

Harare International School IB PYP PROGRAMME OF INQUIRY 2019-20

Transdisciplinary theme	An inquiry into 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.	An inquiry into 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.	An inquiry into 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.	An inquiry into 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.	An inquiry into 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.	An inquiry into 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>Early Childhood 1</p> <p>Updated April 2019</p>	<p>ME IN MY CLASSROOM (1) Central idea: Learning to work in a new environment requires us to work with others.</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: independence, relationships</p> <p>Lines of inquiry: -the classroom environment and routines - feelings and emotions towards new situations -getting along with others</p> <p>Learner profile: open-minded, balanced, principled</p> <p>ATL :social, communication, self-management</p> <p>Subject focus: Individuals & Societies, language, mathematics, PSPE (visual arts, music)</p>	<p>LET'S PLAY (2) Central idea: We use play to express our feelings and ideas in order to come to new understandings.</p> <p>Key concepts: function, connection, perspective</p> <p>Related concepts: expression, feelings</p> <p>Lines of inquiry: -communicating through play -imaginative use of everyday materials -games and toys</p> <p>Learner profile: communicator, courageous, principled</p> <p>ATL: thinking, communication</p> <p>Subject focus: language, mathematics (Individuals & Societies, drama, dance, PSPE, (visual arts, music)</p>	<p>LIGHT AND DARK (3) Central idea: Light and dark occur as a regular natural pattern which affects our lives and our environment.</p> <p>Key concepts: form, change, causation</p> <p>Related concepts: systems, forms of energy</p> <p>Lines of inquiry: -sources of light -shadows and reflections -the effects of day and night -how people and animals behave during day and night</p> <p>Learner profile: inquirer, thinker</p> <p>ATL: thinking, research</p> <p>Subject focus: science, language (visual arts, Individuals & Societies, PSPE, mathematics, music)</p>	<p>AMAZING ANIMALS (4) Central idea: Animals and people interact in different ways and we have a responsibility towards them.</p> <p>Key concepts: responsibility, reflection, perspective</p> <p>Related concepts: well-being, role</p> <p>Lines of inquiry: - the role of animals in our lives -our responsibility towards the well-being of animals -the animals in Zimbabwe</p> <p>Learner profile: knowledgeable, caring, reflective</p> <p>ATL: thinking, social, self-management, communication</p> <p>Subject focus: science, language, mathematics Individuals & Societies, drama, visual arts, PSPE)</p>		

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<p>Early Childhood 2</p> <p>Updated April 2019</p>	<p>WHO I AM (1)</p> <p>Central idea: As we grow we learn about our unique identity and how special we are.</p> <p>Key concepts: form, perspective, change</p> <p>Related concepts: self, growth, interests, family</p> <p>Lines of inquiry: -understanding what I can do -my interests -how I grow and change</p> <p>Learner profile caring, principled open-minded, inquirer, balanced</p> <p>ATL: research, social, communication, self-management</p> <p>Subject focus: Individuals & Societies, language, mathematics, visual arts, PSPE (science, music)</p>		<p>LET'S IMAGINE (3)</p> <p>Central idea: We use our imagination and creativity to express ourselves.</p> <p>Key concepts: perspective, connection</p> <p>Related concepts: imagination, creativity, expression</p> <p>Lines of inquiry: -what imagination is -what creativity is -different ways of expressing creativity and imagination</p> <p>Learner profile communicator, courageous</p> <p>ATL: thinking, social, communication</p> <p>Subject focus: language, mathematics (drama, PSPE dance, visual arts, music)</p>	<p>EXPLORING MATERIALS (4)</p> <p>Central idea: Understanding the way materials behave determines how people use them.</p> <p>Key concepts: form, function, causation</p> <p>Related concepts: behaviour, properties, materials</p> <p>Lines of inquiry: -how materials behave -how materials change -how we use materials</p> <p>Learner profile: thinker, knowledgeable, inquirer</p> <p>ATL: research</p> <p>Subject focus: science, mathematics, language (visual arts, Individuals & Societies, music, PSPE dance, drama)</p>		<p>IS IT ALIVE? (2)</p> <p>Central idea: Living things sustain life on earth and play a role in our lives.</p> <p>Key concepts: responsibility, connection</p> <p>Related concepts: living, non-living, classification</p> <p>Lines of inquiry: -living and non-living -the needs of plants and animals -how plants and animals contribute to our lives</p> <p>Learner profile: inquirer, knowledgeable, reflective</p> <p>ATL: thinking, research</p> <p>Subject focus: science, mathematics, language, visual arts Individuals & Societies, music, PSPE, dance, drama)</p>

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Kindergarten Updated April 2019	<p>BUILDING FRIENDSHIPS (1)</p> <p>Central idea: Our actions impact on our relationships with others.</p> <p>Key concepts: causation, perspective, responsibility</p> <p>Related concepts: actions, impact, relationship</p> <p>Lines of inquiry: -how we develop relationships -our actions have an impact on others -how to use strategies to resolve conflict</p> <p>Learner profile: principled, caring, courageous</p> <p>ATL: Social, thinking, research, communication</p> <p>Subject focus: Individuals & Societies, language, PSPE, visual arts (music, mathematics, modern languages, drama)</p>	<p>HOME SWEET HOME (3)</p> <p>Central idea: Homes reflect people’s culture and are influenced by the environment.</p> <p>Key concepts: perspective, change, connection</p> <p>Related concepts: culture, influence, environment</p> <p>Lines of inquiry: -different types of homes around the world -why houses are built the way they are (materials, culture and environment)</p> <p>Learner profile: thinker, inquirer</p> <p>ATL: research, thinking</p> <p>Subject focus: Individuals & Societies, language, modern languages (mathematics)</p>	<p>SOUNDS ALIVE (4)</p> <p>Central idea: We express ourselves through the creation and response to sound.</p> <p>Key concepts: form, function, causation</p> <p>Related concepts: pattern, creation, expression</p> <p>Lines of inquiry: -how we use sounds to express ourselves -how sound travels -the sound patterns of rhythms and rhymes</p> <p>Learner profile: communicator, reflective</p> <p>ATL: Communication, thinking, self-management</p> <p>Subject focus: language, science, music, (PSPE, dance, modern languages, mathematics, visual arts)</p>	<p>PUSHES AND PULLS(6)</p> <p>Central idea: Forces, balance and motion affect us and the things around us.</p> <p>Key concepts: function, causation</p> <p>Related concepts: opposites, consequences, force, balance, motion</p> <p>Lines of inquiry: -what a push/pull is -the relationship between forces, balance and motion -how forces act to change things around us</p> <p>Learner profile: inquirer, courageous, thinker</p> <p>ATL: thinking, self-management, communication</p> <p>Subject focus: science, PSPE, drama, music, language (mathematics)</p>	<p>FROM FIELD TO TABLE (5)</p> <p>Central idea: Many products go through a process of change before they are consumed or used.</p> <p>Key concepts: change, connection</p> <p>Related concepts: process, materials, purpose</p> <p>Lines of inquiry: -the origins of products -changes products go through -how we use the products</p> <p>Learner profile: balanced, open-minded</p> <p>ATL: self-management, research</p> <p>Subject focus: Individuals & Societies, science, language (visual arts, modern languages, mathematics, drama)</p>	<p>WHAT A WASTE! (2)</p> <p>Central idea: What people do with waste affects the environment.</p> <p>Key concepts: responsibility, causation</p> <p>Related concepts: environment, recycling</p> <p>Lines of inquiry: -the waste that we make and what happens to it -the effect waste has on our local environment -ways in which waste can be reduced, reused, recycled</p> <p>Learner profile: knowledgeable, caring, reflective</p> <p>ATL: thinking, communication, research</p> <p>Subject focus: science, Individuals & Societies, language, mathematics, visual arts (music, modern languages)</p>

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<p>Grade 1</p> <p>Updated April 2019</p>	<p>BODY WORKS (5)</p> <p>Central idea: Understanding our body systems and how they work together helps us make informed choices.</p> <p>Key concepts: function, form, responsibility, Related concepts: systems, health, connection</p> <p>Lines of inquiry: -the parts of the body systems and how they work -how the parts and systems work together -how we can take care of our bodies by developing healthy habits.</p> <p>Learner profile: balanced, inquirer</p> <p>ATL: social, research, communication</p> <p>Subject focus: science, mathematics, language (drama, modern languages, PSPE, dance)</p>	<p>MY STORY (1)</p> <p>Central idea: Exploring personal histories helps us understand the relationship between past and present.</p> <p>Key concepts: causation, change, reflection Related concepts: chronology/timelines, evidence, history, artefacts, identity</p> <p>Lines of inquiry: - significant events, experiences, traditions in our lives and their sequence -similarities and differences across generations -evidence of our personal histories and identity</p> <p>Learner profile: inquirer, caring</p> <p>ATL: communication, research, self-management</p> <p>Subject focus: Individuals & Societies, language (modern languages, mathematics, visual arts, music)</p>	<p>WHOSE STORY IS IT ANYWAY? (6)</p> <p>Central idea: We can appreciate stories from different points of view.</p> <p>Key concepts: perspective, function, connection Related concepts: genre, opinion</p> <p>Lines of inquiry: -stories from the perspective of different characters -different ways of expressing points of view</p> <p>Learner profile: open-minded, communicator, reflective</p> <p>ATL: research, communication, thinking</p> <p>Subject focus: language (modern languages, mathematics, visual arts, PSPE)</p>	<p>(2) CYCLES OF LIFE</p> <p>Central idea: All living things go through a process of growth and change.</p> <p>Key concepts: change, connection, causation Related concepts: metamorphosis, transformation, cycles, pattern</p> <p>Lines of inquiry: -patterns of growth -how living things change over their lifetime -factors that can influence life cycles</p> <p>Learner profile: knowledgeable, reflective, caring</p> <p>ATL: research, social</p> <p>Subject focus: science, language (Individuals & Societies, drama, mathematics, visual arts, music)</p>	<p>MWANA WE KUMUSHA—Village Child (3)</p> <p>Central idea: Where we live affects our everyday life.</p> <p>Key concepts: function, causation, connection Related concepts: artefacts, roles and traditions</p> <p>Lines of inquiry: -differences between towns and villages -ways in which children in Zimbabwean villages spend their leisure and work time -how their activities are similar to, or different from, ours.</p> <p>Learner profile: courageous, open-minded</p> <p>ATL: social, communication, research</p> <p>Subject focus: Individuals & Societies, language (visual arts, music, PSPE, modern languages, mathematics)</p>	<p>(4) BALANCED EARTH</p> <p>Central idea: We can make choices to keep our earth and atmosphere in balance, thereby sustaining life.</p> <p>Key concepts: responsibility, function, causation Related concepts: atmosphere, balance, climate change, energy, sustainability</p> <p>Lines of inquiry: -maintaining a balance between earth and its atmosphere -alternative sources of energy -responsible action to reduce our carbon footprint</p> <p>Learner profile: inquirer, thinker, principled, knowledgeable</p> <p>ATL: thinking, social, research, communication</p> <p>Subject focus: science, Individuals & Societies, language, mathematics (modern languages, drama)</p>

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<p>Grade 2</p> <p>Updated April 2019</p>	<p>ROLE MODELS AND HEROES (5)</p> <p>Central idea: People can influence the choices we make.</p> <p>Key concepts: perspective, connection</p> <p>Related concepts: role models, choice, influence, heroes</p> <p>Lines of inquiry: -what heroes and role models are -why we have role models -who my role models are and why -how role models influence my choices and impact on my life</p> <p>Learner profile: courageous, thinker, principled, open-minded</p> <p>ATL: research, thinking, social, self-management</p> <p>Subject focus: Individuals & Societies, PSPE, music, language (modern languages, mathematics)</p>	<p>OUT OF THIS WORLD! (6)</p> <p>Central idea: Our understanding of earth and its place in the universe continues to develop and change.</p> <p>Key concepts: form, connection, perspective</p> <p>Related concepts: universe, history, interconnectedness, discovery</p> <p>Lines of inquiry: -earth's place in the universe -space explorations and discoveries -how our perceptions of earth's place in the universe have changed over time</p> <p>Learner profile: inquirer, open-minded</p> <p>ATL: research, thinking, communication</p> <p>Subject focus: Individuals & Societies, science, language, mathematics (modern languages, visual arts)</p>	<p>ALL THE WORLD'S A STAGE (4)</p> <p>Central idea: We can work together to express ourselves through the performing Arts.</p> <p>Key concepts: form, causation, function</p> <p>Related concepts: production, process, cooperation, communication</p> <p>Lines of inquiry: -ways of collaborating effectively -ways of expressing ourselves through the performing arts</p> <p>Learner profile: communicator, courageous, balanced</p> <p>ATL: communication, social</p> <p>Subject focus: language, drama, music, dance (modern languages, mathematics, PSPE)</p>	<p>WHAT'S THE MATTER? (3)</p> <p>Central idea: Materials can undergo changes that may provide challenges and benefits for society and the environment.</p> <p>Key concepts: form, change, connection</p> <p>Related concepts: transformation, advances, impact, sustainability</p> <p>Lines of inquiry: -natural and man-made materials -conditions that cause reversible and irreversible changes in materials -how society takes advantage of the properties of materials -the impact of scientific and technological advances</p> <p>Learner profile: inquirer, communicator, reflective, knowledgeable</p> <p>ATL: Thinking, research, communication</p> <p>Subject focus: science, Individuals & Societies, mathematics, music, visual arts, PSPE, language</p>	<p>OUR SCHOOL COMMUNITY (2)</p> <p>Central idea: People organize themselves in communities so they can live and work together effectively.</p> <p>Key concepts: function, connection</p> <p>Related concepts: organization, community, cooperation, effectiveness</p> <p>Lines of inquiry: -what a community is -our school as a community of people with different roles -how our school is organized</p> <p>Learner profile: inquirer, communicator, courageous</p> <p>ATL: thinking, communication, research</p> <p>Subject focus: Individuals & Societies, PSPE, visual arts, language (mathematics, modern languages, music)</p>	<p>HABITATS and HABITS (1)</p> <p>Central idea: When interacting with natural habitats, humans make choices that have an impact on other living things.</p> <p>Key concepts: responsibility, causation, change</p> <p>Related concepts: repercussion, interaction, behaviour, adaptation, habitat</p> <p>Lines of inquiry: -balance between rights and responsibilities -human impact on natural habitats -how living things respond to changing environmental conditions</p> <p>Learner profile: knowledgeable, reflective, caring</p> <p>ATL: thinking, research, self-management</p> <p>Subject focus: Individuals & Societies, science, visual arts, language (mathematics, modern languages)</p>

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<p>Grade 3</p> <p>Updated April 2019</p>	<p>BELIEFS AND VALUES (3)</p> <p>Central idea: Beliefs and values influence the action of people and communities.</p> <p>Key concepts: perspective, causation</p> <p>Related concepts: belief, values, identity, action</p> <p>Lines of inquiry: -what beliefs and values are -our personal beliefs and values -similarities and differences in beliefs and practices -how beliefs and values impact on people and communities</p> <p>Learner profile: open-minded, reflective, balanced</p> <p>ATL: thinking, social, communication, self-management</p> <p>Subject focus: Individuals & Societies, language (mathematics, PSPE, dance, visual arts, modern languages)</p>	<p>AWESOME ANCIENTS (6)</p> <p>Central idea: Evidence of past civilizations can be used to make connections to present-day society.</p> <p>Key concepts: connection, form, change</p> <p>Related concepts: continuity, progress, artefacts</p> <p>Lines of inquiry: -characteristics of civilizations and societies -connections between past and present -evidence of past civilizations</p> <p>Learner profile: communicator, courageous, reflective</p> <p>ATL: research, self-management, social</p> <p>Subject focus: Individuals & Societies, science, language (visual arts, mathematics, music, modern languages)</p>	<p>EXPRESS YOURSELF (5)</p> <p>Central idea: Stimulating the imagination provides a vehicle for creative expression.</p> <p>Key concepts: form, perspective</p> <p>Related concepts: creativity, imagination, expression, response</p> <p>Lines of inquiry: -what imagination is -ways we can stimulate the imagination -ways to creatively express -responses to creative expression</p> <p>Learner profile: communicator, reflective, courageous</p> <p>ATL: thinking, communication, self-management</p> <p>Subject focus: language, music, visual arts, drama, PSPE, (modern languages, mathematics)</p>	<p>EARTH'S CYCLES (4)</p> <p>Central idea: Earth's natural cycles and our lives are interconnected.</p> <p>Key concepts: connection, change, causation</p> <p>Related concepts: impact, cycles, interconnectedness</p> <p>Lines of inquiry: -Earth's cycles and how they are interrelated -human response to Earth's changes -impact of scientific and technological advances</p> <p>Learner profile: thinker, courageous</p> <p>ATL: thinking, social, self-management</p> <p>Subject focus: science, Individuals & Societies, language (PSPE, music, dance, mathematics)</p>	<p>SPACE BECOMES PLACE (1)</p> <p>Central idea: Spaces within communities can be developed to meet the needs of people.</p> <p>Key concepts: function, change, responsibility</p> <p>Related concepts: space, needs, development</p> <p>Lines of inquiry: -physical and virtual spaces in our community -the ways spaces meet the needs of people -development of spaces for improvement</p> <p>Learner profile: caring, principled</p> <p>ATL: thinking, social, communication, self-management</p> <p>Subject focus: Individuals & Societies, language, PSPE, modern languages, visual arts (mathematics)</p>	<p>PEACE (2)</p> <p>Central idea: Reaching a resolution during periods or moments of conflict is influenced by thoughts, actions and reactions of all involved.</p> <p>Key concepts: causation, perspective, responsibility</p> <p>Related concepts: peace, conflict, reconciliation, consequences</p> <p>Lines of inquiry: -causes of conflict (personal, local, global) -human rights and equity -strategies and consequences of conflict resolution</p> <p>Learner profile: knowledgeable, inquirer</p> <p>ATL: research, thinking, self-management</p> <p>Subject focus: PSPE, Individuals & Societies, music, modern languages, language</p>

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<p>Grade 4</p> <p>Updated April 2019</p>	<p>WELL-BEING (2)</p> <p>Central idea: A balanced lifestyle requires people to make choices about their health and well-being. Key concepts: function, causation, responsibility Related concepts: well-being, balance, health, choice</p> <p>Lines of inquiry: -physical and mental health (diet, exercise, hygiene) -how the choices we make affect our health and well-being -how we can live a balanced lifestyle</p> <p>Learner profile: knowledgeable, balanced</p> <p>ATL: thinking, self-management, research</p> <p>Subject focus: science, language, PSPE (Individuals & Societies, mathematics, dance, music, visual arts, modern languages)</p>	<p>EXPLORERS ON THE MOVE (4)</p> <p>Central idea: Throughout history, human exploration has had an impact on the world and its people. Key concepts: change, causation, perspective Related concepts: chronology, discovery, exploration</p> <p>Lines of inquiry: -characteristics and motivation of explorers -challenges of exploration -impact of exploration on explorers and the explored</p> <p>Learner profile: inquirer, knowledgeable, communicator</p> <p>ATL: research, communication</p> <p>Subject focus: Individuals & Societies, language, mathematics, music, PSPE (visual arts, modern languages)</p>	<p>PERSUASIVE MESSAGES (3)</p> <p>Central idea: People can manipulate messages to target specific audiences. Key concepts: perspective, responsibility Related concepts: influence, audience, media</p> <p>Lines of inquiry: -how images, text and music are used to influence audience -critical evaluation of messages presented in the media -how people respond to messages</p> <p>Learner profile: open-minded, caring, courageous, communicator</p> <p>ATL: communication, social</p> <p>Subject focus: language (Individuals & Societies, PSPE, modern languages, drama, music)</p>	<p>INVENTING AND INNOVATING MINDS (5)</p> <p>Central idea: People can invent to solve problems and meet needs. Key concepts: function, change Related concepts: design, mechanics, simple machines, technological advances</p> <p>Lines of inquiry: -the need for invention and innovation -the design cycle -the impact of design and technology on daily life</p> <p>Learner profile: inquirer, communicator, courageous</p> <p>ATL: thinking, self-management, communication, research</p> <p>Subject focus: science, visual arts, Individuals & Societies, language, (mathematics, PSPE, modern languages, music)</p>	<p>TAKING CHARGE (1)</p> <p>Central idea: People develop rules and systems for governing themselves. Key concepts: function, responsibility, form Related concepts: conflict, cooperation, citizenship, identity, perspective, leadership</p> <p>Lines of inquiry: -the rights and responsibilities of decision making -types of social systems -the need for rules and government</p> <p>Learner profile: thinker, caring, reflective, principled</p> <p>ATL: social, self-management</p> <p>Subject focus: Individuals & Societies, PSPE, mathematics, language (visual arts, music, modern languages)</p>	<p>ALL LIFE CONNECTS (6)</p> <p>Central idea: Biodiversity relies on maintaining the interdependent balance of organisms within systems. Key concepts: causation, connection, responsibility Related concepts: interdependence, balance, biodiversity</p> <p>Lines of inquiry: -ways in which ecosystems, biomes and environments are interdependent -the interdependence between people and the environment -the consequences of imbalance within systems (Explore Zimbabwe)</p> <p>Learner profile/attitudes: thinker, communicator, caring, knowledgeable</p> <p>ATL: research, communication, social</p> <p>Subject focus: science, language, mathematics (Individuals & Societies, PSPE, modern languages, visual arts)</p>

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<p>Grade 5</p> <p>Updated April 2019</p>	<p>The Exhibition (5)</p> <p>(subject focus: all)</p> <p>ATL: ALL</p>	<p>EARLY HUMAN MIGRATION (4)</p> <p>Central idea: Early human migration was a response to challenges, risks and opportunities.</p> <p>Key concepts: change, connection</p> <p>Related concepts: impact, migration, geography</p> <p>Lines of inquiry: -reasons people migrate -migration routes -the impact of migration</p> <p>Learner profile: reflective, communicator, knowledgeable</p> <p>ATL: research, communication</p> <p>Subject focus: Individuals & Societies, language (visual arts, music, PSPE, mathematics, modern languages)</p>	<p>THE ARTS (6)</p> <p>Central idea: Creating and responding to the Arts develops understanding of ourselves and the world around us.</p> <p>Key concepts: form, perspective,</p> <p>Related concepts: creativity, appreciation, cultural expression</p> <p>Lines of inquiry: - the Arts can reflect societal values and issues - the Arts develop understanding and appreciation -personal preference in creating and responding to the Arts</p> <p>Learner profile: courageous, balanced</p> <p>ATL: communication, social</p> <p>Subject focus: language, PSPE, visual arts, music (Individuals & Societies, modern languages)</p>	<p>ENERGY (2)</p> <p>Central idea: Energy may be transformed and used to support human progress.</p> <p>Key concepts: function, change, responsibility</p> <p>Related concepts: transformation, progress, environment</p> <p>Lines of inquiry: - forms of energy -consumption and transformation of energy -sustainable energy practices -the scientific method</p> <p>Learner profile: inquirer, knowledgeable</p> <p>ATL: thinking, research</p> <p>Subject focus: science, mathematics, language (Individuals & Societies, PSPE, music)</p>	<p>TRADE (3)</p> <p>Central idea: Economic activity relies on systems of production, exchange and consumption of goods and services.</p> <p>Key concepts: function, connection</p> <p>Related concepts: consumption, production, exchange</p> <p>Lines of inquiry: -the motivation behind economic activities -supply and demand -marketing strategies</p> <p>Learner profile: thinker, balanced, communicator</p> <p>ATL: thinking, research, communication</p> <p>Subject focus: Individuals & Societies, language, mathematics (PSPE, modern languages)</p>	<p>WEALTH and EQUALITY (1)</p> <p>Central idea: Wealth and equality are impacted by access to natural resources.</p> <p>Key concepts: form, causation</p> <p>Related concepts: wealth, power, access, conservation</p> <p>Lines of inquiry: -equitable access to resources and opportunities -the relationship between wealth, power and the environment -the impact of the distribution of wealth</p> <p>Learner profile: principled, open-minded, caring</p> <p>ATL: self-management</p> <p>Subject focus: Science, Individuals & Societies, language, mathematics (PSPE, visual arts)</p>