



Al-Rayyan International School

Primary Years Programme (PYP) CURRICULUM HANDBOOK

2022 / 2023



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ARIS Core Purpose

“We are a diverse community of learners that is committed to **inspire, empower** and **transform** for a better world.”

ARIS Core Values

- Greatness in Everyone.
- Learning with Everyone
- Creativity and Innovation by Everyone
- Service to Everyone
- Change for Everyone



EagleWithin
Al-Rayan International School

ARIS Characteristics

- Responsibility and Respect
- Passion and Mindfulness
- Collaboration and Communication
- Reflection and Action

IB Mission Statement

The International Baccalaureate Organisation aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the IBO works with schools, governments, and international organisations to develop challenging international education programs and rigorous assessments. These programs encourage students worldwide to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be correct.

Introduction

Dear Students and Parents,
Welcome to Al-Rayan International School. We are pleased to present the PYP curriculum guide, our guide to the Primary Years Programme curriculum framework for students in preschool through Year 6. ARIS PYP programme is built on the cornerstones of IB teaching and learning philosophy:

- **The IB LEARNER PROFILE** is fundamental to all learning and teaching in the PYP.
- **CONCEPT BASED INQUIRY** is the leading pedagogical approach of the PYP
- **AGENCY** has the power to take meaningful and intentional action and acknowledges the rights and responsibilities of the individual, which supports voice, choice, and ownership for everyone in the learning community.

Please be aware that our Programme of Inquiry is a living document and the units currently listed may change as we plan, teach, and assess them collaboratively.

Have a happy, successful and enjoyable school year!

PYP Leadership Team

Primary Years Programme at ARIS

The IB Primary Years Programme (PYP) is designed for students aged 3 to 12 (Nursery to Year 6). The PYP curriculum has an international perspective where the diversity of student experiences and backgrounds is welcomed and celebrated. Al-Rayan International School strives towards developing an internationally minded person who demonstrates the attributes of the Learner Profile, which represent the qualities of a lifelong learner. Concept-based inquiry is the leading pedagogical approach of the enhanced PYP and is the basis for all learning and teaching in the programme. Inquiry is an authentic way for students to explore and understand the world, nurturing their curiosity as they move from current to new and deeper understandings, and embark on a lifelong learning journey. Through inquiry, the students are encouraged to question, wonder, doubt, speculate and generalise as part of their learning journey to construct meaning about the world around them. Students can explore significant local and global issues and are encouraged to consider situations critically from multiple viewpoints.

Early Years (from ages 3-6)

Young learners are intelligent, resourceful and creative individuals who grow, develop, and learn at different rates. Early learning in the PYP is a holistic learning experience that integrates socio-emotional, physical, and cognitive development. The power of play is the primary vehicle for inquiry, supporting thoughtful and intentional opportunities for child-initiated play, hands-on learning, and the coconstruction of learning between teachers and young learners. Through play and exploration, and relationships with peers, teachers, family, and community members, students will learn to inquire as they build and test theories to help make sense of the world around them.

ARIS encourages them to make connections between life in school, life at home and life in the world.

The Primary School encourages students to:

- Develop a strong set of problem-solving strategies;
- Think critically
- Develop knowledge and skills to apply to new situations or tasks;
- Continue to question throughout their lives;
- Develop international-mindedness;
- Take action as a result of the learning process.

Students will:

- Learn through inquiry;
- Build on prior knowledge;
- Work individually, with a partner and in groups;
- Be curious, be inquisitive, ask questions, explore and interact with the environment physically, socially and intellectually;
- Be supported in their journey to become independent, autonomous learners;

ARIS is committed to

- Providing learning environments that are stimulating and provocative;
- Effective ongoing professional development to ensure its teachers are lifelong learners and informed of the most recent effective practice;
- Supporting students and their families.

The International Baccalaureate Learner Profile

IB Learner Profile

The IB learner profile represents ten attributes valued by IB World Schools. These attributes can help individuals and groups become responsible members of local, national and global communities (IB, 2013).



INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.



THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.



CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.



BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.



KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.



COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.



OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.



RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.



REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Curriculum framework

The aim of the PYP, to create a curriculum that is engaging, relevant, challenging and significant, is achieved through structured inquiry and the development of five essential elements: knowledge, concepts, skills, attitudes and action.

To achieve a balance in learning, the PYP emphasizes the five parts of the curriculum which are known as the Essential Elements of the curriculum. These five elements are **KNOWLEDGE, CONCEPTS, SKILLS, ATTITUDES and ACTION.**



Knowledge: What do we want our students to know?

While the PYP acknowledges the importance of traditional subject areas (language, mathematics, social studies, science, personal, social and physical education, and arts), it also recognizes the importance of acquiring a set of skills in context and of exploring content which transcends the boundaries of the traditional subjects and is relevant to students. The PYP has six transdisciplinary themes that provide the framework for learning. These themes are globally significant and support the acquisition of knowledge, concepts and skills of the traditional subjects. They are revisited throughout the student's time in the PYP.

Who we are	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.
Where we are in place and time	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.
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
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.
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 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 relationship within and between them; access to equal opportunities; peace and conflict resolution.

Concepts: What do we want our students to understand?

PYP is committed to a concept-driven curriculum as a means of supporting inquiry, learning and teaching. The key concepts are taught explicitly and implicitly through the unit of inquiry and are assessed throughout the unit to ensure students develop their understanding of each concept.

Form	What is it like? The understanding that everything has a form with recognizable features that can be observed, identified, described and categorized.
Function	How does it work? The understanding that everything has a purpose, a role or a way of behaving that can be investigated.
Causation	Why is it like it is? The understanding that things do not just happen, that there are causal relationships at work and that actions have consequences.
Change	How is it changing? The understanding that change is the process of movement from one state to another. It is universal and inevitable.
Connection	How is it connected to other things? The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.
Perspective	What are the points of view? The understanding that knowledge is moderated by perspectives; different perspectives lead to different interpretations, understandings and findings; perspectives may be individual, group, cultural or disciplinary
Responsibility	What is our responsibility? The understanding that people make choices based on their understandings, and the actions they take as a result do make a difference.
Reflection	How do we know? The understanding that there are different ways of knowing and that it is important to reflect on our conclusions, to consider our methods of reasoning and the quality and reliability of the evidence we have considered.

In addition to the above key concepts, children will inquire into related concepts in all curriculum areas. Instead of simply gaining knowledge and

skills in mathematics, for example, they will deepen their understanding of concepts such as pattern, multiplication, and place value.

Skills: What do we want students to be able to do?

The approaches to learning develop cognitive and metacognitive skills, which are transferable to different types of learning and school contexts. When combined with the learner profile, the development of the approaches to learning will help students learn how to learn and become self-regulated, active, and agentic learners. ARIS believes that future education is dependent on building skills that students can use within and outside the classroom regardless of the content area they are exploring. The ATL skills are 5 categories of interrelated skills and associated subskills that support students of all ages to become self-regulated learners. The five ATL skill categories are:

Skills	Subskills
Thinking skills	Critical thinking, creative thinking, information transfer, reflection, and metacognition
Social skills	Collaboration, social and emotional intelligence
Communication skills	Literacy, exchanging information, ICT
Self-management skills	Organization, self-awareness
Research skills	Information literacy, media, digital literacy and digital citizenship

Attitudes: What do we want students to feel, value, and demonstrate? The Primary School encourages attitudes and behaviours that contribute to the well-being of the individual and of the group. Students develop personal attitudes towards people, the environment and learning. At ARIS we encourage appreciation, commitment, confidence, cooperation, creativity, curiosity, empathy, enthusiasm, independence, integrity, respect and tolerance.

Action: How do we want the students to act?

Students at ARIS are encouraged to take action as a result of their learning. Action can be a demonstration of a sense of responsibility and respect for themselves, others and the environment. Action usually begins in a small way but arises from genuine concern and commitment. Action as a result of learning often happens beyond the classroom, and teachers at ISGR are always keen to know about action that the students take outside of school!

Assessment

AL-Rayan International School promotes the use of a range of assessment strategies, which are designed to give a clear picture of a student's progress.

Assessment is carried out in order to

- To provide information about how students learn by determining what knowledge and skills they have acquired and understood, and therefore to guide further instruction.
- To determine learning preferences and student needs.
- To ensure that learning outcomes are in alignment with curriculum objectives and goals
- To act as a feedback mechanism for curriculum development.

Students:

- Have differing learning styles;
- Have different cultural experiences, expectations and needs;
- Perform differently according to the context of learning;
- See self-assessment and peer assessment as a natural part of the learning process;
- Need to know their achievements and areas for improvement in the learning process;
- Should receive feedback that is positive and constructive.

At ARIS, we promote the use of a range of assessment tools and strategies that are designed to give a clear picture of a student's prior knowledge and progress. Examples of these include anecdotal records, checklists, portfolios, and rubrics. Each student will be assessed by homeroom teachers and specialist teachers.

3 Way and 2-Way Conference

Parents, teachers and students are all viewed as partners in learning. Progress in learning is reported in a variety of ways: parent-teacher conferences, three-way conferences, student-led conferences, and semester reports. Parents are expected to attend all of the conferences. Parents are always welcome to arrange conferences at school and, likewise, the school may initiate a conference with parents at any time during the year. Written reports are published on Toddle two times a year

to inform you of your child's progress in all subjects. If you have any questions or concerns regarding your child's report, please do not hesitate to speak to the teacher concerned.

Parent workshops

The beliefs, values and approaches of the PYP can be different compared to the curriculum that many families are used to. For this reason, ARIS believes strongly in communicating both the theory and the practices of the PYP. Parent workshops are organized throughout the year for parents to attend and learn more about the program. We do hope that you will come to parent workshops and take the time to read the regular newsletters to stay informed about the PYP.

Portfolios

PYP students create a portfolio on Toddle based on a range of experiences. The portfolio is a collection of work selected by the students and teachers and is a record of students' involvement in learning. It is a celebration of each student's active mind at work and provides a picture of progress and development over a period of time. It is designed to demonstrate success, growth, thinking skills, creativity, assessment strategies and reflection. Portfolios enable students to reflect with teachers, parents and peers in order to identify their strengths and growth as well as areas for improvement.

Learning support

Special educational needs are addressed with the help of learning support teachers. The inclusion model is used at ARIS so learning support staff work alongside class teachers in class with identified students. Students who need extra practice in some basic skills may spend some time with the classroom teacher during Lang C lessons outside the classroom to enable them to meet particular goals. This practice is exceptional and will

be regularly reviewed. Support will be communicated with parents. Staff are always happy to discuss children's individual needs with parents by appointment. External referrals may be made when necessary.

MAP Test

MAP Growth test is a trusted and innovative assessment for measuring achievement and growth in math, reading, language usage, and science. It provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level. In PYP, Years 3 to 6 sit for a MAP test twice a year, in October and March. MAP Growth student reports present realistic learning goals by subject areas so that, through a teacher's guidance, students can individually see their progress and be inspired to take charge of their own learning.

The PYP Exhibition

In Year 6, the final year of the PYP, students carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real-life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community. The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP. It also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

Subject Overview

The importance of the traditional subject areas is acknowledged: language; mathematics; social studies; science; personal, social and physical education; and the arts are specified as components of the PYP curriculum model. IBO has provided the school with scope and sequence documents with overall expectations for each subject. The overall expectations are represented in phases, reflecting the stages a learner goes through when developing conceptual understanding rather than grade-level expectations. ARIS used these documents to create the school's scope and sequence documents. IBO believes in the transdisciplinary nature of learning, therefore, as much as possible the single subjects are embedded into the units of inquiry. Science and social studies are fully incorporated into the Programme of Inquiry. The relationship between the other subject areas and the units of inquiry will change from one unit to another.

Language Arts

English Language

Language is fundamental to learning, thinking and communicating. Structured, purposeful inquiry is the main approach to teaching and learning language in the PYP although other teaching strategies and styles may also be used. Language is developed across the whole curriculum and as a result, all teachers at ARIS are language teachers, who model and teach the use of language. Learning takes place in authentic contexts, and literature plays a special role in enabling this to happen. Students learn a language when they are using it through speaking, listening, reading and writing in order to understand and express ideas. Teachers provide opportunities for this to happen in a safe and stimulating environment in order to encourage risk-taking and learning. Our aim is to develop students' ability to express themselves fluently, confidently and accurately in oral, written and visual communication systems. Language strands

- Oral communication: listening and speaking
- Written communication: reading and writing
- Visual communication: viewing and presenting

English is the main language of instruction in the school

[English Language Scope and Sequence](#)

French/Arabic/Hindi/Spanish/ Mandarin

French/Arabic/Hindi/Spanish/ Mandarin are offered as lang B and Lang C from Nursery to Year 6. Students are grouped according to their language of choice and abilities. From Year 2 to 6, there will be three or four levelled groups, depending on the number of students in the grade level and their knowledge of the language. In Early Years classes, students are generally taught as one group. [Languages PYP Scope and Sequence](#)

English as an Additional Language (EAL)

At ARIS, we welcome students from around the world. Our students come to us with diverse cultural identities and language profiles. The English as an Additional Language (EAL) department seeks to assist students in integrating into an English-speaking environment so that they feel comfortable at our school. An equally important concern is to enable students to access all curriculum areas. Therefore, EAL students attend most classes with their peers. In order to enable students to develop confidence, skills and knowledge, EAL teachers instruct students in fundamental English skills in differentiated language lessons. EAL teachers work alongside class teachers to plan, teach and assess students' understanding of our curriculum.

Mathematics

Students develop their understanding of mathematical concepts in realistic contexts so that they can recognize the power of mathematics for describing and analysing the world around them. They inquire into relationships, interact with manipulatives and engage in conversations with others. They develop fluency with basic number facts and important skills and use these to solve problems, representing their thinking and solutions using the language of mathematics and symbolic notation. Our aim is to develop students who are fluent in the language of mathematics and can apply their knowledge and understanding to real-world situations. The curriculum is organized under the following strands and we aim to provide a balanced experience across the strands. Mathematical strands

- Data handling
- Measurement
- Shape and space
- Pattern and function
- Number

[Math PYP Scope and Sequence](#)

Science

In the PYP, science is viewed as the exploration of the behaviours of, and the interrelationships among, the natural, physical and material worlds. Science in the curriculum encourages curiosity, develops an understanding of the world and enables students to develop a sense of responsibility regarding the impact of their actions on themselves, others and the world. Students actively construct and challenge their understanding of the world around them by combining scientific knowledge with reasoning and thinking skills. The scientific process, by encouraging hands-on experience and inquiry, enables the student to make informed and responsible decisions. ARIS aims is to develop scientific concepts and knowledge through hypothesizing, making accurate observations and thinking critically about findings.

Science strands

- Living things
- Earth and space
 - Materials and matter
 - Forces and energy

[Science PYP Scope and Sequence](#)

Social studies

In the PYP, social studies is viewed as the study of people in relation to their past, their present and their future, their environment and their society. The social studies curriculum encourages curiosity and develops an understanding of a rapidly changing world. Students develop an understanding of their personal and cultural identities through social studies, as well as the skills and knowledge needed to participate actively in their classroom, their school, their community and the world: to understand themselves in relation to their community. ARIS aims is to develop students' understanding of the world around them, historical and geographical influences and the role of individuals in communities. Social studies strands

- Human systems and economic activities
- Social organization and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment

[Social Studies Scope and Sequence](#)

Personal, Social and Physical Education (PSPE)

PSPE in the PYP is concerned with the individual's wellbeing through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this wellbeing. Well-being is intrinsically linked to all aspects of a student's experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participate in an active, healthy lifestyle. PSPE is actually the combination of two curriculum areas, PE and PSE, which are described below.

[PSPE PYP Scope and Sequence](#)

Physical Education (PE)

Through Physical Education in the PYP, students are learning the “language” of physical movement and explore the skills associated with the different areas of PE. Students learn to understand what they can and cannot do physically. They become aware of their own strengths and areas to develop in this discipline. Physical activity is an essential aspect of a balanced, healthy lifestyle and learning through PE helps build self-esteem, confidence, cooperation and fitness. Our aim is to stimulate students' awareness of their own physical fitness and to simultaneously develop an interest and appreciation of sport and physical activity.

Swimming is included in the program for students in GYear 1 to 5

PE strands

- Active living
- Movement skills
- Interaction

Arts

Arts are integral to the PYP. They are a powerful mode of communication through which students explore and construct a sense of self and develop an understanding of the world around them. Arts provide students with a wide range of opportunities and means to respond to their experiences and engage with historical, social and cultural perspectives. The students are stimulated to think and to articulate their thoughts in new ways and through a variety of media and technologies. The PYP recognizes that not all learning can be supported solely through language and that arts as a medium of inquiry also provide opportunities for learning, communication

and expression. Learning about and through arts is fundamental to the development of the whole child, promoting creativity, critical thinking, problem-solving skills and social interactions. At ARIS arts are identified as dance, drama, music and visual arts.

Arts strands

- Responding
- Creating

[Arts PYP Scope and Sequence](#)

Information and Communication Technology (ICT)

In the PYP, the ever-increasing impact of Information and Communication Technologies (ICT) on teaching and learning is recognized. The use of technologies is integrated as much as possible into student inquiries. ICT provides opportunities for the enhancement of learning, and may significantly support students in their inquiries, and in developing their conceptual understanding. At ARIS, technology is considered as a tool for learning, albeit with its own set of skills, as opposed to an additional subject area. Use of ICT The following six ICT skills are relevant to all learners. Each skill is transdisciplinary and will support learning both within the transdisciplinary program of inquiry and within the subject areas:

- Investigating
- Creating
- Communicating
- Collaborating
- Organizing
- Becoming responsible digital citizens

Library

The library is viewed as the hub of a PYP school in which students develop essential information and literacy skills by accessing a range of media and texts. Students will visit the library on a scheduled basis with their class once a week. All students will borrow books to take home during this time. Parents and students are welcome to visit the library at other times when the librarian is present. It is important that students return their borrowed books. A replacement fee will be charged for any lost or damaged books or bags.

Further info: <https://www.ibo.org/programmes/primary-years-programme/>

Al-Rayan International School Program of Inquiry 2022-23

Our Programme of Inquiry is a living document and the units currently listed may change as we plan, teach, and assess them collaboratively.

Thank you for your understanding

NURSERY

Nursery will explore the following Units of Inquiry

Trans-Disciplinary Themes	Central ideas and Lines of Inquiry
<p>Who We Are 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>CI: As people grow they develop new skills to become responsible Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Our Characteristics ● Growth and development ● Our responsibility towards ourselves
<p>Where We Are In Place and Time 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 civilisations, from local and global perspectives.</p>	
<p>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.</p>	<p>CI: Fairplay and teamwork can be experienced through play Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Types of play ● Communicating through play ● Impact of play on us in relation to covid 19
<p>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</p>	

scientific and technological advances on society and on the environment.	
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 environment.	CI: People interact differently in the community to help one another Lines of Inquiry: <ul style="list-style-type: none"> • Community we belong to • Roles and responsibilities of people in their communities • Interdependence in a community
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	CI: Different kinds of animals are an important part of our environment Lines of Inquiry: <ul style="list-style-type: none"> • Animals around us • Importance of animals • Our responsibility towards animals

RECEPTION

Reception will explore the following Units of Inquiry

Trans-Disciplinary Themes	Central ideas and Lines of Inquiry
Who We Are 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	CI: Relationships we have with ourselves and each other affect how we feel and behave Lines of Inquiry: <ul style="list-style-type: none"> • Our relationships with ourselves and others • Effect of relationships • Developing and maintaining relationships
Where We Are In Place and Time 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 civilisations, from local and global perspectives.	CI: Personal history helps us to reflect on who we are and where we come from. Lines of Inquiry: <ul style="list-style-type: none"> • Personal history • Personal history and who we are • Personal history and places we belong to
How We Express Ourselves An inquiry into the ways in which we	CI: Stories can engage their audience, communicate meaning and express

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.	feelings Lines of Inquiry: <ul style="list-style-type: none"> • Types of stories • Impact of stories on us • Creating and sharing stories
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.	CI: Materials behave and interact in certain ways, which determine how people use them. Lines of Inquiry: <ul style="list-style-type: none"> • Exploring Materials • Changing Properties of Materials • The 5 R's (Refuse, Reduce, Reuse, Repurpose, Recycle)
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 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	

Year 1

Year 1 will explore the following Units of Inquiry

Trans-Disciplinary Themes	Central ideas and Lines of Inquiry
Who We Are 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	CI: Understanding rights and responsibilities help in the development of a better world Lines of Inquiry: <ul style="list-style-type: none"> • Qualities of a good citizen • Rights and responsibility • Contribution of citizens to develop a better world
Where We Are In Place and Time	CI: Homes reflect cultural influences,

<p>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 civilisations, from local and global perspectives.</p>	<p>local conditions and people's needs Lines of Inquiry:</p> <ul style="list-style-type: none"> • Homes around the world-past present future • Influence of local conditions on homes • Our culture, needs and home
<p>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.</p>	<p>CI: Our character reflects through the expression of feelings Lines of Inquiry:</p> <ul style="list-style-type: none"> • Types of feelings • Ways of expressing our feelings • Dealing and managing feelings
<p>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.</p>	<p>CI: All living things go through a process of change Lines of Inquiry:</p> <ul style="list-style-type: none"> • Characteristics of living things • Change sliving things go through • Factors that influence lifecycles
<p>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 environment.</p>	<p>CI: Transportation systems may vary in different communities to suit lifestyles and meet people’s needs Lines of Inquiry:</p> <ul style="list-style-type: none"> • Forms and Functions of Transportation Systems • Decisions involved in using transportation systems • Systems of transportation and our changing needs
<p>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</p>	<p>CI: People make choices to support the sustainability of water Lines of Inquiry:</p> <ul style="list-style-type: none"> • Sources and forms of water • The water cycle • Uses and conservation of water

Year 2

Year 2 will explore the following Units of Inquiry

Trans-Disciplinary Themes	Central ideas and Lines of Inquiry
<p>Who We Are 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>CI: The choices people make affect their health and well-being.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none">• Factors affecting health and well-being• Consequences of routines and choices• Our responsibility towards health and well-being.
<p>Where We Are In Place and Time 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 civilisations, from local and global perspectives.</p>	<p>CI: Significant events provide insight into the history and values of a community</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none">• Personal/ local/ global events.• Learning from significant events• Impact of significant events on individuals and communities.
<p>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.</p>	<p>CI: Imagery and art communicate ideas and information</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none">• Visual images and symbols• The use of static and moving images in communication• Elements of design in creating imagery and art
<p>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.</p>	<p>CI: People use force and energy to create simple machines</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none">• Understanding force and energy• Different forms and energy around us• Important inventions around us and their impact

<p>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 environment.</p>	<p>CI: Different occupations help the well-being of the community by providing services. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Different occupations • Interdependence of occupations within a community • Our responsibility towards our community
<p>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</p>	<p>CI: The way people use Earth's natural resources may cause environmental problems. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Earth's renewable and nonrenewable resources • The impact of people's choices on the environment • The balance between meeting human needs and available resources

Year 3

Year 3 will explore the following Units of Inquiry

Trans-Disciplinary Themes	Central ideas and Lines of Inquiry
<p>Who We Are 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>CI: Human systems enable a response to stimuli to discover the world Lines of Inquiry:</p> <ul style="list-style-type: none"> • Human Systems. (Five Senses). • Human response to stimuli • Human response to stimuli
<p>Where We Are In Place and Time 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</p>	<p>CI: The Earth's physical geography has an impact on human interactions and settlements Lines of Inquiry:</p> <ul style="list-style-type: none"> • Physical features of Ghana • The relationship between location

<p>individuals and civilisations, from local and global perspectives.</p>	<p>and settlement</p> <ul style="list-style-type: none"> ● Impact of human interaction on the physical environment
<p>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.</p>	<p>CI: People use arts as a form of expression to communicate their uniqueness and culture Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Forms of art ● Connection between arts and culture ● Expressing uniqueness through arts and culture
<p>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.</p>	<p>CI: The solar system consists of space bodies that interact with each other to sustain life Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Our solar system ● Characteristics of the planets and other space bodies ● Interconnection between the Earth and the solar system
<p>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 environment.</p>	<p>CI: People create organisations to solve problems and support human endeavours and enterprises Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Types of Organisations and their purpose ● Roles and responsibilities in organisations ● Factors contributing to organisational success
<p>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</p>	<p>CI: Human activities can lead to the extinction of living things Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Cause and effects of extinction ● Endangered species ● Ways of preventing animal extinction

Year 4

Year 4 will explore the following Units of Inquiry

Trans-Disciplinary Themes	Central ideas and Lines of Inquiry
<p>Who We Are 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>CI: Health behaviours shape who we are Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Types of microorganisms ● Diseases caused by microorganisms ● Implications of healthy behaviours
<p>Where We Are In Place and Time 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 civilisations, from local and global perspectives.</p>	<p>CI: Human migration is a response to risks, challenges and opportunities Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Reasons for migration ● Migration throughout history ● Effect of migration on individuals, communities and culture
<p>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.</p>	<p>CI: Theatre enables the expression of emotions and feelings Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Elements of theatre arts ● Communication through theatre ● Impacts of theatre on societies
<p>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.</p>	<p>CI: Our global environment influences the way we live our lives giving rise to various environmental changes Lines of Inquiry:</p> <ul style="list-style-type: none"> ● Forms of environmental changes ● Forms of environmental changes ● Our responsibility towards reducing, reusing, and recycling
<p>How We Organize Ourselves An inquiry into the interconnectedness of</p>	<p>CI: Government systems help to provide opportunities to its citizens for a</p>

<p>human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p>better life Lines of Inquiry:</p> <ul style="list-style-type: none"> • Types of governments • Role and responsibilities of governments and its citizens • Government decisions and their impact during COVID-19
<p>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</p>	<p>CI: In an ecosystem, living things depend on each other and their environment to survive. Lines of Inquiry:</p> <ul style="list-style-type: none"> • components of an eco- system • Interaction between living and non- living things in an environment • Impacts of human activities on ecosystem

Year 5

Year 5 will explore the following Units of Inquiry

Trans-Disciplinary Themes	Central ideas and Lines of Inquiry
<p>Who We Are 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>CI: Religious beliefs and values around the world provide new perspectives about self and others Lines of Inquiry:</p> <ul style="list-style-type: none"> • World religions • Beliefs around the world • Religious harmony
<p>Where We Are In Place and Time 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 civilisations, from local and global perspectives.</p>	<p>CI: Exploration leads to discoveries and opportunities that influence the world in many ways. Lines of Inquiry:</p> <ul style="list-style-type: none"> • Famous explorers • Reasons for exploration • Impact of exploration in today's world
<p>How We Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings,</p>	<p>CI: Thoughts, emotions and feelings can be expressed and interpreted creatively through poetry</p>

nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Lines of Inquiry: <ul style="list-style-type: none"> • Forms of poetry • Interpreting poems • Expressing through poetry
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.	CI: The conversion, transformation and conservation of energy may support life Lines of Inquiry: <ul style="list-style-type: none"> • Different forms of energy sources • Sustainable energy practices • Conservation and usage of energy
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 environment.	CI: Technology changes the way people organize themselves, access information and communicate with each other Lines of Inquiry: <ul style="list-style-type: none"> • Technology in different fields • Usage of digital media • Technology over time
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	CI: Plants undergo a process of growth to provide health benefits. Lines of Inquiry: <ul style="list-style-type: none"> • Structure of plants • Life cycle of plants • The impact of agricultural technology on the earth in providing economic, health and environmental benefits.

Year 6

Year 6 will explore the following Units of Inquiry

Trans-Disciplinary Themes	Central ideas and Lines of Inquiry
Who We Are 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	CI: Body systems work interdependently to keep the body in a state of homeostasis. Lines of Inquiry: <ul style="list-style-type: none"> • Body systems and how they work • Interdependence between body systems

human	<ul style="list-style-type: none"> • Human innovation in modern science
<p>Where We Are In Place and Time 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 civilisations, from local and global perspectives.</p>	<p>Exhibition Unit</p>
<p>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.</p>	<p>CI: Media is a network that portrays the face of society in which people live Lines of Inquiry:</p> <ul style="list-style-type: none"> • Production of films • Media etiquette and censorship • Impact of film on society
<p>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.</p>	<p>CI: Materials may undergo physical and chemical changes to meet people's needs Lines of Inquiry:</p> <ul style="list-style-type: none"> • Properties of materials • Reversible and irreversible changes • The impact of materials' innovation on society
<p>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 environment.</p>	<p>CI: Developing money management skills may lead to enhanced financial stability. Lines of Inquiry:</p> <ul style="list-style-type: none"> • History of money • Forms of money • Ways of growing a business
<p>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</p>	<p>CI: Conflict resolution strategies influence relationships. Lines of Inquiry:</p> <ul style="list-style-type: none"> • History and causes of conflicts • Conflict resolution strategies • People and organizations that worked for world peace