



## Kowloon Junior School, Programme of Inquiry 2024-2025

Year 1 Programme of Inquiry 2024-25				
<b>Transdisciplinary Theme</b>	<b>Who we are</b> An inquiry into the <b>nature of the self</b> ; beliefs and values; personal, physical, mental, social and spiritual health; <b>human relationships including families, friends, communities and cultures; rights and responsibilities</b> ; what it means to be human.	<b>How we express ourselves</b> An inquiry into the ways in which we <b>discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity</b> ; our appreciation of the aesthetic.	<b>How the world works</b> An inquiry into <b>the natural world and its laws</b> ; the interaction between the natural world (physical and biological) and human societies; <b>how humans use their understanding of scientific principles</b> ; 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 <b>struggle to share finite resources with other people and with other living things</b> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Central Idea</b>	People learn about themselves through their interactions with other people, places and materials.	People communicate what matters to them through a variety of ways, means and expressions.	The properties of materials can be manipulated for different purposes.	People's choices help and hurt the Earth.
<b>Lines of Inquiry</b> An inquiry into:	What makes you, you! My interactions with people, places and materials. How my actions can affect other people, places and materials.	Different ways to express what matters to us.  Communicating what matters to us.  How communicating what matters to us creates	Properties and uses of materials.  How materials can be changed.  Manipulating materials for a purpose.	6Rs - Reduce, reuse, recycle, refuse, replace, rot  How actions affect the environment  How choices can help or hurt the Earth



		connections and strengthens relationships.		
<b>Key concepts</b>	Perspective Connection Responsibility	Form Function Connection	Form Change Function	Function Causation Responsibility
<b>Related Concepts</b>	identity, feelings, relationships, interactions	creativity, discovery, play, exploration, communication	<b>To be identified</b>	Choices, conservation, environment

## Year 2 Programme of Inquiry 2024-25

<b>Transdisciplinary Theme</b>	<b>Who We Are</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.	<b>Where We Are In Place and Time</b> 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.	<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>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>How We Organise 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 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>Central Idea</b>	People learn about themselves through their interactions with other people, places and materials.	The design of communities and their systems serve purposes and meet needs.	Our experiences and imagination inspire us to create.	Scientists use their understanding of force & motion to explain the world around them.	Communities use systems to function.	Ecosystems are connected and impacted by people, plants and animals
<b>Lines of Inquiry</b> An inquiry into:	What makes you, you!  My interactions with people, places and materials.	The different parts (people, places and systems) that make up a community  Factors that influence the	Techniques and materials used during the creative process  How experiences and imagination	Forces in everyday life  The influence of forces on objects)	The systems we use in our classroom community  The function of the different systems	The needs of plants and animals  The interdependence of plants and animals



	How my actions can affect other people, places and materials.	design of communities How the different parts meet people's' needs	can inspire artistic expression. Reflecting on our art and responding to the art of others.	The observable effects of forces on objects.	we use in our school community Our responsibilities in our school community systems as a learner	The consequences of our actions on the environment
<b>Key concepts</b>	Responsibility Connection Perspective	Form Function Causation	Function Perspective Connection	Form Causation Change	Form Function Responsibility	Form Connection Causation
<b>Related Concepts</b>	Identity, Interactions	Society, Organisation, community, design	Identity, Experiences, Feelings	Forces, gravity, air resistance, friction, buoyancy, measurement	Identify roles, rights and responsibilities in society.	Living things, interactions, environment



## Year 3 Programme of Inquiry 2024-25

<b>Transdisciplinary Theme</b>	<b>Who We Are</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.	<b>Where We Are In Place and Time</b> 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.	<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>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>How We Organise Ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and 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>Central Idea</b>	Values & beliefs shape individual and community identity	Exploration and discovery lead to new insights.	Ideas and feelings about the physical world can be expressed through different art forms	A scientific understanding of natural hazards reduces the impact on human societies.	Raw materials are organised and transformed through various processes.	Creative solutions can provide equitable access to essential resources.
<b>Lines of Inquiry</b> An inquiry into:	Values which connect individuals and which connect	Characteristics and dispositions of explorers.	Appreciation of the aesthetic.	The causes of natural hazards.	What raw materials are.	Water as a finite resource



	<p>different communities</p> <p>The different elements that make up a person's identity.</p> <p>The ways that our behaviours affect others and vice versa.</p>	<p>The process of exploration and discovery.</p> <p>Why people explore.</p>	<p>The skills with which we express ourselves.</p> <p>Enjoyment of our own creativity.</p>	<p>The impact natural hazards have on humans.</p> <p>How humans can reduce the effect of natural hazards.</p>	<p>The processes that materials go through.</p> <p>The systems that give communities access to products.</p>	<p>Equitable access to useable water</p> <p>Actions that promote equitable access to water</p>
<b>Key concepts</b>	<p>Form</p> <p>Connection</p> <p>Perspective</p>	<p>Perspective</p> <p>Form</p> <p>Function</p>	<p>Perspective</p> <p>Function</p> <p>Causation</p>	<p>Causation</p> <p>Connection</p> <p>Responsibility</p>	<p>Form</p> <p>Change</p> <p>Connection</p>	<p>Form</p> <p>Causation</p> <p>Responsibility</p>
<b>Related Concepts</b>	<p>relationships, identity, empathy, interactions</p>	<p>Exploration, discovery, insight</p>	<p>expression, creativity, art, interpretation, appreciation, communication, environment, inspiration, motivation</p>	<p>Scientific understanding modelling, impact, Mitigation, adaptation, interaction</p>	<p>Processes, Systems, Materials Products Raw, Communities</p>	<p>Natural, essential, ownership, access, rights, equity, finite/infinite</p>



## Year 4 Programme of Inquiry 2024-25

<p><b>Transdisciplinary Theme</b></p>	<p><b>Who We Are</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.</p>	<p><b>Where We Are In Place and Time</b> 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.</p>	<p><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.</p>	<p><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.</p>	<p><b>How We Organise 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 environment.</p>	<p><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.</p>
<p><b>Central Idea</b></p>	<p>Values &amp; beliefs shape individual and community identity</p>	<p>Learning about past civilisations helps us understand the present.</p>	<p>Artists share their beliefs and identity through a creative process.</p>	<p>Understanding scientific principles enables the design of effective structures</p>	<p>The digital world shapes the way in which people consume, create and communicate information.</p>	<p>Life on Earth is dependent on a balanced relationship within and between ecosystems.</p>



<p><b>Lines of Inquiry</b> An inquiry into:</p>	<p>Factors that contribute to individual and community's identity.</p> <p>Importance of healthy relationships in communities</p> <p>Building a healthy self-identity</p>	<p>The characteristics of civilizations and societies</p> <p>Connections between past and present</p> <p>How civilisations changed over time</p>	<p>The elements of different art forms.</p> <p>The process of expression and communication through the arts</p> <p>The arts as a medium for communicating beliefs and values</p>	<p>Different materials and their properties.</p> <p>Shapes and designs used to build strong and stable structures.</p> <p>The influence of forces on design features.</p>	<p>The interconnected systems within the digital world</p> <p>Tools, strategies and skills needed to consume, create and connect.</p> <p>How digital citizens can choose to act with responsibility</p>	<p>How living things adapt to survive</p> <p>Factors contributing to the survival and thriving of living things</p> <p>Impact of human choices on ecosystems</p>
<p><b>Key concepts</b></p>	<p>Form Causation Responsibility</p>	<p>Change, Form Connection</p>	<p>Form Function Perspective</p>	<p>Connections Causation Form</p>	<p>Function Form Responsibility</p>	<p>Change, Causation, Responsibility</p>
<p><b>Related Concepts</b></p>	<p>relationships interactions, Identity, Respect, collaboration, conflict resolution</p>	<p>history, civilisations, synthesis, progress, communication, innovation, chronology</p>	<p>creating, audience, elements of art, choice, interpretation, inspiration, Patterns, literary devices, Identity, family</p>	<p>shape, measurement, angles, length, forces (compression, tension, torsion, shear) structures</p>	<p>Future, technology, systems, place value system, technology, ethical use, safety, digital citizenship, responsible consumption</p>	<p>explanation, persuasion, main idea, Ecosystem, living things, extinction, adaptation, survival, interdependence</p>





## Year 5 Programme of Inquiry 2024-25

<p><b>Transdisciplinary Theme</b></p>	<p><b>Who We Are</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.</p>	<p><b>Where We Are In Place and Time</b> 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.</p>	<p><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.</p>	<p><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.</p>	<p><b>How We Organise 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 environment.</p>	<p><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.</p>
<p><b>Central Idea</b></p>	<p>Values &amp; beliefs shape individual and community identity</p>	<p>Humans continue to migrate for many reasons which creates opportunities and challenges in communities</p>	<p>The effective use of persuasive techniques may change people's choices, behaviour, opinions and attitudes.</p>	<p>Advances in science and technology have enhanced people's understanding of the Earth and its place in the universe.</p>	<p><i>Designers create products and services in response to the needs and wants of a community</i></p>	<p>Creativity can increase the effectiveness of efforts to conserve the Earth's biodiversity</p>



<p><b>Lines of Inquiry</b> An inquiry into:</p>	<p>Skills and attitudes support and develop healthy relationships</p> <p>Our roles and responsibilities help us become more autonomous learners</p> <p>Changes occur during puberty</p>	<p>Reasons for migration</p> <p>Effects of migration on individuals and communities</p> <p>Personal histories</p>	<p>Persuasive techniques</p> <p>Ethical use of media and advertising</p> <p>How people can critically evaluate and respond to messages in the media</p>	<p>Earth and its place in the universe</p> <p>The impact of space exploration</p> <p>Personal inquiries into the impacts of space exploration</p>	<p>The characteristics and dispositions of effective designers</p> <p>The process of designing products and services</p> <p>The responsibilities of designers to the community and the environment</p>	<p>The benefits of biodiversity</p> <p>Factors that impact biodiversity</p> <p>Taking action to conserve biodiversity (responsibility)</p>
<p><b>Key concepts</b></p>	<p>Perspective Responsibility Change</p>	<p>Causation, Change Perspective</p>	<p>Function, Responsibility Perspective</p>	<p>form, Connection causation</p>	<p>Form Function Responsibility</p>	<p>Connection Causation Responsibility</p>
<p><b>Related Concepts</b></p>	<p>Relationships, Role &amp; Responsibilities, Puberty, Identity, Values/Beliefs,</p>	<p>Migration, population, citizenship, community, cultural diversity, identity, prejudice, rights, traditions, relationships, rules and laws, challenge, opportunity</p>	<p>Media, Advertising, Influence, Persuasion, Ethics, Audience, Communication, Information, Marketing</p>	<p>Cycles, Systems, Explorations, Technology</p>	<p>Solutions; Possibilities; Innovation; Creativity; Imagination; Needs; Wants; Opportunity; Collaboration; Inspiration; Influence; Appreciation; Ethics; Impact; Empathy; Constraints</p>	<p>Biodiversity, conservation, impact, interdependence, systems, dynamic equilibrium</p>

## Year 6 Programme of Inquiry 2024-25

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<b>Central Idea</b>	Values & beliefs shape individual and community identity	Cultural heritage can be a resource for the identity and connection of communities	PYP Exhibition (children create their own)	Understanding energy can lead to advancements in technology	Organisational structures provide opportunities for community action	Accepting responsibility for resolving conflict can enhance interactions with others.
<b>Lines of Inquiry</b> An inquiry into:	How self-efficacy enhances human accomplishments	Different forms of cultural heritage	Children's lines of inquiry will come through their	Forms and sources of energy	How formal and informal groups make decisions	The causes of conflict



	<p>and well-being.</p> <p>Our Independence and responsibility in physical and digital environments.</p> <p>The changes we go through during puberty.</p> <p>Responsibility for legacy</p>	<p>How people connect to cultural heritage</p> <p>Preserving, conserving and protecting cultural heritage</p>	<p>conceptual questions.</p>	<p>Energy transfer and transformation</p> <p>Energy problems and energy solutions</p>	<p>How individuals can act to make a difference to societal decision making</p> <p>The impact of decisions, rules and laws on individuals, communities and the environment</p>	<p>Conflict resolution strategies</p> <p>The responsibilities of those involved in conflict</p>
<b>Key concepts</b>	<p>Function</p> <p>Connection</p> <p>Responsibility</p> <p>Change</p>	<p>Form</p> <p>Connection</p> <p>Responsibility</p>		<p>Form</p> <p>Change</p> <p>Perspective</p>	<p>Function</p> <p>Responsibility</p> <p>Perspective</p>	<p>Causation</p> <p>Function</p> <p>Responsibility</p>
<b>Related Concepts</b>	<p>responsibility, values, beliefs, identity, Legacy</p>	<p>preservation, heritage, culture, heritage, connection, story telling</p>		<p>energy, transformation, conservation, transfer, technological advances, forces</p>	<p>rules and laws, environment, society, behaviour, action</p>	<p>conflict, peace, relationships, resources, conflict resolution, relationships</p>