

Discovery College, Hong Kong  
PYP Programme of Inquiry: 2023-2024

	Who We Are 我们是谁	Where We Are in Place & Time 我们身处什么时空	How We Express Ourselves 我们如何表达自己	How the World Works 世界如何运作	How We Organise Ourselves 我们如何组织自己	Sharing the Planet 共享地球
	<i>An inquiry into the nature of the self; beliefs and values; <b>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></i>	<i>An inquiry into orientation into place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</i>	<i>An inquiry into the ways in which we discover and express our ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</i>	<i>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.</i>	<i>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.</i>	<i>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</i>
<b>Year 1</b>	<p><b>Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How people have different perspectives</li> <li>How we make a difference to our community</li> <li>Goals help us to grow, discover and dream</li> </ul> <p><b>Key Concepts:</b> Perspective, Causation, Responsibility</p> <p><b>Related Concepts:</b> Self-regulation, Character, Interdependence, Fair-play, Relationships</p> <p><b>Learner Profile:</b> Communicators, Caring, Principled</p> <p><b>Subject Focus:</b> PSE, Language</p>		<p><b>Imagination inspires people to create and share ideas.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Different forms of expression</li> <li>How people and experiences inspire us to create</li> <li>How expression is a creative process</li> </ul> <p><b>Key Concepts:</b> Form, Perspective, Function</p> <p><b>Related Concepts:</b> Expression, Creativity, Imagination</p> <p><b>Learner Profile:</b> Inquirer, Courageous, Reflective</p> <p><b>Subject Focus:</b> The Arts, Language</p>	<p><b>Structures are designed for a variety of purposes.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Types of structures</li> <li>The process of creating structures</li> <li>Influences on the design of structures</li> </ul> <p><b>Key Concepts:</b> Form, Function, Causation</p> <p><b>Related Concepts:</b> Shape, Stability, Structure, Design process, Responsibility, Influences</p> <p><b>Learner Profile:</b> Thinkers, Reflective, Knowledgeable</p> <p><b>Subject Focus:</b> Science, Social Studies</p>		<p><b>Living things are diverse and interact with each other in ecosystems.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Classification of animals</li> <li>The roles of animals</li> <li>How animals are connected</li> </ul> <p><b>Key Concepts:</b> Form, Function, Connection</p> <p><b>Related Concepts:</b> Similarities and differences; Features; Classification; Ecosystems; Behaviour; Interdependence</p> <p><b>Learner Profile:</b></p> <p><b>Subject Focus:</b> Science</p>

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<b>Year 2</b>	<p><b>Understanding who we are as individuals and as a community helps us GROW. DISCOVER. DREAM.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Our strengths and stretches</li> <li>• Maintaining and growing flourishing relationships</li> <li>• The ways people contribute to flourishing communities</li> </ul> <p><b>Key Concepts:</b> Form, Perspective, Causation</p> <p><b>Related Concepts:</b> Relationships, Strengths, Inclusion, Respect</p> <p><b>Learner Profile:</b> Principled, Caring</p> <p><b>Subject Focus:</b> PSE, Social Studies</p>	<p><b>Looking back at personal histories helps us to learn about ourselves and our families.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• My personal and family history</li> <li>• Ways to investigate our history</li> <li>• The relationship between place, time and identity</li> </ul> <p><b>Key Concepts:</b> Change, Form, Connection</p> <p><b>Related Concepts:</b> Personal identity, History, Time</p> <p><b>Learner Profile:</b> Knowledgeable, Reflective</p> <p><b>Subject Focus:</b> Social Studies, Language</p>	<p><b>Celebrations reflect the significance of cultures and beliefs.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The reasons people celebrate</li> <li>• The ways people celebrate</li> <li>• Themes that are reflected through celebrations</li> </ul> <p><b>Key Concepts:</b> Perspective, Function, Connection</p> <p><b>Related Concepts:</b> Traditions, Celebrations, Culture, Beliefs, Similarities/Differences</p> <p><b>Learner Profile:</b> Communicator, open-minded</p> <p><b>Subject Focus:</b> The Arts, PSE, Language</p>	<p><b>Forces act all around us and impact our daily lives.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Types of forces</li> <li>• Scientific investigation</li> <li>• The effect of forces on our daily lives</li> </ul> <p><b>Key Concepts:</b> Form, Function, Causation</p> <p><b>Related Concepts:</b> Theory, Cause and effect, Energy, Movement, Force</p> <p><b>Learner Profile:</b> Thinker, Inquirer, Courageous</p> <p><b>Subject Focus:</b> Science</p>	<p><b>Systems have been created to meet the needs of the community.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Transportation systems in different communities</li> <li>• Specific purposes of different transportation systems</li> <li>• How systems are connected</li> </ul> <p><b>Key Concepts:</b> Form, Function, Connection</p> <p><b>Related Concepts:</b> Systems, Transportation, Locality</p> <p><b>Learner Profile:</b> Thinker, Knowledgeable, Balanced</p> <p><b>Subject Focus:</b> Social Studies</p>	<p><b>We share our environment with other living things.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of living things</li> <li>• Habitats of living things</li> <li>• Our responsibility in sharing our environment</li> </ul> <p><b>Key Concepts:</b> Connection, Form, Responsibility</p> <p><b>Related Concepts:</b> Environment, Living vs non-living, Resources</p> <p><b>Learner Profile:</b> Knowledgeable, Reflective, Inquirer</p> <p><b>Subject Focus:</b> Science, Social Studies</p>

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<b>Year 3</b>	<p><b>Exploring the interconnectedness of well-being enables us to take action towards creating a healthy community.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How Pathways connect to well-being for ourselves and others</li> <li>How empathy impacts our relationships</li> <li>Action that supports well-being</li> </ul> <p><b>Key Concepts:</b> Form Responsibility Causation</p> <p><b>Related Concepts:</b> Wellbeing, Health, Happiness</p> <p><b>Learner Profile:</b> Principled Balanced Caring</p> <p><b>Subject Focus:</b> PSPE, The Arts</p>	<p><b>Through exploration, people discover and learn about themselves and the world around them.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How people explore</li> <li>What motivates people to explore</li> <li>How understanding of the world has changed</li> </ul> <p><b>Key Concepts:</b> Function Causation Change</p> <p><b>Related Concepts:</b> Exploration, Discovery, Motivation, Responsibility, Perspective</p> <p><b>Learner Profile:</b> Courageous Inquirers Open-minded</p> <p><b>Subject Focus:</b> Social Studies</p>	<p><b>An appreciation of nature can be expressed through various creative forms.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Types of creative expression</li> <li>Ways that nature is expressed through art and design</li> <li>Interpreting and evaluating creative expression</li> </ul> <p><b>Key Concepts:</b> Form Connection Perspective</p> <p><b>Related Concepts:</b> Expression, Creativity, Appreciation</p> <p><b>Learner Profile:</b> Communicators Open-minded Reflective</p> <p><b>Subject Focus:</b> The Arts, Language</p>	<p><b>Matter exists in different forms which can be changed and used for a variety of purposes.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>States and properties of matter</li> <li>Changing states of matter</li> <li>Use of matter in people's daily lives</li> </ul> <p><b>Key Concepts:</b> Form Change Function</p> <p><b>Related Concepts:</b> Transformation, States of Matter, Solids, liquids, gases, Properties</p> <p><b>Learner Profile:</b> Thinkers Inquirers Knowledgeable</p> <p><b>Subject Focus:</b> Science</p>	<p><b>Organisations are structured to solve problems and achieve goals.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Organisations and their structures</li> <li>How structures affect success</li> <li>The responsibility of individuals within an organisation</li> </ul> <p><b>Key Concepts:</b> Form Function Responsibility</p> <p><b>Related Concepts:</b> Systems, Consequences, Roles, Rights</p> <p><b>Learner Profile:</b> Communicators Open-minded Principled</p> <p><b>Subject Focus:</b> Social Studies</p>	<p><b>Human actions have an impact on the sustainability of the environment.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Interconnectedness of living things and the natural environment</li> <li>Helpful and harmful impact of human actions on the natural environment</li> <li>Human responsibility for our actions</li> </ul> <p><b>Key Concepts:</b> Connection Causation Responsibility</p> <p><b>Related Concepts:</b> Sustainability, Ecological balance, environment</p> <p><b>Learner Profile:</b> Principled, Open-minded Knowledgeable</p> <p><b>Subject Focus:</b> Science, Social Studies</p>

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<b>Year 4</b>	<p><b>The integration of our body systems are integral to our health and wellness.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The systems of the body and how they function</li> <li>Ways in which body systems are interdependent</li> <li>How to maintain health and wellness</li> </ul> <p><b>Key Concepts:</b></p> <p>Function Connection Responsibility</p> <p><b>Related Concepts:</b></p> <p>Systems, Homeostasis, Interdependence, Health</p> <p><b>Learner Profile:</b></p> <p>Inquirer Balanced Knowledgeable</p> <p><b>Subject Focus:</b></p> <p>Science, PSPE</p>	<p><b>Migration involves challenges, risks, opportunities and change.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Reasons for migration</li> <li>Migration throughout history</li> <li>The impact of migration</li> </ul> <p><b>Key Concepts:</b></p> <p>Perspective Causation Change</p> <p><b>Related Concepts:</b></p> <p>Migration, Challenges, Risks, Opportunities</p> <p><b>Learner Profile:</b></p> <p>Courageous Inquirer</p> <p><b>Subject Focus:</b></p> <p>Social Studies, Science</p>	<p><b>People express identity and culture through The Arts.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Identity and culture</li> <li>How people express identity and culture through The Arts</li> <li>Connections that can be made between identity and culture through The Arts</li> </ul> <p><b>Key Concepts:</b></p> <p>Form Function Connection</p> <p><b>Related Concepts:</b></p> <p>Identity, Culture, Traditions, Values, Beliefs</p> <p><b>Learner Profile:</b></p> <p>Communicator Open-minded</p> <p><b>Subject Focus:</b></p> <p>The Arts, Language, PSE, Social Studies</p>	<p><b>Investigating and understanding energy allows people to innovate, create and offer solutions.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Forms of energy</li> <li>The application of a design process</li> <li>The transfer and transformation of energy</li> </ul> <p><b>Key Concepts:</b></p> <p>Form Function Change</p> <p><b>Related Concepts:</b></p> <p>Transformation, Transfer, Energy, Creativity, Technology</p> <p><b>Learner Profile:</b></p> <p>Thinker Knowledgeable</p> <p><b>Subject Focus:</b></p> <p>Science</p>	<p><b>Communities have systems for production and distribution which affect the choices people make.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The systems for producing and distributing food</li> <li>The impact of production and distribution methods</li> <li>Why people choose the food they eat</li> </ul> <p><b>Key Concepts:</b></p> <p>Function Causation Perspective</p> <p><b>Related Concepts:</b></p> <p>Production, Consumption, Decision Making, Harvesting, Growing, Sustainability</p> <p><b>Learner Profile:</b></p> <p>Principled Reflective</p> <p><b>Subject Focus:</b></p> <p>Social Studies, Science</p>	<p><b>Reaching a resolution is influenced by actions and reactions.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The different perspectives of peace and conflict</li> <li>The conditions which create peace and conflict</li> <li>Choices people make to maintain peaceful relationships</li> </ul> <p><b>Key Concepts:</b></p> <p>Perspective Causation Responsibility</p> <p><b>Related Concepts:</b></p> <p>Consequences, Compromise, Relationships</p> <p><b>Learner Profile:</b></p> <p>Caring Open-minded</p> <p><b>Subject Focus:</b></p> <p>PSE, Language</p>

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<b>Year 5</b>	<p><b>People’s cultural background has an impact on their beliefs, values and actions.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• My culture, beliefs, values and identity</li> <li>• How to show respect for others’ cultures and beliefs</li> <li>• How culture, beliefs and values and values influence actions</li> </ul> <p><b>Key Concepts:</b> Perspective Responsibility Causation</p> <p><b>Related Concepts:</b> Interpretation, Identity, Diversity</p> <p><b>Learner Profile:</b> Caring Open-minded Principled</p> <p><b>Subject Focus:</b> Social Studies, The Arts, PSE</p>	<p><b>Connections between past civilisations and present day societies influence the future.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Characteristics of civilisations and societies</li> <li>• Why civilisations developed</li> <li>• How civilisations have changed over time</li> </ul> <p><b>Key Concepts:</b> Form Causation Change</p> <p><b>Related Concepts:</b> Legacy, Artefacts, Chronology, Innovation, Progress</p> <p><b>Learner Profile:</b> Open-minded Thinkers Knowledgeable</p> <p><b>Subject Focus:</b> Social Studies</p>	<p><b>Media can be used to influence opinions and choices.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Purposes of media</li> <li>• How media techniques can persuade</li> <li>• Audience influence on media design</li> </ul> <p><b>Key Concepts:</b> Function Causation Perspective</p> <p><b>Related Concepts:</b> Audience, Media, Values, Reflection, Evaluation, Branding</p> <p><b>Learner Profile:</b> Communicators Reflective Open-minded</p> <p><b>Subject Focus:</b> The Arts, Language (V&amp;P)</p>	<p><b>Scientific investigation leads to understanding the Earth’s systems and cycles.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Earth’s systems and cycles</li> <li>• interactions between Earth’s systems and cycles</li> <li>• The process of gathering scientific evidence about The Earth</li> </ul> <p><b>Key Concepts:</b> Form, Connection, Function</p> <p><b>Related Concepts:</b> atmosphere, climate, erosion, evidence, geography, geology, gravity, renewable and non-renewable energy sources, resources, seasons, space, sustainability, systems (solar, water cycle, weather), tectonic plate movement</p> <p><b>Learner Profile:</b> Knowledgeable, Inquirers</p> <p><b>Subject Focus:</b> Science</p>	<p><b>Consumer choice and responsibility can influence local and global trade.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The role of supply and demand</li> <li>• Factors that influence trade</li> <li>• Our responsibilities as consumers</li> </ul> <p><b>Key Concepts:</b> Function Causation Responsibility</p> <p><b>Related Concepts:</b> Equity, resources, rights, supply &amp; demand, systems</p> <p><b>Learner Profile:</b> Inquirer Knowledgeable</p> <p><b>Subject Focus:</b> Social Studies</p>	<p><b>Sustainability of ecosystems relies on maintaining the interdependent balance of organisms.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Connections between organisms and their environment</li> <li>• Human impact on the balance of ecosystems</li> <li>• Human responsibility for the biodiversity of the planet</li> </ul> <p><b>Key Concepts:</b> Connection Causation Responsibility</p> <p><b>Related Concepts:</b> Biodiversity, Interdependence, Biomes, Impact</p> <p><b>Learner Profile:</b> Caring, Principled Communicator</p> <p><b>Subject Focus:</b> Science, Social Studies</p>

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	<b>Who We Are</b> 我们是谁	<b>Where We Are in Place &amp; Time</b> 我们身处什么时空	<b>How We Express Ourselves</b> 我们如何表达自己	<b>How the World Works</b> 世界如何运作	<b>How We Organise Ourselves</b> 我们如何组织自己	<b>Sharing the Planet</b> 共享地球
	<i>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; <b>rights and responsibilities</b>; what it means to be human.</i>	<i>An inquiry into orientation into <b>place and time</b>; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; <b>the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</b></i>	<i>An inquiry into the ways in which we discover and express our ideas, feelings, nature, culture, beliefs and values; <b>the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</b></i>	<i>An inquiry into the natural world and its laws; 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 the environment.</i>	<i>An inquiry into the <b>interconnectedness of human-made systems and communities</b>; the structure and function of organisations; <b>societal decision-making</b>; economic activities and their impact on humankind and the environment.</i>	<i>An inquiry into <b>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></i>
<b>Year 6</b>	<p><b>Global citizens have certain rights and responsibilities and take action when those rights are violated.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Children’s rights</li> <li>An imbalance of children’s rights and responsibilities and the causes and effects</li> <li>Promoting children’s rights and responsibilities</li> </ul> <p><b>Key Concepts:</b> Function Causation Responsibility</p> <p><b>Related Concepts:</b> Perspective, Self, Wellbeing</p> <p><b>Learner Profile:</b> Caring, Principled, Balanced</p> <p><b>Subject Focus:</b> Social Studies, PSE</p>	<p><b>Significant events in history reveal multiple points of view that influence actions.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The role of a historian</li> <li>How our perspective on significant events is influenced</li> <li>Consequences and effects of a significant historical event</li> </ul> <p><b>Key Concepts:</b> Function Perspective Causation</p> <p><b>Related Concepts:</b> History, Opinion, Interpretation, Evidence, Bias</p> <p><b>Learner Profile:</b> Inquirers Thinkers Open-minded</p> <p><b>Subject Focus:</b> Social Studies, Language</p>	<p><b>Purposefully developed aesthetics create emotional responses from audiences.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How aesthetics cause different emotional responses</li> <li>How artists consider audience response when developing pieces</li> <li>How aesthetic is used to communicate a specific perspective</li> </ul> <p><b>Key Concepts:</b> Causation Connection Perspective</p> <p><b>Related Concepts:</b> Beauty, Culture, Mood, Style</p> <p><b>Learner Profile:</b> Communicator, Open-minded Reflective</p> <p><b>Subject Focus:</b> The Arts, PSE (?)</p>	<p><b>Investigation is required in order to understand scientific (chemical and physical) phenomena.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>The structure and properties of matter</li> <li>Physical and chemical changes</li> <li>The scientific explanation of phenomena</li> </ul> <p><b>Key Concepts:</b> Form Change Causation</p> <p><b>Related Concepts:</b> Chemical and physical changes, Properties, Evidence, Conservation of Matter, Materials, Modelling, Processes</p> <p><b>Learner Profile:</b> Knowledgeable, Communicators, Courageous</p> <p><b>Subject Focus:</b> Science</p>	<p><b>Leadership can influence members of a community.</b></p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Responsibilities of leaders and communities</li> <li>Representation of opinions within a community</li> <li>How societal decision-making has an impact on communities</li> </ul> <p><b>Key Concepts:</b> Perspective Causation Responsibility</p> <p><b>Related Concepts:</b> Systems, Leadership, Fairness, Equality, Decisions, Justice</p> <p><b>Learner Profile:</b> Communicators Balanced</p> <p><b>Subject Focus:</b> Social Studies</p>	<p><b>(PYP Exhibition) People encounter challenges that provide opportunities to make a difference.</b></p> <p><b>Lines of Inquiry:</b> Student Written</p> <p><b>Key Concepts:</b> Causation Perspective Responsibility</p> <p><b>Related Concepts:</b> Student Chosen</p> <p><b>Learner Profile:</b> All</p> <p><b>Subject Focus:</b> All</p>

