

An inquiry into:	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
	An inquiry into identity as individuals and as part of a collective through: - Physical, emotional and spiritual health and well-being; - Relationships and belonging; - Learning and growing	An inquiry into histories and orientation in place, space and time through: - Periods, events and artefacts; - Communities, heritage, culture and environment - Natural and human drivers of movement, adaptation and transformation	An inquiry into the diversity of voice, perspectives, and expression through: - Inspiration, imagination, creativity; - Personal, social, and cultural notes and practices of communication; - Interpretations, and responses	An inquiry into the understandings of the world and phenomena through: - Patterns, cycles, systems; - Diverse practices, methods, and tools; - Discovery, design, innovation, possibilities, and impacts.	An inquiry into the systems, structures, and networks through: - Interactions with and between social and ecological systems; - Approaches to livelihoods and trade practice - intended and unintended consequences; - Representation, collaboration, and decision making	An inquiry into the interdependence of human and natural worlds through: - Rights, responsibilities, and dignity of all; - Pathways to just, peaceful, and reimagined futures; - Nature, complexity, coexistence, and wisdom
EY 1	Central idea Exploring and expressing our uniqueness builds understanding of ourselves and others. Specified Concepts: Form, Connection, Perspective Lines of inquiry - What makes us unique - What makes others unique - How we express our uniqueness		Central idea Exploring tools and materials inspires expression. Specified Concepts: Function, Causation, Connection Lines of inquiry - Inquiring into tools and materials - Affordances of materials and tools, and what they can do - How we use tools and materials as a form of expression	Central idea Observing movement promotes an understanding of where it is and how it works in our world. Specified Concepts: Form, Causation, Connection Lines of inquiry - Where movement exists in our world - Observing and investigating how and why things move in our world - How we can innovate to create movement		Central idea Through exploration of environments, people understand their features and how they can connect to and respond to them. Specified Concepts: Function, Connection, Responsibility Lines of inquiry - How we explore environments (classroom and school) - How we connect to and respond to different environments (how we use them and the things in them) - How we care for and respect environments
EY 2	Central idea Exploring emotions and fostering relationships can build a sense of belonging. Specified Concepts: Connection, Causation, Perspective Lines of inquiry - How we encounter and develop relationships with others - Why understanding our emotions is important - How we develop a sense of belonging for ourselves and others		Central idea People create symbolic language as a form of communication and expression Specified Concepts: Form, Perspective, Function Lines of inquiry - Exploring symbolic language in our world - The meaning of symbolic language in our world - How people use symbolic language for communication and expression (including us)	Central idea Through investigation, people develop and test theories to come to new discoveries Specified Concepts: Function, Causation, Connection Lines of inquiry - How we investigate our world - How we develop and test theories about our world - Discoveries we make through our investigations		Central idea Through exploring nature, people develop feelings and understand how they can care for the natural world. Specified Concepts: Function, Connection, Responsibility Lines of inquiry - How we explore and learn about nature - How we connect to and feel when exploring nature - How we can be caring and responsible in nature
KG	Central idea Exploring how people learn promotes identity and diversity within a learning community Specified Concepts: Function, Change, Responsibility Lines of inquiry - Exploring how we learn - Our changing identity and growth as learners (form) - How being diverse learners enables us to contribute to our learning community		Central idea Exploring how and why people celebrate can promote an understanding of others Specified Concepts: Form, Function, Connection, Perspective Lines of inquiry - How and why people celebrate - How exploring celebrations builds understanding and respect for others - How we can design a celebration for our community	Central idea Through investigating materials, people can use them to design and create Specified Concepts: Function, Causation, Responsibility, Connection Lines of inquiry - How we investigate materials (properties and behaviours) - How and why we change and manipulate materials - The role of sustainability when using materials - How we can use our understanding of materials to design		Central idea Exploring environments can lead to people taking action to benefit them. Specified Concepts: Connection, Form, Responsibility Lines of inquiry - exploring environments in our community (natural, animal and human-built) - the features of environments in our community (natural, animal and human-built) - actions we can take to benefit the environments in our community
G1	Central idea There are roles and relationships within communities that contribute to how it functions. Specified Concepts: Function, Connection, Responsibility Lines of inquiry - How communities function and the roles and relationships within them - The role of decision-making in communities - How we can contribute and make decisions in our communities Relationships and belonging;	Central idea Through curating historical evidence, people can tell stories of the past Specified Concepts: Causation, Perspective, Function Lines of inquiry - How do historical artefacts provide us with insight into people's past - What do our historical artefacts tell us about our past - How can we curate to tell a personal story of the past (ourselves or someone else) Periods, events and artefacts;	Central idea Investigating light and sound enables people to use them as a form of expression Specified Concepts: Function, Connection, Perspective Lines of inquiry - How we investigate light and sound - How people use light and sound as a form of communication and expression - How we can use our discoveries of light and sound to communicate and or express ourselves Inspiration, imagination, creativity;	Central idea Natural changes in our world influence the way we live our lives Specified Concepts: Change, Causation, Responsibility Lines of inquiry - Natural changes we observe in our world (lifecycles, day and night, weather, seasons etc.) - How natural changes influence us and other living things - How we respond to natural changes in our world Patterns, cycles, systems;	Central idea The production of goods and services can be connected to the community's needs and wants Specified Concepts: Form, Change, Responsibility Lines of inquiry - The role of goods and services, and needs and wants - The process and production of goods and services - How we can develop services to meet the needs of our community	Central idea Living things have needs in which to grow and survive that people can contribute to Specified Concepts: Connection, Responsibility Lines of inquiry - the needs of living things to grow and survive - the connection between living things and their environment - our role in promoting the survival and growth of living things Nature, complexity, coexistence, and wisdom

			Interpretations and responses		Approaches to livelihoods and trade practice - intended and unintended consequences;	
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Gr2	Central idea Promoting wellbeing in the community can contribute to people making informed decisions about their health. Specified Concepts: Function, Connection, Responsibility Lines of inquiry - What contributes to people's wellbeing (physical, emotional, social, mental) - How we can make decisions about our wellbeing - How we can promote wellbeing in our community	Central idea The unique features of places influence how people connect to them Specified Concepts: Perspective, Causation, Form Lines of inquiry - What makes places unique - How does where people live influence how they connect to places - How can we represent places that are unique to us	Forest Unit Central idea People can express and respond to new learning and experiences. Specified Concepts: Change, Perspective, Connection Lines of inquiry - How people experience and respond to patterns that exist in the world. - How new learning and experiences can change our thinking and actions. - How we express new learning and experiences to share with others	Central idea The design features of structures can be connected to their purpose Specified Concepts: Form, Causation, Connection Lines of inquiry - The design features of structures (including forces, stability and materials) - How the design of structures is connected to purpose - How we can design structures for a purpose	Central idea People in communities develop systems and processes to be organized to function effectively Specified Concepts: Causation, Function, Responsibility Lines of inquiry - Why communities have systems and are organized - How the interdependent parts of systems function and what makes them effective - How we can make decisions to develop systems and be organized in our community	Central idea Within communities, people are developing solutions that contribute to sustainability. Specified Concepts: Causation, Connection, Responsibility Lines of inquiry - Why we need sustainable solutions - People and organisations that contribute to sustainability in our community (How natural systems like the water cycle support life and influence sustainability) - How we can take action to develop solutions for sustainability in our community
Gr3	Central idea People can be driven to make changes in their community Specified Concepts: Causation, Change, Responsibility Lines of inquiry - What causes people to want to bring about change - How people bring about change (including sustainable/non-sustainable changes) - How I can bring about change in my community	Central idea Exploration can lead to discoveries and have varying consequences Specified Concepts: Connection, Causation, Perspective Lines of inquiry - How and why people explore (past, present, future) - Discoveries of exploration (positive/negative) - Impacts of exploration	Central idea Researching artists and their artistic forms can inspire people's own creativity and imagination Specified Concepts: Form, Connection, Perspective Lines of inquiry - How the forms artists use connect to their creativity - How researching other artists can inspire us to create and imagine - How we can inquire and use artistic forms to be creative and imaginative	Central idea Scientifically investigating materials can promote sustainable solutions Specified Concepts: Form, Change, Function Lines of inquiry - The structures and properties of materials - How we scientifically investigate physical and chemical changes in materials - How materials can be used and changed for sustainable solutions	Central idea People create systems and organise themselves to adapt and respond to Earth's natural events and processes Specified Concepts: Causation, Connection, Function Lines of inquiry - The causes of Earth's natural events and processes (weather, fast and slow processes, erosion) - The impact of Earth's natural events and processes - How people create systems and organize themselves in response to Earth's natural events and processes	Central idea A variety of factors influence the interconnectedness and survival of living things in a habitat. Specified Concepts: Connection, Causation, Responsibility Lines of inquiry - The role of diversity and interconnectedness in habitats - What contributes to the survival of living things within a habitat - Our role in developing and maintaining habitats
Gr4	Central idea Living things have physical structures and functions that support them to grow, learn and survive Specified Concepts: Form, Function, Causation Lines of inquiry - Internal and external physical structures and functions of living things - How physical structures and functions support living things (survival, growth, learning and behaviour) - How my structures and functions support me to learn and grow	Central idea Telling stories of migration can build understanding Specified Concepts: Causation, Perspective, Change Lines of inquiry - Why there is a need for migration (push and pull factors, including living things) - The effects of migration (people, places, living things) - How we can tell stories of migration to build understanding	Central idea Nature can inspire people to create and innovate Specified Concepts: Connection, Perspective, Causation Lines of inquiry - How people have been inspired by nature to create (scientists, mathematicians, writers, artists). - Innovations and creations that have been inspired by nature - How nature inspires us to innovate, create and express ourselves.	Central idea Through scientifically investigating forces, people use their understanding to solve problems or create Specified Concepts: Function, Causation, Connection Lines of inquiry - How we scientifically investigate forces - How we develop investigations to test our hypotheses about forces - How we use our understanding of forces to solve problems or create	Central idea The marketplace relies on a system of supply and demand of goods and services. Specified Concepts: Function, Causation, Responsibility Lines of inquiry - The role of supply and demand in the marketplace - Analysing costs within the marketplace (inc. origin, production, marketing, distribution, etc) - Our responsibility as consumers and traders in the marketplace	Central idea Throughout time, people's beliefs and values have driven them to act. Specified Concepts: Causation, Change, Connection Lines of inquiry - Where people's beliefs and values stem from - How people act in connection with their beliefs and values - How we can act on my beliefs and values
Gr5	Central idea People can develop strategies to respond to the changes they go through Specified Concepts: Connection, Change, Responsibility Lines of inquiry - Why understanding our and others' identity is important - The changes people go through	Central idea Exploring historical evidence provides insight and perspectives into the past and their connections to today. Specified Concepts: Connection, Change, Perspective Lines of inquiry How historical evidence provides perspectives and insight into significant events and people from the past	PYP exhibition Central ideas and lines of inquiry are to be decided by the students.	Central idea Investigating and understanding energy can promote sustainability and innovation Specified Concepts: Function, Causation, Responsibility Lines of inquiry - Scientifically investigating how energy functions - The challenges and benefits of energy production and use	Central idea Governance systems and decision making can impact the rights and lives of citizens. Specified Concepts: Function, Causation, Connection Lines of inquiry - The role of governance and how it functions - The impact of governance decision making on people's rights	Central idea People are developing solutions to sustain Earth's natural resources. Specified Concepts: Form, Causation, Responsibility Lines of inquiry - Earth's natural resources (renewable/non-renewable) - How Earth's natural resources are used and distributed, and the impact of this

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	• How we can develop strategies to respond effectively to the changes we go through	• How exploring the past helps us understand today and the future • How we can curate to explain the key beliefs, values and practices of an ancient society		• How people are innovating for energy sustainability • How we can create, innovate, or be sustainable in connection to energy	• The role of citizenship and participation in governance • How we can participate and make decisions in our community	• Solutions that we and others can develop to sustain Earth's natural resources
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