



IB Primary Years Programme



AI Zahra College- Programme of Inquiry

Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organise Ourselves	Sharing the Planet
<p>An inquiry into identity as individuals and as part of a collective through</p> <ul style="list-style-type: none"> <li>physical, emotional, and spiritual health and well-being</li> <li>relationships and belonging</li> <li>learning and growing</li> </ul>	<p>An inquiry into histories and orientation in place, space, and time through:</p> <ul style="list-style-type: none"> <li>periods, events, and artifacts</li> <li>communities, heritage, culture, and environment</li> <li>natural and human drivers of movement, adaptation, and transformation</li> </ul>	<p>An inquiry into the diversity of voice, perspectives, and expression through:</p> <ul style="list-style-type: none"> <li>inspiration, imagination, creativity</li> <li>personal, social, and cultural notes and practices of communication</li> <li>intentions, perceptions, interpretations, and responses</li> </ul>	<p>How the World Works An inquiry into the understandings of the world and phenomena through:</p> <ul style="list-style-type: none"> <li>patterns, cycles, systems</li> <li>diverse practices, methods, and tools</li> <li>discovery, design, innovation, possibilities, and impacts</li> </ul>	<p>An inquiry into systems, structures, and networks through:</p> <ul style="list-style-type: none"> <li>interactions with and between social and ecological systems</li> <li>approaches to livelihoods and trade practices: intended and unintended consequences</li> <li>representation, collaboration, and decision-making</li> </ul>	<p>Sharing the Planet An inquiry into the interdependence of human and natural worlds through:</p> <ul style="list-style-type: none"> <li>rights, responsibilities, and dignity of all</li> <li>pathways to just, peaceful, and reimagined futures</li> <li>nature, complexity, coexistence, and wisdom</li> </ul>

<p>Pre – Kindy Year A 2025</p>	<p><b>Central idea</b> Every day I can learn about who I am and what I can do. <b>Specified concepts:</b> form, function, change <b>Concepts:</b> identity, growth <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Physical, social and emotional characteristics</li> <li>Personal abilities and interests</li> <li>We grow and change</li> </ul>	<p><b>Central idea</b> Stories are told in many ways for different reasons. <b>Specified concepts:</b> form, perspectives <b>Concepts:</b> communication, interpretation <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Stories can be told in a range of ways</li> <li>Stories have meanings that are shared</li> <li>Creating and expressing our own stories</li> </ul>	<p><b>Central idea</b> Living things have certain requirements in order to grow and stay healthy. <b>Specified concepts:</b> form, function, change <b>Concepts:</b> plants, animals, classification, living non-living growth <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Characteristics of living things</li> <li>Our needs and the needs of other living things</li> </ul>	<p><b>Central idea</b> People play different roles in the community to which they belong. <b>Specified concepts:</b> function, connection, responsibility <b>Concepts:</b> roles, systems <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>Various communities we belong to</li> <li>Roles of people who are part of our community</li> </ul>
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<p>Pre – Kindy Year B 2026</p>	<p><b>Central idea</b> Families and friends are an essential part of our lives. <b>Specified concepts:</b> form, connection and responsibility <b>Related concepts:</b> structure, relationships, cooperation <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Similar and different families</li> <li>▪ Importance of friends and families</li> <li>▪ Responsibility towards family and friends</li> </ul>		<p><b>Central idea</b> We use play to express our feelings and ideas in order to come to new understandings. <b>Specified concepts:</b> connection, function <b>Concepts:</b> representation, communication <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Communicating through play</li> <li>▪ Imaginative use of everyday materials</li> <li>▪ Exploring games and toys</li> </ul>	<p><b>Central idea</b> Our activity is usually connected to the Earth’s natural cycles. <b>Specified concepts:</b> change and form <b>Concepts:</b> cycles, differences <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Night and day</li> <li>▪ Seasonal changes</li> <li>▪ Connections between activities and Earth’s natural cycles</li> </ul>		<p><b>Central idea</b> Our personal choices can impact the environment. <b>Specified concepts:</b> responsibility, causation, reflection <b>Concepts:</b> initiative, consequences, behaviour <b>Lines of inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Different types of waste</li> <li>▪ Reduce, reuse, recycle</li> <li>▪ Our responsibility to share and care for the environment</li> </ul>

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Kindergarten	<p><b>Central Idea:</b> People grow, change, and belong to different communities.</p> <p><b>Specified Concepts:</b> Change, form, connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ How people grow and change</li> <li>▪ The communities people belong to</li> <li>▪ How people connect and care for others in their communities</li> </ul>		<p><b>Central Idea:</b> People create art to tell stories and share feelings.</p> <p><b>Specified Concepts:</b> function, form, connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Ways creative arts look, sound and feel</li> <li>▪ How we use art to express feelings and ideas</li> <li>▪ How art connects us to others</li> <li>▪ How creating and sharing art makes us feel</li> </ul>	<p><b>Central Idea:</b> Materials have different properties that influence how we use them</p> <p><b>Specified Concepts:</b> Change, form, function</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ The properties and characteristics of different materials</li> <li>▪ How the properties of materials affect their use</li> <li>▪ How people use materials in daily life</li> <li>▪ How changing or combining materials can change how they are used</li> </ul>		<p><b>Central Idea:</b> All living things depend on their environment and need care to survive.</p> <p><b>Specified Concepts:</b> form, causation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ The needs of living things and the environments they depend on</li> <li>▪ How living things and environments are connected</li> <li>▪ How actions affect living things and their environments</li> </ul>

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Year 1	<p><b>Central Idea:</b> Being respectful and responsible can help us feel safe and get along with others.</p> <p><b>Specified Concepts:</b> function, responsibility, perspective</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Respectful relationships can enhance our wellbeing</li> <li>▪ Managing our emotions can help us feel safe</li> <li>▪ How family, groups and places help us feel supported</li> </ul>	<p><b>Central Idea:</b> Looking at the past and present helps us understand culture, identity, and ways of life</p> <p><b>Specified Concepts:</b> Change, form, connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ The reliability of sources of information used to learn about cultures and ways of life</li> <li>▪ How cultures and ways of life have changed or stayed the same over time</li> <li>▪ How culture influences people's identity and daily lives</li> </ul>	<p><b>Central Idea:</b> The creative arts are central to the human experience</p> <p><b>Specified Concepts:</b> function, perspective, connection, form</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Different types of creative arts</li> <li>▪ How creative arts help people communicate</li> <li>▪ How people express ideas differently through art</li> <li>▪ How art helps us share stories with others</li> </ul>	<p><b>Central Idea:</b> Understanding light and sound can transform experiences</p> <p><b>Specified Concepts:</b> Change, form, function</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ The properties and sources of light and sound</li> <li>▪ How light and sound behave and interact with materials</li> <li>▪ How light and sound are used to change or enhance experiences</li> </ul>	<p><b>Central Idea:</b> Food may go through various stages and processes before it is consumed.</p> <p><b>Specified Concepts:</b> function, connection, responsibility</p> <p><b>Lines of Inquiry</b> The stages food goes through from production to consumption The people, systems, and roles involved in food production and distribution How food choices and processes impact people and the environment</p>	<p><b>Central Idea:</b> Marine ecosystems may play a role in sustaining life</p> <p><b>Specified Concepts:</b> form, causation, function</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ The features and components of marine ecosystems</li> <li>▪ How marine ecosystems support life on Earth</li> <li>▪ How human actions impact marine ecosystems and their ability to sustain life</li> </ul>

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Year 2	<p><b>Central Idea:</b> Balance in our lives can promote health and wellbeing</p> <p><b>Specified Concepts:</b> causation, form, responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Different parts of our lives that help us stay healthy</li> <li>▪ How daily choices affect our health and wellbeing</li> <li>▪ Ways we can make balanced choices in our everyday lives</li> </ul>	<p><b>Central Idea:</b> Earth is part of the Universe that humans continue to explore.</p> <p><b>Specified Concepts:</b> Change, form, function</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ The structure of the universe and Earth's place within it</li> <li>▪ How humans explore and learn about Earth and space</li> <li>▪ How exploration has changed what humans know about Earth and the universe</li> </ul>	<p><b>Central Idea:</b> The creative arts are central to the human experience</p> <p><b>Specified Concepts:</b> function, perspective, causation,</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Purposes of creative arts</li> <li>▪ How art can affect feelings and thinking</li> <li>▪ How personal experiences influence artistic expression</li> <li>▪ How creating art helps us understand ourselves</li> </ul>	<p><b>Central Idea:</b> People apply their understanding of forces to invent, design and create.</p> <p><b>Specified Concepts:</b> Change, form, function</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Different types of forces and how they act on objects</li> <li>▪ How forces affect the movement and behaviour of objects</li> <li>▪ How understanding forces leads to inventions and designs that solve problems</li> </ul>	<p><b>Central Idea:</b> Living things evolve and adapt over time.</p> <p><b>Specified Concepts:</b> Change, form, causation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ The characteristics and variations of living things</li> <li>▪ How living things adapt to their environments over time</li> <li>▪ How environmental conditions influence survival and adaptation</li> </ul>	<p><b>Central Idea:</b> The way people use resources affects the environment and our ability to share it fairly</p> <p><b>Specified Concepts:</b> form, responsibility, causation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ The types of natural resources and how they are used</li> <li>▪ How resource use impacts environments and communities</li> <li>▪ The responsibility people have to use and share resources sustainably and fairly</li> </ul>

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Year 3	<p><b>Central Idea:</b> Our mindset and interactions with others can impact our learning community</p> <p><b>Specified Concepts:</b> Causation, responsibility, perspective</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Different mindsets people have when learning</li> <li>▪ How interactions and behaviours affect others in a learning community</li> <li>▪ The responsibility we have to create a positive learning community</li> </ul>	<p><b>Central Idea:</b> Different reasons drive people to explore and connect with new places, shaping our understanding of the world.</p> <p><b>Specified Concepts:</b> Causation, function, perspective, responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Reasons people explored</li> <li>▪ Tools and Skills used by explorers and navigators</li> <li>▪ Consequences of exploration</li> </ul>	<p><b>Central Idea:</b> The creative arts are central to the human experience</p> <p><b>Specified Concepts:</b> function, form, connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Elements and features of creative arts</li> <li>▪ Links between art and culture</li> <li>▪ How artists make choices to express meaning</li> <li>▪ How creative arts influence emotions and ideas</li> </ul>	<p><b>Central Idea:</b> People apply their understanding of energy to create and innovate</p> <p><b>Specified Concepts:</b> Change, form, function</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Different forms and sources of energy</li> <li>▪ How energy is transferred and transformed to make things work</li> <li>▪ How understanding energy leads to new ideas, inventions, and solutions</li> </ul>	<p><b>Central Idea:</b> Communities depend on the relationships, values, and actions of their members to grow, function and change over time.</p> <p><b>Specified Concepts:</b> causation, function, connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ The roles, relationships, and shared values that define communities</li> <li>▪ How cooperation and communication help communities function and prosper</li> <li>▪ How everyday actions influence change in communities over time</li> </ul>	<p><b>Central Idea:</b> Consumers have a responsibility to make ethical choices about the products they consume.</p> <p><b>Specified Concepts:</b> function, causation, responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ The journey of products from production to consumption</li> <li>▪ The social and environmental impacts of consumer choices</li> <li>▪ The responsibility of consumers in making ethical and sustainable choices</li> </ul>

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Year 4	<p><b>Central Idea:</b> Body systems work together to enable movement.</p> <p><b>Specified Concepts:</b> function, form, connection, causation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ The structure and function of body systems involved in movement</li> <li>▪ How body systems are connected to produce movement</li> <li>▪ Factors that affect movement and physical performance</li> </ul>	<p><b>Central Idea:</b> Exploring the past reveals how and why change occurs</p> <p><b>Specified Concepts:</b> Change, form, connection, function</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ The locations and environments of past and continuous cultures</li> <li>▪ Evidence from objects and sites show how people lived and continue to live</li> <li>▪ How knowledge and skills helped communities meet their needs</li> <li>▪ How people exchange goods and ideas, and how this leads to change</li> </ul>	<p><b>Central Idea:</b> The creative arts are central to the human experience</p> <p><b>Specified Concepts:</b> function, form, connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ How creative arts reflect beliefs and traditions</li> <li>▪ How creative arts communicate messages</li> <li>▪ How audiences interpret artistic works</li> <li>▪ Respecting and valuing creative expression</li> </ul>	<p><b>Central Idea:</b> Forces from Earth and the Sun shape our planet, our skies, and our understanding of the world.</p> <p><b>Specified Concepts:</b> Change, form, function, responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ What Earth and space are like</li> <li>▪ How natural forces work on Earth and Space</li> <li>▪ The effects of forces on landscapes, landforms and the sky</li> <li>▪ Our responsibility to understand and protect Earth's changing environments</li> </ul>	<p><b>Central Idea:</b> Choices that digital citizens make impact the global community</p> <p><b>Specified Concepts:</b> Responsibility, connection, perspective</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Roles and responsibilities of digital citizens in online communities</li> <li>▪ How individual digital choices affect others locally and globally</li> <li>▪ Different perspectives on responsible digital behaviour in a connected world</li> </ul>	<p><b>Central Idea:</b> The way living things and environments connect helps people understand how to look after places.</p> <p><b>Specified Concepts:</b> form, causation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ How Earth's systems (atmosphere, hydrosphere, lithosphere, biosphere) shape environments</li> <li>▪ How climate and physical features influence habitats and human settlement</li> <li>▪ Ways people use maps to understand and represent environments</li> </ul>

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Year 5	<p><b>Central Idea:</b> Our body systems are impacted by our choices.</p> <p><b>Specified Concepts:</b> function, form, causation, responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ The structure and function of major body systems</li> <li>▪ How lifestyle choices affect body systems</li> <li>▪ The role of personal choices in maintaining healthy body systems</li> </ul>	<p><b>Central Idea:</b> Advances in technology have enhanced our understanding of the Earth and its place in the universe</p> <p><b>Specified Concepts:</b> Change, form, connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ The structure of the universe and Earth's place within it</li> <li>▪ How technology is used to observe, measure, and study the Earth and the universe</li> <li>▪ How advances in technology have changed what we know about the Earth and the universe over time</li> <li>▪ The impact of technological discoveries on how humans understand their place in the universe</li> </ul>	<p><b>Central Idea:</b> The creative arts are central to the human experience</p> <p><b>Specified Concepts:</b> change, perspective, connection, causation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ How creative arts evolve over time</li> <li>▪ Relationships between art, culture, and context</li> <li>▪ How artists express viewpoints and experiences</li> <li>▪ The impact of creative arts on individuals and communities</li> </ul>	<p><b>Central Idea:</b> The consumption of electrical energy has an impact on the world.</p> <p><b>Specified Concepts:</b> responsibility, causation, function</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ How electrical energy is generated, transferred, and used</li> <li>▪ The impact of electrical energy consumption on the environment and societies</li> <li>▪ The responsibility individuals and communities have in using electrical energy sustainably</li> </ul>	<p><b>Central Idea:</b> Responsible citizenship empowers individuals to shape their communities and contribute to a more sustainable and interconnected world.</p> <p><b>Specified Concepts:</b> function, causation, connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ The roles and responsibilities of citizens within local, national, and global communities</li> <li>▪ How people and communities are connected in an interconnected world</li> <li>▪ How individual and collective actions influence communities and the world</li> </ul>	<p><b>Central Idea:</b> Securing food for all depends on understanding and sustaining natural and human food systems.</p> <p><b>Specified Concepts:</b> function, causation, responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ How producers, consumers, and decomposers interact to create balanced ecosystems</li> <li>▪ How changes in food availability affect ecosystems and communities</li> <li>▪ How individuals and communities can make sustainable choices to protect ecosystems and secure food for all</li> </ul>

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Year 6	<p><b>Central Idea:</b> Changes people experience at different stages of their lives affect their evolving sense of self.</p> <p><b>Specified Concepts:</b> Change, responsibility, connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ How physical, emotional, and social changes across life stages influence identity</li> <li>▪ How relationships, expectations, and social roles shape who we become</li> <li>▪ How reflection and personal choices help individuals respond to change</li> </ul>	<p><b>Central Idea:</b> Perspectives play a key role in shaping our view of historical events.</p> <p><b>Specified Concepts:</b> perspective, form, connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ How historical events can be interpreted differently depending on perspective</li> <li>▪ The forms and features of historical sources and how they include or exclude voices</li> <li>▪ How understanding multiple perspectives helps us understand the past and present better</li> </ul>	<p><b>Central Idea:</b> The creative arts are central to the human experience</p> <p><b>Specified Concepts:</b> perspective, change, connection, responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ How creative arts express diverse and complex viewpoints</li> <li>▪ The relationship between creative arts, identity, and culture</li> <li>▪ How creative arts influence and reflect social change</li> <li>▪ Using creative arts thoughtfully to communicate ideas</li> </ul>	<p><b>Central Idea:</b> Different ways of knowing and investigating shape our understanding of change in living things.</p> <p><b>Specified Concepts:</b> Change, form, function</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ Different forms of evidence that reveal information about the living things</li> <li>▪ The processes used to investigate and interpret change in living things</li> <li>▪ How understandings of change in living things influence our understanding of the present and future</li> </ul>	<p><b>Central Idea:</b> The future can be shaped by building and connecting digital systems</p> <p><b>Specified Concepts:</b> Change, function, connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>▪ How digital systems are designed and connected</li> <li>▪ How connected digital systems help organise communities and services</li> <li>▪ The impact of digital systems on people's lives now and in the future</li> </ul>	<p><b>Central Idea:</b> Shared responsibility is essential for creating a sustainable and equitable planet.</p> <p><b>Specified Concepts:</b> Created by students</p> <p><b>Lines of Inquiry</b> Created by students</p>