Westminster International School Programme of Inquiry.

<table>
<thead>
<tr>
<th>Age</th>
<th>EY (A) (3 – 5)</th>
<th>EY (B) (3 – 5)</th>
<th>Reception/Year 1 (A) (5 – 7)</th>
<th>Reception/Year 1 (B) (5 – 7)</th>
<th>Year 2/3 (A) (7 – 9)</th>
<th>Year 2/3 (B) (7 – 9)</th>
<th>Year 4/5 (A) (9 – 11)</th>
<th>Year 4/5 (B) (9 – 11)</th>
<th>Year 6 (A) (11-12)</th>
<th>Year 6 (B) (11-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This Is Me!</td>
<td>Learning Together</td>
<td>Relationships</td>
<td>Here I Am!</td>
<td>Role Models</td>
<td>Healthy Choices</td>
<td>Beliefs</td>
<td>Learning Styles</td>
<td>Change affects sense of self</td>
<td>What is Culture?</td>
</tr>
<tr>
<td></td>
<td>I have an Idea</td>
<td>Stories</td>
<td>Artefacts</td>
<td>Our Homes</td>
<td>Settlers</td>
<td>Big Dig!</td>
<td>Exploration</td>
<td>Community Landmarks</td>
<td>Ancient Civilisations</td>
<td>On the Move</td>
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<td></td>
<td>Earth’s Natural Cycles</td>
<td>Exploring Materials</td>
<td>Tell Me A Picture</td>
<td>Celebrations and Traditions</td>
<td>Freeze Frame</td>
<td>All the World’s a Stage</td>
<td>Persuasion</td>
<td>Art in Time</td>
<td>Art: Understanding ourselves and the world</td>
<td>Sense of Self</td>
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<td></td>
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<td>The End Product</td>
<td>Transport Systems</td>
<td>Public Spaces</td>
<td>We Are organised</td>
<td>The Market Place</td>
<td>Signs &amp; Symbols</td>
<td>Digital Media</td>
<td>Government Systems</td>
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<td>Local Environments</td>
<td>Our Green Friends</td>
<td>Habitats</td>
<td>Earth, Resources, Sustainability</td>
<td>Children Worldwide</td>
<td>Peace and Conflict</td>
<td>Biodiversity</td>
<td>Wealth &amp; power</td>
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</table>
### Westminster International School Programme of Inquiry

**CYCLE A**

<table>
<thead>
<tr>
<th>Age</th>
<th>An inquiry into:</th>
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</thead>
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<tr>
<td>Early Years</td>
<td>Who we are</td>
<td>Where we are in place and time</td>
<td>How we express ourselves</td>
<td>How the world works</td>
<td>How we organise ourselves</td>
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<td>(3 – 5)</td>
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</table>
| Cycle A     | This is me! Central Idea: Increasing awareness of personal characteristics and those of others, help us to make sense of our world Key concepts: form, function, change Related concepts: Personal characteristics, physical abilities, the senses, similarities and differences, size, weight and length Lines of inquiry:  
  - What I look like  
  - How I change  
  - Recognizing similarities and differences between myself and others  
  - My body and the way it functions (the senses) | I have an Idea Central Idea: We develop ideas through independent and cooperative creative play. Key concepts: function, perspective, connection Related concepts: cooperation, roles, the creative cycle Lines of inquiry:  
  - Developing ideas through independent and cooperative play  
  - Forms of creativity  
  - Communicating through play  
  - Imaginative use of everyday materials | Earth’s Natural Cycles Central Idea: The Earth’s natural cycles influence the activity of living things. Key concepts: causation, change, connection Related concepts: Cycles, interaction, pattern Lines of inquiry:  
  - Natural cycles (day and night, weather patterns, seasons)  
  - The actions people take in response to Earth’s natural cycles  
  - Patterns of behaviour in living things related to Earth’s natural cycles | Belonging Central idea: Communities function more effectively when rules and routines are shared with all members. Key concepts: causation, responsibility, reflection Related concepts: community, system Lines of inquiry:  
  - Various communities we belong to  
  - Purpose of rules and routines  
  - Reaching agreement |
Westminster International School Programme of Inquiry.

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**Relationships**
- **Central idea:** People’s relationships with each other can have impact on well-being
- **Key concepts:** Function, connection, responsibility
- **Related concepts:** Cooperation, friendship, balance

**Artefacts**
- **Central Idea:** Interpretation of artefacts contributes to our understanding of people's history
- **Key concepts:** Form, function, reflection
- **Related concepts:** Artefacts, history, value

**Lines of inquiry**
- How we develop relationships
- How relationships affect us
- Roles and behaviours within relationships

**Tell Me a Picture**
- **Central idea:** We can use art work to communicate and express our ideas and feelings.
- **Key concepts:** function, perspective, connection
- **Related concepts:** Use of Visual Art Techniques, Media and Visual Elements to communicate

**Living Things**
- **Central idea:** All living things go through a process of change
- **Key concepts:** Causation, change, connection
- **Related concepts:** Cycles, transformation, similarities and differences

**Lines of inquiry**
- Patterns of growth
- How living things change over lifetime
- Factors that can influence life cycles

**The End Product**
- **Central idea:** Many products go through a process of change before they are consumed or used
- **Key concepts:** change, connection, responsibility
- **Related concepts:** components, process, choice

**Lines of inquiry**
- Origins of products
- Changes products go through
- Distribution of products
- How people select the products they use

**Local Environments**
- **Central idea:** People interact with, use and value local environments in different ways.
- **Key concepts:** causation, perspective, responsibility
- **Related concepts:** conservation, development, interdependence

**Lines of Inquiry**
- Natural and human-made elements of local environments
- How local environments address people’s needs
- How natural spaces are valued in local environments
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<th>Age</th>
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<th>Settlers</th>
<th>Freeze Frame</th>
<th>Forces + Energy = Ideas</th>
<th>Public Spaces</th>
<th>Habits</th>
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<tr>
<td>Year 2/Year 3</td>
<td>Central Idea: Choices of role models reflect the beliefs and values of individuals and societies.</td>
<td>Central Idea: The Earth’s physical geography has an impact on human interactions and settlements</td>
<td>Central Idea: Through the arts people use different forms of expression to convey their uniqueness as human beings.</td>
<td>Central Idea: People apply their understanding of forces and energy to invent and create</td>
<td>Central idea: Physical and virtual spaces provide people with opportunities to make connections and establish a sense of community.</td>
<td>Central idea: When interacting with natural habitats, humans make choices that have an impact on other living things.</td>
</tr>
<tr>
<td>Cycle A</td>
<td><strong>Lines of Inquiry:</strong></td>
<td><strong>Key Concepts:</strong></td>
<td><strong>Related concepts:</strong></td>
<td><strong>Lines of Inquiry:</strong></td>
<td><strong>Lines of Inquiry:</strong></td>
<td><strong>Key concepts:</strong></td>
</tr>
<tr>
<td></td>
<td>• What determines our beliefs and values</td>
<td>• form, function, perspective, reflection</td>
<td>• Perception, self-expression</td>
<td>• Inventions that impact peoples’ lives</td>
<td>• Purpose of organisation</td>
<td>• causeation, change, responsibility</td>
</tr>
<tr>
<td></td>
<td>• How and why role models are chosen</td>
<td>• causation, connection</td>
<td>• Ingenuity, technology, energy, forces</td>
<td>• How circumstances lead to the creation of important inventions</td>
<td>• Characteristics of different public spaces</td>
<td><strong>Related concepts:</strong></td>
</tr>
<tr>
<td></td>
<td>• Influence of role models on our choices and actions</td>
<td>• geography, settlement, modification</td>
<td>• Related concepts:</td>
<td>• How understanding forces and energy helps inventors</td>
<td>• How people use public spaces</td>
<td><strong>Habitat, interdependence, behavioural adaptations, diversity</strong></td>
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<tr>
<td></td>
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<td><strong>Lines of Inquiry:</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• The diverse ways in which people express themselves</td>
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<td>• Balance between rights and responsibilities when interacting with natural habitats</td>
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<td>• How everyone can express their uniqueness through the arts</td>
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<td>• Human impact on natural habitats</td>
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<td>• The role of art in culture and society</td>
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<td>• How living things respond to changing environmental conditions</td>
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<td>Year 5 (9-11)</td>
<td>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.</td>
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**Beliefs**

Central Idea

Systems that define beliefs and values offer explanations about the world around us and what it means to be human.

Key concepts: Form, perspective, reflection

Related concepts: diversity, perception, commitment

Lines of inquiry

- Similarities and differences between belief systems (secular and faith-based)
- How belief systems contribute to the formation and actions of communities
- The impact of spiritual traditions on society

**Exploration**

Central Idea: Exploration leads to discovery and opportunities and new understandings.

Key concepts: causation, perspective, reflection

Related concepts: Impact, navigation, colonialism, power

Lines of inquiry:

- Reasons for exploration (historical and personal)
- How have explorations been taken place over time
- The consequences of exploration

**Persuasion**

Central Idea: People can create or manipulate messages to target specific audiences.

Key concepts: function, perspective, reflection

Related concepts: Media, advertising, propaganda

Lines of inquiry:

- How images, text and music are used to influence behaviour of target audiences
- Critical evaluation of messages presented in the media
- How people respond to messages

**Energy**

Central Idea: Energy may be converted, transformed and used to support human progress.

Key concepts: form, causation, responsibility

Related concepts: Conservations, transformation

Lines of inquiry:

- Different forms of energy sources (renewable and non-renewable)
- How energy is used (transformation)
- Sustainable energy practices

**The Market Place**

Central Idea: Economic activity relies on systems of production, exchange and consumption of goods and services.

Key concepts: function, connection, responsibility

Related concepts: (Supply and demand, production, distribution, consumption, export and import, trade, poverty, wealth)

Lines of inquiry:

- Interdependence, inequality, fair trade

**Children Worldwide**

Central idea

Children worldwide encounter arrange of challenges, risks and opportunities.

Key concepts: Form, perspective, reflection

Related concepts: Equality, rights, resilience, health

Lines of inquiry:

- Challenges, risks and opportunities that children encounter (local and global)
- Ways in which individuals and organisations work to protect children from risk

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**CYCLE B**


- An inquiry into: Who we are
- An inquiry into: Where we are in place and time
- An inquiry into: How we express ourselves
- An inquiry into: How the world works
- An inquiry into: How we organise ourselves
- An inquiry into: Sharing the planet

- Beliefs
- Exploration
- Persuasion
- Energy
- The Market Place
- Children Worldwide
<table>
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<td>(3 – 5)</td>
<td>social and spiritual health, human relationships including families, friends,</td>
<td>discoveries, explorations and migrations of humankind, the relationship</td>
<td>culture, beliefs and values; the ways in which we reflect on, extend and enjoy</td>
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<td>in the struggle to share finite resources</td>
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<td>Cycle B</td>
<td>communities, and cultures, rights and responsibilities, what it means to be</td>
<td>between and the interconnectedness of individuals and civilisations, from</td>
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<td>human.</td>
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<td>things; communities and the relationships</td>
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<td>within and between them; access to equal</td>
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<td>opportunities; peace and conflict</td>
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<td>Learning Together</td>
<td>Stories</td>
<td>Exploring Materials</td>
<td>We need Animals</td>
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<tr>
<td></td>
<td>Central Idea: Sharing helps us to play and learn together.</td>
<td>Central Idea Stories inform and provoke us and give us pleasure.</td>
<td>Central Idea Finding out about the properties of materials helps us understand</td>
<td>Central idea: Animals and people interact in different ways in different</td>
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<td></td>
<td>Key concepts: form, function, perspective</td>
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<td>how they are used.</td>
<td>contexts.</td>
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<td></td>
<td>Related concepts: Personal strengths and Personal contribution(s), cooperation,</td>
<td>Related concepts: communication, imagination, structure</td>
<td>Key concepts: form, function, causation</td>
<td>Key concepts: Connection, perspective, responsibility</td>
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<td></td>
<td>interdependence</td>
<td>Lines of inquiry</td>
<td>Related concepts: Raw materials, characteristics, classification, properties</td>
<td>Related concepts: Characteristics, relationships, needs</td>
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<tr>
<td></td>
<td>Lines of inquiry</td>
<td>• Different kinds of stories (genre)</td>
<td>and uses of materials (solids, liquids)</td>
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<tr>
<td></td>
<td>• What I can do</td>
<td>• Elements of a story (where-setting, who-characters, what-events, why)</td>
<td>Lines of inquiry</td>
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<td>• What I can teach someone</td>
<td>• How we can tell stories (different forms of storytelling / techniques)</td>
<td>• Different materials</td>
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<td>• Taking turns and sharing materials</td>
<td>• Feelings and emotions that stories evoke</td>
<td>• Characteristics of materials</td>
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<td>• Uses of materials</td>
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<td>• The scientific process</td>
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### Here I Am!

**Central Idea:** Awareness of our characteristics, abilities and interests informs our learning and development.

**Key concepts:** form, perspective, reflection

**Related concepts:** identity, similarities and differences

**Lines of Inquiry:**
- Physical, social and emotional characteristics
- Similarities and differences between ourselves and others
- Personal abilities and interests

### Our Homes

**Central Idea:** Homes reflect cultural influences and local conditions.

**Key concepts:** form, connection, perspective

**Related concepts:** Culture, needs, ownership, locality

**Lines of Inquiry:**
- What constitutes a home
- How homes reflect family values
- How homes reflect local culture
- Factors that determine where people live

### Celebrations & Traditions

**Central Idea:** Celebrations and traditions are expressions of shared beliefs and values.

**Key concepts:** form, connection, perspective

**Related concepts:** beliefs, values, belonging, culture

**Lines of inquiry:**
- Why people celebrate
- Features of traditions and celebrations
- Symbolic representations of celebrations and traditions
- What meaning people assign to celebrations and traditions

### Changing Materials

**Central Idea:** Materials behave and interact in certain ways, which determine how people use them.

**Key concepts:** function, causation, change

**Related concepts:** Behaviour, prediction, innovation

**Lines of Inquiry:**
- Behaviour of materials
- Changing properties of materials
- Manipulation and application of materials to new purposes

### Transport Systems

**Central Idea:** Communities make efforts to create transportation systems that meet their needs.

**Key concepts:** form, function, change

**Related concepts:** Network, technology, sustainability

**Lines of Inquiry:**
- Features of transportation systems
- Decisions involved in using transportation
- How systems of transportation respond to changing needs

### Our Green Friends

**Central Idea:** Plants sustain life on earth and play a role in our lives.

**Key concepts:** Causation, perspective, responsibility

**Related concepts:** interdependence, sustainability

**Lines of Inquiry:**
- Caring for plants
- Products we derive from plants
- How plants contribute to life on earth
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<td><strong>Healthy Choices</strong></td>
<td><strong>Central Idea:</strong> The choices people make affect their health and well-being. <strong>Key concepts:</strong> causation, responsibility, reflection <strong>Related concepts:</strong> Choice, influence, balance</td>
<td><strong>Lines of Inquiry:</strong>  - What it means to have a balanced lifestyle  - How the choices we make affect our health  - Different sources of information that help us make choices</td>
<td><strong>Big Dig!</strong> <strong>Central idea:</strong> Learning about previous generations helps us understand the relationship between the past and the present. <strong>Key concepts:</strong> Causation, change, connection <strong>Related concepts:</strong> Time, continuity, heritage</td>
<td><strong>All the World’s a Stage</strong> <strong>Central Idea:</strong> Emotions, feelings and ideas can be expressed through theatrical arts. <strong>Key concepts:</strong> function, perspective <strong>Related concepts:</strong> Dramatic technique – expression (face, body, posture, gesture and vocal). Dramatic form – improvisation, scripted, pantomime, musical, mime, role play, puppetry and skit.</td>
<td><strong>Buildings and Structures</strong> <strong>Central ideas:</strong> The design of buildings and structures is dependent upon environmental factors, human ingenuity, and available materials. <strong>Key concepts:</strong> Form, function, connection <strong>Related concepts:</strong> Design, technology, sustainability</td>
<td><strong>We are Organised</strong> <strong>Central Idea:</strong> People create organisations to solve problems and support human endeavour and enterprise. <strong>Key concepts:</strong> function, connection, responsibility <strong>Related concepts:</strong> Work, collaboration, entrepreneurship, service</td>
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### Westminster International School Programme of Inquiry

#### Year 4/Year 5 (9 - 11) Cycle B

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<tr>
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### Learning Styles

**Central idea**
Understanding different ways of learning enables people to respond to their own learning needs as well as those of others.

**Key concepts:** function, perspective, responsibility

**Related concepts:** diversity, motivation

**Lines of inquiry:**
- Learning communities
- How people construct knowledge
- Different learning styles
- How learning styles impact the way people engage in a learning community

### Community Landmarks

**Central Idea:**
A community’s response to significant events provides an insight into the history and values of that community.

**Key concepts:**
- Causation, perspective, responsibility

**Related concepts:**
- Impact, bias, evidence, truth

**Lines of Inquiry:**
- The ways in which significant events may be recognised, locally and/or globally
- How a significant event has an impact on a community
- Why view-points differ about significant events

### Art in Time

**Central Idea:**
Throughout history, people have interacted with each other and communicated using arts.

**Key concepts:**
- Change, connection, perspective

**Related concepts:**
- Aesthetics, metaphor

**Lines of Inquiry:**
- How people communicate through arts
- How art works provide insight and information
- The role of arts in different cultures, places and times
- Development of art forms over time

### The Changing Earth

**Central idea:**
Changes in the Earth and its atmosphere have impacts on the way people live their lives.

**Key concepts:**
- Causation, change, connection

**Related concepts:**
- Geology, adaptation, weather

**Lines of Inquiry:**
- How the different components of the earth are interrelated
- Why the Earth has changed and is continuing to change
- Human response to the Earth’s changes

### Signs and Symbols

**Central Idea**
Signs and symbols are part of human-made systems that facilitate local and global communication.

**Key concepts:**
- Form, function, connection

**Related concepts:**
- Culture, media, pattern, access

**Lines of inquiry:**
- Iconography
- How visual language facilitates communication
- Specialized systems of communication

### Peace and Conflict

**Central Idea**
Reaching a resolution during periods or moments of conflict is influenced by the actions and reactions of all involved.

**Key concepts:**
- Causation, perspective, responsibility

**Related concepts:**
- Peace, reconciliation, exploitation, grief

**Lines of inquiry:**
- Cause of conflict; local and global
- Human rights and equity
- Strategies used to resolve conflict
- Consequences of resolutions
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