





















JAPANESE INTERNATIONAL SCHOOL HONG KONG







Programme of Inquiry 2016-2017















Transdisciplinary Themes	<p style="text-align: center;">Who we are</p>  <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including family, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>	<p style="text-align: center;">Where we are in place and time</p>  <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p style="text-align: center;">How we express ourselves</p>  <p>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.</p>	<p style="text-align: center;">How the world works</p>  <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.</p>	<p style="text-align: center;">How we organize ourselves</p>  <p>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.</p>	<p style="text-align: center;">Sharing the planet</p>  <p>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>
Reception	<p>Central Idea: People can learn about themselves, each other and develop relationships through inquiry and play.</p> <p>Key concepts: form, function, responsibility</p> <p>Related concepts: cooperation, relationships, identity</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How we develop relationships through play • Using the environment for inquiry and play • How we play together <p>PSPE: Identity, Interactions Social Studies: Social Organization and Culture</p>		<p>Central Idea: Imagination can be used to help us create, express ourselves and solve problems.</p> <p>Key concepts: function, reflection, perspective</p> <p>Related concepts: imagination, invention</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Imagination and invention • Ways we use our imagination • How imagination helps us solve problems <p>Arts: Creating, Responding Science skills: Identify or generate a question to be explored; make and test predictions PSPE: Identity, Interactions</p>		<p>Central Idea: People take journeys for different reasons.</p> <p>Key concepts: form, function, connection</p> <p>Related concepts: network, technology</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Features of transport systems • Decisions involved in using transportation • Journeys we take <p>PSPE: Interactions Social Studies: Human systems and economic activities;</p>	<p>Central Idea: Living things go through a process of change and have certain requirements in order to grow and stay healthy.</p> <p>Key concepts: change, causation, responsibility</p> <p>Related concepts: classification, living and non-living</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Characteristics of living things • Our needs and the needs of other living things • Our responsibility for the well-being of other living things <p>PSPE: Interactions Science: Living things</p>

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Primary 1	<p>Central Idea: Increasing awareness of our personal characteristics and abilities, and those of others, allows our self-identity to develop.</p> <p>Key concepts: form, perspective, reflection</p> <p>Related concepts: identity, similarities and differences</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Physical, social and emotional characteristics Similarities and differences between ourselves and others Personal abilities and interests <p>PSPE: Identity, Active living, Interactions</p>	<p>Central Idea: Documenting personal histories allows us to reflect on who we are and where we've come from.</p> <p>Key concepts: change, causation, reflection</p> <p>Related concepts: development (growth), family</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Ways of documenting personal history Personal change from birth to present: self and family Reflecting on past experience <p>PSPE: Identity, Interactions</p> <p>Social Studies: Social organization and culture; Continuity and change through time</p>	<p>Central Idea: Images can communicate ideas and information.</p> <p>Key concepts: function, connection, perspective</p> <p>Related concepts: Creativity, communication, imagery</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> How images support communication How we respond to images Elements of images <p>Arts: Creating, Responding</p> <p>PSPE: Interactions</p>	<p>Central Idea: Materials behave and interact in certain ways, which determine how people use them.</p> <p>Key concepts: change, form, causation</p> <p>Related concepts: behavior, prediction, innovation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Behaviour of materials Changing properties of materials Manipulation and application of materials to new purposes <p>Science: Materials and matter</p>	<p>Central Idea: A community is impacted by the involvement of its members.</p> <p>Key concepts: function, responsibility, causation</p> <p>Related concepts: citizenship, community</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Student roles and contributions in the home, school and other environments Group decision making Understanding and meeting the needs of the community <p>PSPE: Interactions</p> <p>Social Studies: Social organization and culture</p>	<p>Central Idea: Plants sustain life on Earth and play a role in our lives.</p> <p>Key concepts: change, reflection, responsibility</p> <p>Related concepts: interdependence, appreciation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> Caring for plants Products we derive from plants How plants contribute to life on Earth <p>PSPE: Interactions</p> <p>Science: Living things</p>







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Primary 2	<p>Central Idea: The choices people make affect their health and well-being.</p> <p>Key concepts: causation, responsibility, reflection</p> <p>Related concepts: choice, influence, balance</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • 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 <p>PSPE: Active Living, Identity</p> <p>Science: Living things</p>	<p>Central Idea: The Earth’s physical geography has an impact on human interactions and settlements.</p> <p>Key concepts: form, causation, connection</p> <p>Related concepts: location, geography</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Where we live • Variability of physical geography around the world • The relationship between location and settlement • Impact of human interaction on the physical environment <p>PSPE: Interactions</p> <p>Science: Earth and space</p> <p>Social Studies: Human and natural environments</p>	<p>Central Idea: Storytelling serves many purposes and allows people to express themselves in unique ways.</p> <p>Key concepts: form, reflection</p> <p>Related concepts: storytelling, expression</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How to construct an effective story • What stories can convey • How stories are created and shared • Feelings and emotions that stories evoke <p>Arts: Creating, Responding</p> <p>PSPE: Interactions</p> <p>Social Studies: Social organization and culture</p>	<p>Central Idea: People apply their understanding of forces and motion to invent and create.</p> <p>Key concepts: function, causation, form</p> <p>Related concepts: ingenuity, technology, energy, forces</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Inventions that impact people’s lives • How circumstances lead to the creation of important inventions • How understanding forces and energy helps inventors <p>Science: Forces and energy</p> <p>Social Studies: Continuity and change through time</p>	<p>Central Idea: Systems are in place to meet the needs of people in a community.</p> <p>Key concepts: connection, change, function</p> <p>Related concepts: systems, interconnectedness, production</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Specific purposes of systems within a community • How systems respond to changing needs in a community • The interconnectedness of people and systems <p>PSPE: Interactions</p> <p>Social Studies: Human systems and economic activities</p>	<p>Central Idea: People can make choices to support the sustainability of the Earth’s resources.</p> <p>Key concepts: perspective, responsibility, reflection</p> <p>Related concepts: lifestyle, resources, waste</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Earth’s renewable and non-renewable resources • The impact of people’s choices on the environment • The balance between meeting human needs and the use of limited resources <p>PSPE: Interactions</p> <p>Science: Earth and space</p> <p>Social Studies: Resources and environment</p>

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Primary 3	<p>Central Idea: Beliefs and values are part of people's identity and can affect how they act.</p> <p>Key concepts: perspective, reflection, causation Related concepts: beliefs, identity, values</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What we believe • How beliefs can influence the way we behave • The impact of spiritual and social traditions on society <p>PSPE: Identity Social Studies: Social organization and culture</p>	<p>Central Idea: Exploration leads to discoveries, opportunities and new understandings.</p> <p>Key concepts: connection, change, perspective Related concepts: consequences, discovery, impact</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Types of exploration • Choices and decisions involved in exploration • The impact of exploration on the world <p>PSPE: Interactions Science: Earth and Space Social Studies: Continuity and change through time; Human and natural environments Arts: Creating and Responding</p>	<p>Central Idea: Through the arts people use different forms of expression to convey their uniqueness as human beings.</p> <p>Key concepts: function, perspective, reflection Related concepts: perception, self-expression, interpretation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The diverse ways in which people express themselves • The role of art in culture and society • How people respond to the arts <p>Arts: Creating, Responding PSPE: Identity Social Studies: Social organization and culture</p> <p>Odd Number School Years P3/P4</p>	<p>Central Idea: Humans respond to the changing nature of the Earth.</p> <p>Key concepts: change, responsibility, reflection Related concepts: behavior, prediction, innovation/technology</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How the Earth changes • Our relationship with the Earth • The impact of technological advances <p>Science: Earth and Space Social Studies: Human and natural environments; Resources and the environment</p> <p><i>This is a collaborative unit with P6. Unit will change to 2014 version (The design of buildings and structures is dependent upon environmental factors, human ingenuity and available materials) in 2018- 2019 and rotate on a 3 year cycle</i></p>	<p>Central Idea: The value of goods and services helps to determine the economic activities of individuals.</p> <p>Key concepts: function, responsibility, perspective Related concepts: value, goods and services, exchange</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The exchange of goods and services • What people value • How consumer choices impact humankind and the environment <p>PSPE: Interactions Social Studies: Human systems and economic activities</p>	<p>Central Idea: When interacting with natural habitats, humans make choices that have an impact on other living things.</p> <p>Key concepts: causation, change, responsibility Related concepts: habitat, interdependence, adaptations</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Balance between rights and responsibilities when interacting with natural habitats • Human impact on natural habitats • How living things respond to changing environmental conditions <p>PSPE: Interactions Science: Living things Social Studies: Human and natural environments</p>

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Primary 4	<p>Central Idea: The effective interactions between human body systems contribute to health and survival.</p> <p>Key concepts: function, connection, responsibility</p> <p>Related concepts: interdependence, health, homeostasis</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Body systems and how they work • How body systems are interdependent • Impact of lifestyle choices on the body <p>PSPE: Active living Science: Living things</p>	<p>Central Idea: People’s ideas and actions can cause a shift in thinking and change the course of history.</p> <p>Key concepts: change, perspective, reflection Related concepts: history, ideas</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The impact of individuals on society • How history affects the present • Ideas and actions that have personally affected us <p>PSPE: Identity, Interactions Social Studies: Continuity and change through time; Social organization and culture</p>	<p>Central Idea: Throughout history, people have interacted with each other and communicated using arts.</p> <p>Key concepts: change, connection, perspective Related concepts: aesthetics, metaphor</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • 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 <p>Arts: Creating, Responding PSPE: Identity, Interactions Social Studies: Continuity and change through time</p> <p>Even Number School Years P3/P4</p>	<p>Central Idea: Natural materials can undergo changes that may provide challenges and benefits for society and the environment.</p> <p>Key concepts: form, change, responsibility Related concepts: sustainability, transformation, industrialization</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The properties of materials • How societies take advantage of the properties of materials • The impact of retrieval, production and the use of materials on the environment <p>PSPE: Interactions Science: Materials and matter Social Studies: Human and natural environments; Resources and the environment</p>	<p>Central Idea: People create organizations to solve problems and support human endeavour and enterprise.</p> <p>Key concepts: function, connection, responsibility Related concepts: work, collaboration, service</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • Purpose of organizations • Why people join organizations • Strategies for problem solving within an organization • What makes an organization successful <p>PSPE: Identity, Interactions Social Studies: Human systems and economic activities</p>	<p>Central Idea: Actions can support or deny access to children’s rights and opportunities.</p> <p>Key concepts: form, perspective, change Related concepts: equality, rights, resilience</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Circumstances that determine an individual’s access to opportunities • The rights of children around the world • How actions can change access to opportunities <p>PSPE: Identity, Interactions Social Studies: Social organization and culture Science: Living things</p>

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Primary 5	<p>Central Idea: People’s cultural background has an impact on their beliefs, values and actions.</p> <p>Key concepts: form, connection, perspective Related concepts: interpretation, identity, subjectivity</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What constitutes culture • How people use different experiences to inform their perspectives • The connection between beliefs and values, and the actions taken in response to them <p>PSPE: Identity, Interactions Social Studies: Social organization and culture Arts: Creating, Responding</p>	<p>Central Idea: Human migration is a response to challenges, risks and opportunities.</p> <p>Key concepts: change, causation, responsibility Related concepts: settlement, population, refugees</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • The reasons why people migrate • Migration throughout history • The effects of migration on communities, cultures and individuals <p>PSPE: Identity, Interactions Social Studies: Continuity and change through time; Social organization and culture</p>	<p>Central Idea: Creating and responding to art develops understanding of ourselves and the world around us.</p> <p>Key concepts: function, perspective, reflection Related concepts: creativity, perception, bias/interpretation</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • How arts can be a reflection of societal values and issues • The contexts in which artworks were created • How learning about arts develops appreciation • Personal preference in appreciation of arts <p>Arts: Creating, Responding PSPE: Identity</p>	<p>Central Idea: Scientific knowledge is constantly evolving and has an impact on people’s lives.</p> <p>Key concepts: change, causation, responsibility Related concepts: ingenuity, progress, ethics</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> • What leads to advances in scientific knowledge and understanding • The role of technology in scientific understanding • The effects of scientific advances on people and the environment <p>PSPE: Interactions Science: Living things; Earth and space; Materials and matter; Forces and energy Social Studies: Continuity and change through time</p>	<p>Central Idea: Economic systems impact individuals and organizations in societies.</p> <p>Key concepts: function, connection, responsibility Related concepts: interdependence, inequity, globalization</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Different types of economic systems • Globalization and market force • Innovation and ethics in economic systems <p>PSPE: Interactions Social Studies: Human systems and economic activities</p>	<p>Central Idea: Actions can support or deny access to children’s rights and opportunities.</p> <p>Key concepts: form, perspective, change Related concepts: equality, rights, resilience</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Circumstances that determine an individual’s access to opportunities • The rights of children around the world • How actions can change access to opportunities <p>PSPE: Identity, Interactions Social Studies: Social organization and culture Science: Living things</p> <p>Next year (2017 – 2018) This unit will change to : The choices made about how energy is used affect the sustainability of the planet. This unit will be transferred to P4</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Primary 6</p>	<p>Central Idea: Changes people experience at different stages of their lives affect their evolving sense of self.</p> <p>Key concepts: function, change, responsibility Related concepts: image, well-being, reproduction</p> <p>Lines of inquiry</p> <ul style="list-style-type: none"> The physical, social, emotional and intellectual changes that occur throughout life Factors that contribute to well-being during adolescence How relationships contribute to our self-concept <p>PSPE: Identity, Active Living, Interactions Science: Living things</p>	<p>Central Idea Evidence of past civilizations influences and connects to present day societies.</p> <p>Key concepts: form, change, connection Related concepts: continuity, progress, validity Lines of inquiry</p> <ul style="list-style-type: none"> Characteristics of civilizations and societies past and present How the past and present are connected and implications for the future Collecting, analysing and validating evidence <p>PSPE: Interactions Social Studies: Continuity and change through time; Social organization and culture Arts: Creating, Responding</p>	<p>Central Idea: Actions are influenced by messages through different media.</p> <p>Key concepts: function, perspective, reflection Related concepts: media, advertising, propaganda Lines of inquiry</p> <ul style="list-style-type: none"> 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 <p>Arts: Creating, Responding Social Studies: Social organization and culture</p>	<p>Central Idea: Humans respond to the changing nature of the Earth.</p> <p>Key concepts: change, responsibility, reflection Related concepts: behavior, prediction, innovation/technology Lines of inquiry</p> <ul style="list-style-type: none"> How the Earth changes Our relationship with the Earth The impact of technological advances <p>Science: Earth and Space Social Studies: Human and natural environments; Resources and the environment</p> <p><i>This is a collaborative unit with P6. Unit will change to 2014 version (The design of buildings and structures is dependent upon environmental factors, human ingenuity and available materials) in 2018- 2019 and rotate on a 3 year cycle</i></p>	<p>Central Idea: Government systems influence the lives of citizens.</p> <p>Key concepts: function, responsibility, perspective Related concepts: equality, citizenship, governance Lines of inquiry</p> <ul style="list-style-type: none"> How government systems function How decision-making practices reflect human rights Impact of government on citizens The rights and responsibilities of citizenship <p>PSPE: Interactions Social Studies: Human systems and economic activity</p>	<p>Central Idea will be decided with students</p>

