

Annex 1: IPS 2022-2023 Programme of Inquiry

IPS Programme of Inquiry Early Learners Matrix

	Who we are	How We Express Ourselves	How We Organize Ourselves	How the World Works
	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 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 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 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
KG1	<p>Marvelous Me</p> <p>Central Idea: Everyday I can learn about who I am and what I can do</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into our physical characteristics • Inquiry into myself as part of family • Inquiry into my feelings and reactions <p>Key concepts: form, connection, responsibility</p> <p>Learner Profile focus: principled, caring, risk-taker</p>	<p>Creativity</p> <p>Central Idea: Creativity is expressed in many ways</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Creativity expressed through stories • Creativity expressed through song and dance • Creativity expressed through art <p>Key concepts: Connection, Form Perspective</p> <p>Learner Profile focus: thinker, communicator, open-minded</p>	<p>Jobs in the Community</p> <p>Central Idea: Members of our community have roles and responsibilities</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into the communities that we belong to (home, school) • Inquiry into the needs of the community Inquiry into my role in the community • Inquiry into the roles and responsibilities of community helpers <p>Key concepts: causation, responsibility, function</p> <p>Learner Profile focus: reflective, balanced, knowledgeable</p>	<p>Discovering the World</p> <p>Central Idea: Using our senses helps us discover the world around us</p> <p>Lines of inquiry: Inquiry into our senses</p> <p>Inquiry into the use of our senses</p> <p>Inquiry into the world without senses</p> <p>Key concepts: form, function, perspective, change</p> <p>Learner Profile focus: inquirer, thinker, risk taker</p>

KG2

	Who we are	How we express ourselves	How the World Works	Sharing the Planet
	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 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 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 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>Me and My Community</p> <p>Central Idea: Understanding myself and others helps build a healthy community</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into myself (likes and dislikes) (reactions) • Inquiry into rules and resolving conflicts • Inquiry into different communities <p>Key concepts: Responsibility, function, perspective</p> <p>Learner Profile focus: open-minded, principled, communicator, balanced</p>	<p>Folk Tales Around the World</p> <p>Central Idea: People express their feelings and culture through storytelling</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into characters feelings in a story • Inquiry into story elements • Inquiry into cultural elements in a story <p>Key concepts: perspective, form, connection</p> <p>Learner Profile focus: caring, communicator, knowledgeable, open-minded</p>	<p>Little Explorers</p> <p>Central Idea: Science and experimentation help in understanding how the world works</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into the process of experimentation • Inquiry into mixing materials • Inquiry into motion <p>Key concepts: change, causation</p> <p>Learner Profile focus: inquirers , thinkers, risk taker</p>	<p>Caring for our Environment</p> <p>Central Idea: We have responsibility to care for our environment</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into the needs of living things • Inquiry into how we care for living things • Inquiry into the types of actions we can take <p>Key concepts: change, responsibility</p> <p>Learner Profile focus: knowledgeable, inquires, caring, balanced</p>

IPS programme of Inquiry Grades 1-5 Matrix

	Who we are	How we express ourselves	How we organize ourselves	Where we are in place and time	How the world works	Sharing the planet
	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 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 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 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 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 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
1	<p>Why Do We Have Rules?</p> <p>Central Idea: Communities create rules to help people to make responsible choices</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Inquiry into the importance of rules Inquiry into making choices and their consequences Inquiry into what makes a good citizen <p>Key concepts: responsibility, connection</p> <p>Learner Profile focus: caring, principled</p>	<p>I will Survive</p> <p>Central idea: Living things have traits that help them survive and grow.</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> Inquiry into living things Inquiry into parents and their offsprings Inquiry into how living things survive and grow <p>Key concepts: function, form</p> <p>Learner Profile focus: knowledgeable, inquirer</p>	<p>Goods, Services and Specialized Jobs</p> <p>Central Idea: Specialized jobs help improve the life of a community.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Inquiry into goods and services in our community Inquiry into specialized jobs Inquiry into how we depend upon people with specialized jobs <p>Key concepts: connection, function</p> <p>Learner Profile focus: thinker, balanced</p>	<p>Families Now and Then</p> <p>Central Idea: People grow and change over time</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Inquiry into the past, present, and future Inquiry into life long ago and life today Inquiry into how communities change over time <p>Key concepts: causation, change, perspective</p> <p>Learner Profile focus: communicator, open-minded</p>	<p>Investigating Sound & Light</p> <p>Central Idea: Light and sound help people communicate</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Inquiry into light and its sources Inquiry into sound and its sources Inquiry into communication through light and sound <p>Key concepts: causation</p> <p>Learner Profile focus: knowledgeable, inquirer</p>	<p>Usage of Resources</p> <p>Central Idea: Earth's resources have a direct effect on people's lives</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Inquiry into natural resources Inquiry into how resources affect our lives Inquiry into how our choices can help/hurt the environment <p>Key concepts: Responsibility, Causation</p> <p>Learner Profile focus: Reflective, risk taker</p>

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<p>Cultural Expectations: How Social Norms Influence our Choices</p> <p>Central Idea: Leaders work to resolve conflicts and disagreements to protect people's rights.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into rights and responsibilities in different social groups • Inquiry into best ways to resolve conflicts • Inquiry into community services and how they solve community problems • Inquiry into the importance of leadership <p>Key concepts: responsibility, perspective, connection</p> <p>Learner Profile focus: principled, caring, balanced</p>	<p>Social Customs Around the World</p> <p>Central Idea: Behavioral expectations differ across cultures</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> • Inquiry into social environments in different cultures • Inquiry into behavioral expectations in different social environments • Inquiry into personal identity and how it reflects through choices and behavior <p>Key concepts: form, function, perspective</p> <p>Learner Profile focus: open-minded, risk-taker,</p>	<p>The Grain Chain: Who's Involved?</p> <p>Central Idea: Organisations work together to meet the needs of the community.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into the economic systems in a community • Inquiry into the journey from the manufacturer to the consumer • Inquiry into how goods and services are exchanged. <p>Key concepts: function, causation, connection</p> <p>Learner Profile focus: inquirer, thinker, knowledgeable</p>	<p>Culture through Literature</p> <p>Central Idea: Literature may help in understanding the past and present</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into story elements • Inquiry into how stories reflect culture • Inquiry into how place and time influence people's actions <p>Key concepts: Form, perspective</p> <p>Learner Profile focus: Open-minded, knowledgeable</p>	<p>Sorting, Making and Changing Objects</p> <p>Central Idea: The properties of matter determine how we use them</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into the different properties of solid and liquid • Inquiry into the effect of temperature on matter • Inquiry into how we use matter <p>Key concepts: change, function</p> <p>Learner Profile focus: inquirer, communicator, knowledgeable</p>	<p>Plants and Animals: Diversity and Interaction</p> <p>Central Idea: Living things depend on the environment to survive</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into the needs of plant growth • Inquiry into the role of animals in pollinating plants and dispersing seeds. • Inquiry into the diversity of different habitats <p>Key concepts: causation, function</p> <p>Learner Profile focus: inquirer, thinker, knowledgeable, communicator, reflective</p>

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<p>Culture & Personal Identity</p> <p>Central Idea: Culture, traditions, and values shape one's identity</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into the factors that shape traditions and heritage in a community • Inquiry into how different cultures influence day to day living • Inquiry into cultural differences between families <p>Key concepts: perspective, connection</p> <p>Learner Profile focus: principled, caring, risk-taker</p>	<p>Myths and Legends</p> <p>Central Idea: Myths, legends and folktales give valuable insight about culture</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into various genres • Inquiry into different traditions and myths • Inquiry into how storytelling expresses historical events. <p>Key concepts: form, function, perspective</p> <p>Learner Profile focus: open-minded, risk-taker,</p>	<p>Organizations in the Community</p> <p>Central Idea: Governmental organizations and institutions help meet the needs and wants of individuals in society.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into the rights and responsibilities of the individual • Inquiry into governmental institutions, their roles, and their impact on the community. • Inquiry into how communities adapt during times of crisis. • Inquiry into different types of leaders and their roles within political institutions. <p>Key concepts: function, responsibility</p> <p>Learner Profile focus: principled, communicator, caring open-minded</p>	<p>Geography & Culture</p> <p>Central Idea: Physical geography can have an impact on people's lives</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into the concept of locations and geographic tools • Inquiry into landforms and their influence on human population • Inquiry into the ways that people adapt to their physical environments. <p>Key concepts: function, causation, connection</p> <p>Learner Profile focus: knowledgeable, thinker</p>	<p>Weather Around the World</p> <p>Central Idea: Understanding weather conditions and patterns helps people in reducing the impact of natural disasters (hazards).</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into weather patterns • Inquiry into the awareness and prediction of weather warning systems • Inquiry into natural disasters <p>Key concepts: Causation, Change, Form</p> <p>Learner Profile focus: communicator, thinker, inquirer</p>	<p>Organisms and the Environment</p> <p>Central Idea: Environmental conditions contribute to the survival, adaptation or extinction of organisms</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into healthy ecosystem • Inquiry into social interactions and group behavior which contribute to the survival of organisms • Inquiry into how animals or plants adapt or respond to environmental conditions • Inquiry into the relationship between environmental conditions and extinction. <p>Key concepts: form, causation, change, connection</p> <p>Learner Profile focus: reflective, caring, balanced</p>

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<p>Internal Functions of Plants and Animals</p> <p>Central Idea: Living things have systems that support survival.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into the structures of a plant have various functions. • Inquiry into the internal systems of animals. • Inquiry into how an animal responds to stimuli. <p>Key Concepts: function, connection, form</p> <p>Learner Profile focus: knowledgeable, inquirer, balanced</p>	<p>Ideas & Feelings</p> <p>Central Idea: An individual's cultural and national identities are expressed in various ways.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into how culture impacts individuals • Inquiry into how artistic forms reflect culture • Inquiry into individual emotional responses to art <p>Key Concepts: form, perspective, connection</p> <p>Learner Profile focus: balanced, risk-taker, open-minded</p>	<p>Government and Citizens</p> <p>Central Idea: Each nation has a political structure to support its citizens.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into the framework of each political system • Inquiry into how citizens are involved in and affected by their political system • Inquiry into conflict and cooperation between nations <p>Key concepts: form, function, responsibility</p> <p>Learner Profile focus: open-minded, principled, communicator</p>	<p>Shaping the Earth Saudi Arabia Now and Then</p> <p>Central idea: Countries have changed over time</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into the processes that shape the Earth • Inquiry into humans impact on the physical environment • Inquiry into the geographical and economic development of Saudi Arabia <p>Key concepts: form, change, causation</p> <p>Learner Profile focus: reflective, knowledgeable</p>	<p>Waves and Information</p> <p>Central Idea: Sound has specific physical properties</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into the origins of sound • Inquiry into how sound travels • Inquiry into how digitized information is transmitted <p>Key concepts: form, function, causation</p> <p>Learner Profile focus: inquirer, thinker, knowledgeable</p>	<p>Movement, Changes and Sources</p> <p>Central Idea: Energy can never be created nor destroyed.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> • Inquiry into the different types of energy • Inquiry into how energy is transferred • Inquiry into the effect of renewable and nonrenewable resources on the environment <p>Key Concepts: form, function, change</p> <p>Learner Profile focus: caring, knowledgeable, thinker</p>

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	<p>Central Idea</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> student created <p>EXHIBITION</p>	<p>Image and Perception:</p> <p>Central Idea: The interaction of cultures impacts a society.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Inquiry into the relationship between social systems and our identities Inquiry into how cultures change societies over time. Inquiry into how socialization helps cultures interact <p>Key concepts: change, causation, connection</p> <p>Learner Profile focus: inquirer, thinker, knowledgeable</p>	<p>World Trade</p> <p>Central Idea: Nations interact through trade to support their lives</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Inquiry into how global trade changed over time Inquiry into trade and how it works Inquiry into how trade connects nations <p>Key concepts: change, function, connection</p> <p>Learner Profile focus: reflective, caring, risk taker</p>	<p>Migration</p> <p>Central Idea: Human migration is a result of local and global changes, risks and opportunities.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Inquiry into migration then and now Inquiry into the causes for migration Inquiry into the relationship between regions and human characteristics <p>Key concepts: Change, causation, connection</p> <p>Learner Profile focus: inquirer, open-minded</p>	<p>Energy and Matter in the Living World</p> <p>Central Idea: Energy and matter flow through an ecosystem</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Inquiry into plants needs Inquiry into the interdependent relationship in ecosystems and energy movement within ecosystems Inquiry into the movement of matter in ecosystems (of matter among living and non-living things <p>Key concepts: function, connection, change</p> <p>Learner Profile focus: knowledgeable, thinker, communicator, balanced</p>	<p>Water's Role in Earth's Spheres</p> <p>Central Idea: Humans and their choices have an impact on the planet</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Inquiry into the interactions between Earth's systems. Inquiry into water as a limited resource Inquiry into the ways humans protect earth's resources <p>Key concepts: connection, causation, responsibility</p> <p>Learner Profile focus: principled, communicator, inquirer</p>