <li>• How our imagination can affect others</li> </ul>	<p><b>Central Idea</b> Materials behave and interact in certain ways, which determine how people use them.</p> <p><b>Related Concepts</b> Behavior, prediction, innovation</p> <p><b>Key Concepts</b> Function, causation, change</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Behavior of materials</li> <li>• Changing properties of materials</li> <li>• Manipulation and application of materials to new purposes</li> </ul>	<p><b>Central Idea</b> Members of a community can cooperate to achieve their common goals.</p> <p><b>Related Concepts</b> Interdependence, collaboration</p> <p><b>Key Concepts</b> Responsibility, function, reflection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Reasons people work together or apart</li> <li>• How decisions are made</li> <li>• Our planning process</li> </ul>	<p><b>Central Idea:</b> People can make choices to support the sustainability of the Earth’s resources.</p> <p><b>Related concepts:</b> lifestyle, resources, waste</p> <p><b>Key concepts:</b> perspective, responsibility, reflection</p> <p><b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>• Earth’s renewable and nonrenewable resources</li> <li>• The impact of people’s choices on the environment</li> <li>• The balance between meeting human needs and the use of limited resources</li> </ul>

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Summerhill International School is a candidate school\* for the International Baccalaureate (IB) Primary Years Programme and pursuing authorization as an IB World School.

IB World Schools share a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high quality programmes of international education that share a powerful vision.\*\*

\*Only schools authorized by the International Baccalaureate can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme or the IB Career-related Certificate (IBCC). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit [www.ibo.org](http://www.ibo.org)