




Programme Of Inquiry 2025-26

Year 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.

E1,2&3	Grade 1&2	Grade 3&4	Grade 5
My family is unique and contributes to who I am.	Increasing our awareness of our interests and abilities enables us to develop our self-identity.	Role models can reflect the characteristics that societies and individuals value.	We are shaped by our inherited traits and our personal environment.
An inquiry into:			
<ul style="list-style-type: none"> Family similarities, roles and responsibilities Unique characteristics of families What we learn from our families 	<ul style="list-style-type: none"> Our personal interests Our abilities and what we can do Our interactions with others 	<ul style="list-style-type: none"> Characteristics of role models The influence of role models on our beliefs and values How choices and actions affect others 	<ul style="list-style-type: none"> Inherited traits and how they influence who we are The connection between our acquired traits and the environment Physical, social and emotional changes we experience as we get older Growing awareness of our shared human experiences
Specified Concepts:			
form, responsibility	function, responsibility, perspective	function, responsibility,	change, causation
Related Concepts:			
relationships, belonging, culture	roles, interaction, community, sense of self	values, beliefs, decisions	character, diversity, development,
Main Subject Focus			
Science	PSHE		Literacy
Learner Profile Attributes:			
balanced, caring, reflective	communicators, balanced, principled	communicators, reflective	reflective, communicator
Approaches to Learning Skills:			
Communication, Social, Self-Management	communication, self-management, social	communication, thinking, research	communication, self-management
Link to Sustainable Development Goals			
	4, 10	4, 10	3, 5,
Unit Description			
	Students will share personal interests and hobbies and gain an understanding of		<i>Students will explore their inherited traits and their impact on the self. They will inquire into their acquired traits, identifying environmental connections. They will develop an understanding of the physical changes that occur during puberty and reflect on how these connect to the social and emotional changes people undergo during puberty.</i>
Field Trip/ Guest Speaker			
	MS/US mentors?		



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.

EY1,2&3	Grade 1&2	Grade 3&4	Grade 5
<i>EYP 2/3 completes four units of inquiry per year.</i>	The geography of a place influences how people live their lives	Past civilisations shape present-day systems and technologies.	Human migration is a response to challenges, risks and opportunities.
An inquiry into:			
	<ul style="list-style-type: none"> • Geography of places • How geography shapes the way we live our lives 	<ul style="list-style-type: none"> • Life in different times and places • Contributions of past civilisations to our civilisation today • Artefacts can give us information about the past • connections between inventions and theories from the past and present 	<ul style="list-style-type: none"> • Reasons people migrate • Challenges for immigrants and their new communities • Contributions of immigrants • Effects of migration on communities, culture and individuals over time
Specified Concepts:			
	causation, change, form	change, perspective, connection	causation, change, connection, function
Related Concepts:			
	chronology, geography, progress	civilisations, innovation, history, chronology	migration, geography, settlement, conflict, borders
Main Subject Focus			
	social studies		soc studies
Learner Profile Attributes:			
	knowledgeable, inquirer	thinker, inquirer, knowledgeable	open-minded, reflective
Approaches to Learning Skills:			
	research, self-management, social	research, thinking, communication	communication, research
Link to UN's Sustainable Development Goals			
	14, 15	5, 8, 11	4, 10, 16
Unit description			
	Students will learn about countries and continents, and inquire into different landforms and how they affect daily life (food, clothing, transport, shelter).		<i>Students will explore why people migrate to different countries and inquire into the various reasons. Students will compare and contrast the different challenges that migrants have faced over time, and the effects on communities. Students will research a migration journey and study the challenges and achievements related to it.</i>
Field Trip/Guest speaker			
	Edwin Scharff?		



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.

EY1,2&3	Grade 1&2	Grade 3&4	Grade 5
SHARED CENTRAL IDEA ACROSS WHOLE LOWER SCHOOL			
<i>Through expression we find belonging, build empathy, and inspire change</i>			
An inquiry into:			
Each Grade collaboratively developed their lines of Inquiry, Key Concepts, Learner Profile Attributes, Approaches to Learning Skills			
<ul style="list-style-type: none"> Why people express themselves in different ways How expression helps people connect and understand each other How expression can lead to change <p>Key Concepts: causation, change, perspective</p> <p>Learner Profiles: open-minded, caring, communicator</p> <p>ATL Skills: communication, thinking, social</p>	<ul style="list-style-type: none"> How expressing ourselves helps us understand ourselves and others, and can lead to change How stories and words help us share who we are and connect with others How we express our feelings, thoughts, and beliefs through movement, images, sound, and performance <p>Key concepts: perspective, connection</p> <p>Learner Profile: open-minded, risk-taker, thinker</p> <p>ATL Skills: social, communication</p>	<ul style="list-style-type: none"> How forms of expression help individuals connect, understand others, and advocate for change How authors and storytellers use voice to share personal and collective experiences How visual and performing arts communicate emotions, ideas, and cultural identities <p>Key Concepts: Connection, Perspective, Responsibility</p> <p>Learner Profile: Inquirers, Open-minded, Thinkers, Risk-takers</p> <p>ATL Skills: Thinking skills, Social skills</p>	<p>PYPx</p> <ul style="list-style-type: none"> How personal passions and shared values can drive action and connect communities (PYPx prep) How stories and perspectives can influence our understanding of self and others How artistic expression communicates identity, emotions, and social issues <p>Key concepts: Perspective (across the year-long unit) 2 x student choice for PYPx</p> <p>Learner Profile: 2-3 student choice</p> <p>ATL skills: Self-management (across the yearlong unit) 2x student choice for PYPx Student choice</p>







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.

EY1,2&3	Grade 1&2	Grade 3&4	Grade 5
<i>EYP 2/3 completes four units of inquiry per year.</i>	Materials can be changed	Earth's structure changes over time	Scientific and technological advances have enhanced our understanding of the Earth and its place in the universe
An inquiry into:			
	<ul style="list-style-type: none"> Materials have many properties How materials can be changed How we use our understanding of materials 	<ul style="list-style-type: none"> The causes and effects of changes to the Earth's geology over time The impact of the Earth's changes on people and the environment How technology helps us to predict changes and act 	<ul style="list-style-type: none"> Earth and its place in the universe technology which aids the study of our universe consequences/impact of technological and scientific advances (<i>in other areas of life</i>)
Specified Concepts:			
	form, function, connection	form, causation, change	change, causation, function
Related Concepts:			
	role, systems, sequence	geology, tectonic movement, extreme weather, earthquakes	systems, evolution, needs, sustainability,
Main Subject Focus			
		Science, climate change	Space, planets,
Learner Profile Attributes:			
	inquirer, knowledgeable, thinkers	inquirer, knowledgeable	knowledgeable, communicator
Approaches to Learning Skills:			
,	thinking, research, self-management	research, thinking, communication	research, communication
Link to UN's Sustainable Development Goals			
	6, 9, 12, 17	11,?	9, 13
Unit Description			
	<p><i>Through gaining knowledge about the types of materials and their function and by conducting experiments and testing how they change, students will explore their perspective of many different materials, how they are made and their effects on the planet. We will use the design process (identify the need, brainstorm ideas, plan a design drawing, build, test and evaluate, redesign, share) and through reflection creatively design and make a home or a shelter for a purpose in a specific location in the world that promotes the caring action of sharing the planet through making choices about materials we use.</i></p>	<p><i>Students will develop an understanding of the Earth's geology and the natural phenomena that cause its physical features over time. Students will research and conduct experiments to explore the concepts that shape our planet, such as tectonic movement and convection currents. We will explore and reflect on the impact these changes have on humans and ways we can predict and respond.</i></p>	
Field Trips / Guest speaker			
	Experimenta Science Centre - Heilbronn (expensive, but looks super cool!)		Planetarium Laupheim






*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.*

EY1,2&3	Grade 1&2	Grade 3&4	Grade 5
We use transportation to go from one place to another	Products go through a process before they are used	We depend on goods and services to meet our needs and wants.	Governments facilitate the functioning of society
An inquiry into:			
<ul style="list-style-type: none"> * Types of transportation * transportation in our community * How transportation works 	<ul style="list-style-type: none"> * Origins of different products we eat * The production of food and how food changes * The systems we use to get products to consumers 	<ul style="list-style-type: none"> • How consumers and producers depend on each other • The process of creating and providing a product or service • The role that people play in goods and services 	<ul style="list-style-type: none"> • Different forms of governing systems • How governments facilitate the functioning of society • citizenship • How citizens can monitor and influence the actions of their government
Specified Concepts:			
form, connection, function	change function, responsibility	form, function, connection	form, function
Related Concepts:			
cooperation, transportation	process, product, origin	cooperation, systems, market, goods, services, employment	governance, systems, citizenship, rights
Main Subject Focus:			
Learner Profile Attributes:			
knowledgeable, reflective	inquirer, thinker	thinker, communicator, principled	knowledgeable, principled
Approaches to Learning Skills:			
communication, research	communication, thinking	thinking, social, self-management	research, thinking
Link to UN's Sustainable Development Goals			
	 12,	 8  9  11	16
Unit description			
Field trips / Expert speaker			
	Edeka? Restaurant? Farm?		



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.

EY1,2&3	Grade 1&2	Grade 3&4	Grade 5
We share the planet with many different animals.	Our daily choices impact the health of our environment	Biodiversity relies on maintaining the interdependent balance of organisms within systems.	Unequal access to a clean, healthy environment may lead to conflict and climate change
An inquiry into:			
<ul style="list-style-type: none"> Characteristics of animals What animals need Similarities and differences between animals 	<ul style="list-style-type: none"> Effects of waste on our local and global community transforming waste Actions to reduce waste 	<ul style="list-style-type: none"> ways in which ecosystems, biomes and environments are interdependent The consequences of imbalance within ecosystems Actions that can conserve, protect & restore the balance of ecosystems 	<ul style="list-style-type: none"> The causes of climate change Effects of economic inequality on the environment The impact of climate change on different communities and individuals our responsibility as global citizens to help work towards solutions
Specified Concepts:			
form, function, connection	causation, responsibility, perspective	responsibility, connection, causation	causation, responsibility connection
Related Concepts:			
needs, relationship	habitats, impact, interdependence	biodiversity, systems, adaptations	rights, equity, Justice, Conflict, Rights, Agency
Main Subject focus			
		Science, Soc st	
Learner Profile Attributes			
inquirers, knowledgeable, caring		Thinker, open-minded, reflective	
Approaches to Learning Skills:			
communication, thinking	research, communication	thinking, research, self-management	Thinking, research
Link to UN's Sustainable Development Goals			
14, 15		12, 13, 14, 15	  11
Unit description			
Field Trip / Guest speaker			
Bee keeper Gruenes Klassenzimmer Zoo?	Recycling plant? Eco-council		

SUSTAINABLE DEVELOPMENT GOALS

