

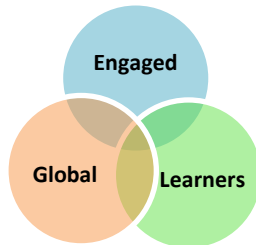
Primary Years Programme

Information Booklet

ISH Mission Statement

Our Vision

At ISH we believe learning has no boundaries.
The school community at ISH will strive to become



who demonstrate these attributes through the actions
they choose to take both now and in the future.

Our Mission

We model action to inspire action.

Values in Action

Students and staff enjoy learning together in a safe and secure environment.

Diversity is recognized, acknowledged, understood and celebrated.

Opportunities to inquire, to think and to reflect, are provided so that we may learn from our experiences. Partnerships in learning are developed within the school community, which then expand to both the local and global community.

Continued development of mother tongue languages and the learning of new languages strengthen our ability to fulfill our mission.

The ISH community acknowledges our host country by appreciating and learning the language and culture of Sweden.

Students are empowered to be able to make responsible choices as global citizens through learning engagements which bring knowledge, skills and attitudes together.

In our school community we use communication and information technologies to enhance and expand the traditional role of education.

Creative

Vibrant

Global

Unified

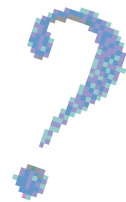
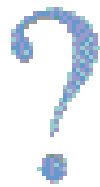
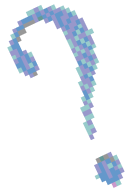
Balanced

IB Mission Statement

The International Baccalaureate (IB) programme is aimed at developing the individual talents of students and teaching them to relate the experiences they encounter in the classroom with that of the outside world. Students are not only expected to use their intellect to reach high academic standards but also to develop their understanding and acceptance of others and develop the skills of being a responsible citizen. Throughout the programme, students are encouraged to become "critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs." Also, the IB programme gives students an international perspective and allows them to move easily between one IB school and another as the learning objectives of IB schools are essentially the same.

The PYP has an inquiry-based approach to teaching and learning where students are encouraged to ascertain their existing knowledge and build from there. **Concepts, skills, attitudes, actions** and **knowledge** are the five essential elements incorporated into the curriculum framework. The curriculum framework can be expressed by the following inter-related questions that allow children to shape and evaluate their own learning. At ISH, these questions are asked at the beginning of each unit and help teachers shape the learning experience for the children in their classroom.

**What have we already learned?
What do we want to learn?
How best will we learn?
How will we know what we have learned?**



Throughout all we do, teachers also encourage students to develop a series of desired attributes and dispositions that characterize successful students.

This is called the **Learner Profile**. The aims of all the IB programs (PYP, MYP, DP) is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. We are working to ensure that the students at ISH are globally minded in the following ways:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKER

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

COMMUNICATOR

We express ourselves confidently and creatively in more than one language and in many ways, we collaborate effectively, listening carefully to the perspectives of other individuals and groups.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have commitment to service and we act to make a positive difference in the lives of others and in the world around us.

Courageous

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical and emotional—to achieve well-being for ourselves and others. We recognize our independence with other people and with the world in which we live.

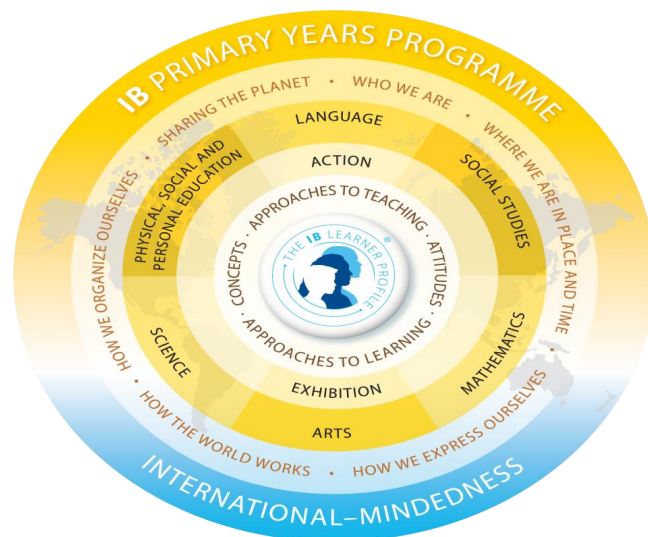
REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

THE CURRICULUM FRAMEWORK

The curriculum framework consists of five essential elements: **concepts**, **skills**, **attitudes**, **actions** and **knowledge**. The knowledge component is developed through inquiries into six transdisciplinary themes of global significance, supported and balanced by six subject areas.

This is illustrated by the diagram below.



© International Baccalaureate Organization

The six transdisciplinary themes are:

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

Each year, at ISH, we evaluate our transdisciplinary programme of inquiry that includes units of inquiry that address these six questions. We strive to ensure that these topics are significant, relevant, engaging and

challenging for all the students participating in the programme as well as meet the national Swedish Education requirements. These topics are integrated into all the subject areas to help students make connections between the subjects and facilitate more effective learning. While working on both the units of inquiry and specific subject based lessons, we encourage students to develop a spirit of inquiry that emphasizes the skills of learning how to find out information using both traditional and contemporary media, along with using other resources in our community.

SKILLS

Through the programme of inquiry students will not only develop an understanding of the concepts taught but also acquire and apply a range of skills. Refining and mastering these skills will enable students to construct meaning in the themes they are studying and prepare them for further studies and life beyond school. The skills your child will be developing are as follows:

Social Skills

Accepting responsibility, respecting others, co-operating, resolving conflicts, group decision making and adopting a variety of group roles

Thinking Skills

Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought (thinking about different points of view), metacognition (analysing thought processes)

Research Skills

Formulating questions, observing, planning, collecting data, recording data, organising data, interpreting data and presenting research findings

Communication Skills

Listening, speaking, reading, writing and non-verbal communication

Self-management Skills

Gross motor skills, fine motor skills, spatial awareness, organisation, time management, safety, healthy lifestyle, codes of behaviour, informed choices

ATTITUDES AND ACTION

An internationally educated person does not only master concepts, knowledge and skills it is equally important that they develop positive attitudes towards people, the environment and their learning. At ISH we address the fostering of these attitudes within everything that we do at school. Teachers keep the attitudes in mind when they are planning lessons, teaching the students and designing assessment strategies. The following attitudes are encouraged at ISH:

Appreciation
Commitment
Confidence
Co-operation
Creativity
Curiosity
Empathy
Enthusiasm
Independence
Integrity
Respect
Tolerance

Students are encouraged to develop these attitudes and display them in everything they do, not just in the classroom with the teacher present.

In close conjunction with students developing responsible attitudes is the opportunity for students to take thoughtful and appropriate action. At ISH we try to offer students the opportunity and the power to choose what they would like to do, follow through on their choice and reflect on the difference they have made to the world through their actions. This action can be as small as helping younger students read or as big as raising money for a particular cause.

We believe that through service to the students, staff and the wider community, students are able to grow socially and personally. The beauty of taking action also brings together the skills and attitudes that students are encouraged to acquire. The most important factor in taking action is that students decide to undertake different projects themselves without the suggestion first coming from the teacher.

ASSESSMENT

At ISH we use a range of assessment and evaluation techniques to determine the progress of each individual student. We identify what students know, understand, can do and feel at different stages in the learning process by using two types of assessment:

Formative Assessment

Formative assessment is interwoven with the daily learning and helps both teachers and students find out what students already know in order to plan the next stage in learning. Formative assessment and teaching are directly linked and one can't occur effectively or purposefully without the other. Some examples of formative assessment used at ISH are:

Observation of students
Anecdotal notes taken during classes
Discussions
Demonstrations
Quizzes
Reading logs

Summative Assessment

Summative assessment happens at the end of the teaching and learning process. Students are given the opportunity to demonstrate what they have learned using a variety of different methods. Some examples of summative assessment used at ISH are:

Presentations: Individual and Group
Tests: Written and Oral
Presenting plays
Designing posters? models
Composing songs
Reflective writing
Drawing pictures
Projects
Check lists

These two forms of assessment allow teachers and students to make an evaluation about the learning that has taken place. Both forms of assessment are also used to evaluate the effectiveness of a unit of work and

Expectations in Learning

Overall Expectations in Language (Swedish and English)

Listening and Speaking

Phase 1

Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Phase 2

Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.

Phase 3

Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Phase 4

Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Phase 5

Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

Viewing and presenting

Phase 1

Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Phase 2

Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.

Phase 3

Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.

Phase 4

Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

Phase 5

Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

Reading

Phase 1

Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.

Phase 2

Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.

Phase 3

Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.

Phase 4

Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

Phase 5

Learners show an understanding of the strategies authors use to engage them. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

Writing

Phase 1

Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, with both individual and collaborative aspects.

Phase 2

Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined world.

Phase 3

Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.

Phase 4

Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

Phase 5

Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

Overall expectations in Mathematics

Data Handling

Phase 1

Learners will develop an understanding of how the collection and organization of information helps to make sense of the world. They will sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners will discuss chance in daily events.

Phase 2

Learners will understand how information can be expressed as organized and structured data and that this can occur in a range of ways. They will collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners will develop an understanding that some events in daily life are more likely to happen than others and they will identify and describe likelihood using appropriate vocabulary.

Phase 3

Learners will continue to collect, organize, display and analyse data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs and that mode can be used to summarize a set of data. The learners will make the connection that probability is based on experimental events and can be expressed numerically.

Phase 4

Learners will collect, organize and display data for the purposes of valid interpretation and communication. They will be able to use the mode, median, mean and range to summarize a set of data. They will create and manipulate an electronic database for their own purposes, including setting up spreadsheets and using simple formulas to create graphs. Learners will understand that probability can be expressed on a scale (0–1 or 0%–100%) and that the probability of an event can be predicted theoretically.

Measurement

Phase 1

Learners will develop an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They will be able to identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.

Phase 2

Learners will understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects and events with more accuracy. Learners will develop these understandings in relation to measurement involving length, mass, capacity, money, temperature and time.

Phase 3

Learners will continue to use standard units to measure objects, in particular developing their understanding of measuring perimeter, area and volume. They will select and use appropriate tools and units of measurement, and will be able to describe measures that fall between two numbers on a scale. The learners will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation.

Phase 4

Learners will understand that a range of procedures exists to measure different attributes of objects and events, for example, the use of formulas for finding area, perimeter and volume. They will be able to decide on the level of accuracy required for measuring and using decimal and fraction notation when precise measurements are necessary. To demonstrate their understanding of angles as a measure of rotation, the learners will be able to measure and construct angles.

Shape and Space

Phase 1

Learners will understand that shapes have characteristics that can be described and compared. They will understand and use common language to describe paths, regions and boundaries of their immediate environment.

Phase 2

Learners will continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. They will understand that examples of symmetry and transformations can be found in their immediate environment. Learners will interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.

Phase 3

Learners will sort, describe and model regular and irregular polygons, developing an understanding of their properties. They will be able to describe and model congruency and similarity in 2D shapes. Learners will continue to develop their understanding of symmetry, in particular reflective and rotational symmetry. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.

Phase 4

Learners will understand the properties of regular and irregular polyhedra. They will understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualize and solve problems in the real world, for example, through the use of drawing and modelling. Learners will develop their understanding of the use of scale (ratio) to enlarge and reduce shapes. They will apply the language and notation of bearing to describe direction and position.

Pattern and Function

Phase 1

Learners will understand that patterns and sequences occur in everyday situations. They will be able to identify, describe, extend and create patterns in various ways.

Phase 2

Learners will understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners will understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They will be able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

Phase 3

Learners will analyse patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They will understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They will be able to use their understanding of pattern and function to represent and make sense of real-life situations and, where appropriate, to solve problems involving the four operations.

Phase 4

Learners will understand that patterns can be represented, analysed and generalized using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, symbolic rules to analyse and represent patterns. They will develop an understanding of exponential notation as a way to express repeated products, and of the inverse relationship that exists between exponents and roots. The students will continue to use their understanding of pattern and function to represent and make sense of real-life situations and to solve problems involving the four operations.

Number

Phase 1

Learners will understand that numbers are used for many different purposes in the real world. They will develop an understanding of one-to-one correspondence and conservation of number, and be able to count and use number words and numerals to represent quantities.

Phase 2

Learners will develop their understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will have automatic recall of addition and subtraction facts and be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners will have an understanding of fractions as representations of whole-part relationships and will be able to model fractions and use fraction names in real-life situations.

Phase 3

Learners will develop the understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate this understanding by modelling equivalent fractions and decimal fractions to hundredths or beyond. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Learners will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.

Phase 4

Learners will understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond, as well as model integers. They will develop an understanding of ratios. They will understand that fractions, decimals and percentages are ways of representing whole-part relationships and will work towards modelling, comparing, reading, writing, ordering and converting fractions, decimals and percentages. They will use mental and written strategies to solve problems involving whole numbers, fractions and decimals in real-life situations, using a range of strategies to evaluate reasonableness of answers.

Overall Expectations in Science

Phase 1

Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify simple patterns, make predictions and discuss their ideas. They will explore the way objects and phenomena function, and will recognize basic cause and effect relationships. Students will examine change over varying time periods and know that different variables and conditions may affect change. They will be aware of different perspectives, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and vocabulary

Phase 2

Students will develop their observational skills by using their senses to gather and record information, and they will use their observations to identify patterns, make predictions and refine their ideas. They will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of cause and effect relationships. Students will examine change over varying time periods, and will recognize that more than one variable may affect change. They will be aware of different perspectives and ways of organizing the world, and they will show care and respect for themselves, other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience.

Phase 3

Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and will recognize that change may be affected by one or more variables. They will examine how products and tools have been developed through the application of science concepts. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will consider ethical issues in science-related contexts and use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

Phase 4

Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and they will recognize that change may be affected by one or more variables. Students will reflect on the impact that the application of science, including advances in technology, has had on themselves, society and the environment. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will examine ethical and social issues in science-related contexts and express their responses appropriately. They will use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

Overall Expectations in Social Studies

Phase 1

Students will explore their understanding of people and their lives, focusing on themselves, their friends and families, and their immediate environment. They will practise applying rules and routines to work and play. They will gain an increasing awareness of themselves in relation to the various groups to which they belong and be conscious of systems by which they organize themselves. They will develop their sense of place, and the reasons why particular places are important to people. They will also develop their sense of time, and recognize important events in their own lives, and how time and change affect people. They will explore the role of technology in their lives.

Phase 2

Students will increase their understanding of their world, focusing on themselves, their friends and families and their environment. They will appreciate the reasons why people belong to groups, the roles they fulfill and the different ways that people interact within groups. They will recognize connections within and between systems by which people organize themselves. They will broaden their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. Students will start to develop an understanding of their relationship with the environment. They will gain a greater sense of time, recognizing important events in their own lives, and how time and change affect people. They will become increasingly aware of how advances in technology affect individuals and the environment.

Phase 3

Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognize the interdependency of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

Phase 4

Students will recognize different aspects of human society, focusing on themselves and others within their own community as well as groups of people that are distant in time and place. They will extend their understanding of how and why groups are organized within communities, and how participation within groups involves both rights and responsibilities. They will understand the interdependency of systems and their function within local and national communities. Students will gain an appreciation of how cultural groups may vary in their customs and practices but reflect similar purposes. They will deepen their awareness of how people influence, and are influenced by, places in the environment. They will realize the significance of developing a sense of belonging and stewardship towards the environment, valuing and caring for it, in the interests of themselves and future generations. Students will consolidate their understanding of time, recognizing how ideas and actions of people in the past have changed the lives of others, and appreciating how the past is recorded and remembered in different ways. They will gain an understanding of how and why people manage resources. They will understand the impact of technological advances on their own lives, on society and on the world, and will reflect on the need to make responsible decisions concerning the use of technologies.

Overall expectations in Visual Art

Creating

Phase 1

Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

Phase 2

Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

Phase 3

Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

Phase 4

Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

Responding

Phase 1

Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They are able to interpret and respond to different art forms, including their own work and that of others.

Phase 2

Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

Phase 3

Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Phase 4

Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

Overall expectations in Personal, Social and Physical Education (PSPE)

Identity

Phase 1

Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

Phase 2

Learners understand that there are many factors that contribute to a person's identity and they have an awareness of the qualities, abilities, character and characteristics that make up their own identity. They are able to identify and understand their emotions in order to regulate their emotional responses and behavior. Learners explore and apply different strategies that help them approach challenges and new situations with confidence.

Phase 3

Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyze how they are connected to the wider community and are open to learning about others. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

Phase 4

Learners understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognize and describe how a sense of self-efficacy contributes to human accomplishments and personal wellbeing. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.

Active Living

Phase 1

Learners show an awareness of how daily practices, including exercise, can have an impact on well being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognize the need for safe participation when interacting in a range of physical contexts.

Phase 2

Learners recognize the importance of being physically active, making healthy food choices, and maintaining good hygiene in the development of wellbeing. They explore, use and adapt a range of fundamental movement skills in different physical activities and are aware of how the body's capacity for movement develops as it grows. Learners understand how movements can be linked to create sequences and that these sequences can be created to convey meaning. They understand their personal responsibilities to themselves and others in relation to safety practices.

Phase 3

Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviors and are able to identify these risks in order to maximize enjoyment and promote safety.

Phase 4

Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop wellbeing. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

Learners show an awareness of how daily practices, including exercise, can have an impact on wellbeing. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognize the need for safe participation when interacting in a range of physical contexts.

Interactions**Phase 1**

Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behavior affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

Phase 2

Learners recognize the value of interacting, playing and learning with others. They understand that participation in a group can require them to assume different roles and responsibilities and they show a willingness to cooperate. They nurture relationships with others, sharing ideas, celebrating successes and offering and seeking support as needed. Learners understand that responsible citizenship involves conservation and preservation of the environment.

Phase 3

Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

Phase 4

Learners understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. They recognize that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.

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<p>The human body looks and functions in different ways.</p> <p>Concepts: Form, Function</p> <p>Related concepts: identity, growth</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> How I look How my body is changing and growing What I can do <p>Learner Profile focus: reflective</p> <p>Attitude focus: Independence</p>		<p>Songs and rhymes help human expression.</p> <p>Concepts: Connection, Perspective</p> <p>Related concepts: patterns, feelings</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Songs and rhymes in our cultures How songs and nursery rhymes make us feel How we express ourselves through movement <p>Learner Profile focus: Communicator</p> <p>Attitude focus: curiosity, appreciation</p>	<p>Seasons show changes in weather and environment.</p> <p>Concepts: Change, Reflection</p> <p>Related concepts: adaptation, weather</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Different seasons throughout the year Changes in nature How we adapt to the seasons <p>Learner Profile focus: thinkers</p> <p>Attitude focus: confidence</p>		<p>People share the world with many tiny creatures.</p> <p>Concepts: Causation, Responsibility</p> <p>Related concepts: animals, environment, sharing</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Mini beasts around us Sharing an eco-system How mini beasts help us <p>Learner Profile focus: caring</p> <p>Attitude focus: respect</p>

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<p>People form families and build relationships.</p> <p>Concepts: Function, Responsibility</p> <p>Related concepts: families, relationships</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How families function 2. The responsibilities within families 3. Family structures <p>Learner Profile focus: reflective, Open minded</p> <p>Attitude focus: Responsibility, Tolerance</p>		<p>People communicate ideas and feelings in many creative ways.</p> <p>Concepts: Perspective, Reflection</p> <p>Related concepts: Communication, personal expression</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. What we like about art 2. How we express ourselves through art 3. Different forms of creativity <p>Learner Profile focus: Communicator, Balanced</p> <p>Attitude focus: Independent, Creativity</p>	<p>Understanding the properties of air allows us to make practical uses of it.</p> <p>Concepts: Change, Form</p> <p>Related concepts: Properties, transformation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Where air can be found 2. Uses of air 3. How air can change <p>Learner Profile focus: Knowledgeable, Inquirer</p> <p>Attitude focus: Enthusiasm, Curious</p>		<p>Animals develop and change during a life cycle.</p> <p>Concepts: Causation, Connection</p> <p>Related concepts: Sequences, pattern</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. What a life cycle is 2. How animals change during a life cycle 3. How we take care of the creatures in our environment <p>Learner Profile focus:: Thinker, caring</p> <p>Attitude focus: Appreciation, respect</p>

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<p>Friendships develop with rights and responsibilities.</p> <p>Concepts: Function, Responsibility</p> <p>Related concepts: Behaviour, Patterns, Initiative</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. The purpose of friends 2. How to be good friend 3. How to resolve conflicts <p>Learner Profile focus: Balanced, Principled</p> <p>Attitude focus: Cooperation, Tolerance</p>		<p>Every story tells a message.</p> <p>Concepts: Perspective, Reflection</p> <p>Related concepts: : Communication, Interpretation, Beliefs</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Messages in stories ** 2. Roles of characters in a story 3. The reason why people tell stories 4. How the life in the past is present in stories today ** <p>Learner Profile focus: Reflective, Communicator</p> <p>Attitude focus: Empathy, Creativity</p>	<p>All living things follow a life cycle.</p> <p>Concepts: Form, Change</p> <p>Related concepts: Growth, Cycles, Transformation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Living things change during their lifetime ** 2. Basic needs of living things 3. Life cycles in our environment ** <p>Learner Profile focus: Knowledgeable Inquirer</p> <p>Attitude focus: Curiosity, Enthusiasm</p>	<p>Neighbourhoods serve the needs of the people who live within them.</p> <p>Concepts: Function, Connection</p> <p>Related concepts: Systems, Structures, Role</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Features and activities in our neighbourhood ** 2. Comparing neighbourhoods around the world 3. Our role within our neighbourhood <p>Learner Profile focus: Thinker, Open-minded</p> <p>Attitude focus: Commitment, Independence</p>	<p>Sharing the planet comes with responsibilities.</p> <p>Concepts: : Responsibility, Causation</p> <p>Related concepts : Impact, Values, Rights</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Ways to care for our environment 2. Our impact on the environment 3. sharing the environment with people and other living things <p>Learner Profile focus:: Caring, Courageous (risk-taker)</p> <p>Attitude focus: Appreciation, respect</p>

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<p>Informed choices promote health and well-being.</p> <p>Concepts: Responsibility and Connection</p> <p>Related concepts: Improvement Growth</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. The importance of personal hygiene and routines** 2. How exercise and a balanced diet contribute to our well-being ** 3. How mental health contributes to our well-being ** <p>Learner Profile focus: Balanced, Caring</p> <p>Attitude focus: Empathy, Respect</p>	<p>Homes can be reflective of culture and local conditions.</p> <p>Concepts: Change and Form</p> <p>Related concepts: Materials, properties Innovation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Different kinds of houses locally and globally 2. How houses are built ** 3. How houses have changed over time locally and globally ** <p>Learner Profile focus: Inquirer, Open-Minded</p> <p>Attitude focus: Appreciation, Curiosity</p>	<p>Imagination is a powerful tool for extending our ability to think, create and express ourselves.</p> <p>Concepts: Perspective, Reflection</p> <p>Related concepts: Imagination, self-expression</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How we demonstrate imagination 2. How our imagination helps us to consider other perspectives 3. How imagination helps us to solve problems <p>Learner Profile focus: Reflective, Communicator</p> <p>Attitude focus: Empathy, Creativity</p>	<p>Matter exists in changing states.</p> <p>Concepts: Change and Causation</p> <p>Related concepts: Solutions, mixtures, transition**</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Scientific process 2. States of matter** 3. How temperature changes matter ** <p>Learner Profile focus: Knowledgeable Inquirer</p> <p>Attitude focus: Independence Curiosity</p>	<p>Communities function more effectively when systems and routines are in place.</p> <p>Concepts: Function and Responsibility</p> <p>Related concepts: Systems, Structures, Role</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. What a community is 2. Purpose of systems and routines in a community 3. Different roles and responsibilities in a community <p>Learner Profile focus: Thinker, Open-minded</p> <p>Attitude focus: Commitment, Independence</p>	<p>Habitats provide what living things need to survive.</p> <p>Concepts: Concepts: Responsibility and Form</p> <p>Related concepts : Impact, Values, Rights</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Types of habitats. 2. How habitats give living things what they need to survive 3. Protection of habitats <p>Learner Profile focus:: Reflective Caring</p> <p>Attitude focus: Tolerance, Appreciation</p>

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<p>The senses help experience, explore and interpret the world.</p> <p>Concepts: Function, Connection</p> <p>Related concepts: Adaptation, exploration</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. The five senses ** 2. How the senses work ** 3. How our senses help us ** <p>Learner Profile focus: Inquirer, Well balanced</p> <p>Attitude focus: Curiosity, Enthusiasm</p>	<p>Journeys create change and open up new opportunities.</p> <p>Concepts: Change, reflection</p> <p>Related concepts: Change, Opportunity</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Reasons for journeys 2. Choices and decisions involved in making a journey 3. How journeys have changed over time <p>Learner Profile focus: Principled, risk taker</p> <p>Attitude focus: Commitment, Tolerance</p>	<p>Fairy tales and folklore reflect culture and creativity from people around the world.</p> <p>Concepts: Perspective, Reflection</p> <p>Related concepts: Imagination, self-expression</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Common elements of fairytales 2. Similarities and differences between fairytales around the world 3. Morals of stories <p>Learner Profile focus: Communicator, Inquirer</p> <p>Attitude focus: Cooperation, Creativity</p>	<p>Natural and unnatural processes shape and reshape the Earth's surfaces.</p> <p>Concepts: Change, Responsibility</p> <p>Related concepts: Classification, erosion.</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How Earth's surfaces are created ** 2. Process that shape the Earth** 3. The impact of natural and unnatural processes on Earth's landforms ** <p>Learner Profile focus: Knowledgeable, Caring</p> <p>Attitude focus: Appreciation, Respect</p>	<p>Transportation systems and services exist to meet people's needs within a community.</p> <p>Concepts: Change, Function</p> <p>Related concepts: transportation, safety</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How transportation systems and services meet the needs of a community** 2. How transportation and services have changed over time** 3. Safety precautions involved with transportation ** <p>Learner Profile focus: Thinker, Principled</p> <p>Attitude focus: Confidence, Integrity</p>	<p>Peaceful relationships lead to a better quality of life.</p> <p>Concepts: Causation, Function</p> <p>Related concepts: Diversity, differences, similarities, self-concept</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Peace keepers in our community 2. Cause and effect of conflict 3. Strategies to resolve conflict <p>Learner Profile focus: Reflective, Open Minded</p> <p>Attitude focus: Independence, Empathy</p>

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<p>Choices of role models reflect the characteristics that a society values</p> <p>Concepts: Perspective, Reflection</p> <p>Related concepts: Citizenship, Roles, Rights & Responsibilities</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Characteristics of heroes and role models ** 2. How role models impact society past and present ** 3. How anyone can be a hero or role model ** <p>Learner Profile focus: Caring, Principled</p> <p>Attitude focus: Tolerance, Empathy</p>	<p>Maps help people orient themselves to find their place in the world.</p> <p>Concepts: Function, Form</p> <p>Related concepts: Place, Location, Geographical Patterns</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How maps work 2. Characteristics of maps ** 3. Global and local geographical features** <p>Learner Profile focus: Inquirer, risk taker</p> <p>Attitude focus: Cooperation, Independence</p>	<p>Illustrations express a person's perspective through a variety of media.</p> <p>Concepts: Perspective, Form</p> <p>Related concepts: Personality, Feelings/Emotions, Motivation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Styles of Illustration 2. The Illustration process 3. Meanings portrayed in illustrations <p>Learner Profile focus: Communicator, Open-Minded</p> <p>Attitude focus: Cooperation, Independence</p>	<p>Understanding weather helps predict its impact on the environment.</p> <p>Concepts: Function, Causation</p> <p>Related concepts: Cycle, Interaction, Natural Disasters</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. How weather works** 2. How weather is observed, predicted, and measured 3. How weather events affect the environment** <p>Learner Profile focus: Knowledgeable, Inquirer</p> <p>Attitude focus: Confidence, Curiosity</p>	<p>Money functions as a system of exchange to encourage fair trade.</p> <p>Concepts: Function, Responsibility</p> <p>Related concepts: Trade, Value, Cost/Benefits, Exchange, Money</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Systems and mediums of exchange 2. Earning, saving, spending and donating. 3. Ethics/fairness of marketplace <p>Learner Profile focus: Reflective, Balanced</p> <p>Attitude focus: Integrity, Confidence</p>	<p>Food is a valuable resource and should be carefully selected.</p> <p>Concepts: Function, Responsibility</p> <p>Related concepts: Scarcity, Resources, Human/Environmental Interaction</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> 1. Processes foods go through** 2. Where our food comes from** 3. Choices and responsibilities** <p>Learner Profile focus:: Thinker, Caring, Communicator</p> <p>Attitude focus: Commitment, Respect</p>

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<p>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.</p> <p>Values and beliefs help to shape people.</p> <p>Concepts: Perspective, Reflection</p> <p>Related concepts: Similarities, differences, interpretation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Own beliefs and practices Religious beliefs and practices ** History of local beliefs ** <p>Learner Profile focus: Open Minded, Reflective</p> <p>Attitude focus: Confidence, Tolerance</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 and the interconnectedness of individuals and civilizations, from local and global perspectives.</p> <p>Knowing about history enables us to discover our unique identities.</p> <p>Concepts: form, change</p> <p>Related concepts: development, influence</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Contributions to modern society** Comparing past lives with ours today ** The main characteristics of different time periods ** <p>Learner Profile focus: Thinker</p> <p>Attitude focus: Appreciation, Enthusiasm</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>Our need to share our feelings and ideas drives us to develop effective ways to communicate.</p> <p>Concepts: function, form</p> <p>Related concepts: Personality, Feelings/Emotions, Motivation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Identifying our feelings Ways of expressing our feelings Effective communication <p>Learner Profile focus: Risk taker, Communicator</p> <p>Attitude focus: Creativity, Cooperation</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>Everything in our solar system is connected through gravity.</p> <p>Concepts: connection, form</p> <p>Related concepts: Cycle, Interaction, Natural Disasters</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> The natural objects in our solar system ** Gravity ** Earth and Sun connections ** Earth and Moon connections ** <p>Learner Profile focus: Knowledgeable, Inquirer</p> <p>Attitude focus: Curiosity, Independence</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>Local and global organizations can make a difference to our world.</p> <p>Concepts: function, causation</p> <p>Related concepts: Impact, systems</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Local organizations Global organizations Impact upon the world <p>Learner Profile focus: Caring</p> <p>Attitude focus: Empathy</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> <p>People can interact with the environment and its resources in many different ways</p> <p>Concepts: causation, responsibility</p> <p>Related concepts: Systems, initiative, consequences</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Human impact on the environment** Consequences ** What we can do now ** <p>Learner Profile focus: Balanced, Principled</p> <p>Attitude focus: Respect, Commitment</p>

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<p>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 families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p>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 and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>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>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>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>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>
<p>Overcoming prejudice can be attained through understanding.</p> <p>Concepts: Causation, Change</p> <p>Related concepts: heritage, prejudice Rights & Responsibilities, diversity</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> How prejudice begins** Actions against prejudice** Human similarities and differences** <p>Learner Profile focus: Open minded knowledgeable</p> <p>Attitude focus: Tolerance, Respect</p>	<p>Human exploration leads to discoveries, opportunities and new understandings.</p> <p>Concepts: exploration, discovery, location</p> <p>Related concepts: development, influence</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Causes of exploration (historical and personal)** Consequences of human exploration ** Connection from the past to today** <p>Learner Profile focus: Risk Taker, knowledgeable</p> <p>Attitude focus: Curiosity, confidence</p>	<p>Creating and responding to art develops understanding of ourselves and the world around us.</p> <p>Concepts: Reflection, perspective</p> <p>Related concepts: interpretation, symbolism</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> How the arts develop appreciation Ways people express individuality How the arts can be a reflection of values and issues <p>Learner Profile focus: Balanced, reflective</p> <p>Attitude focus: creativity, appreciation</p>	<p>Understanding the properties of physics determines how we apply them in our everyday lives.</p> <p>Concepts: Function, connection</p> <p>Related concepts: force, properties, energy,</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Natural laws** Relationships between properties** Uses of physics** <p>Learner Profile focus: Inquirer, communicator</p> <p>Attitude focus: Creativity, curious</p>	<p>Systems of production, exchange, and consumption bring about economic activity.</p> <p>Concepts: Form, Function</p> <p>Related concepts: Trade, supply ad demand, goods and services</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Trade – local and global** Distribution of good and services** Role of supply and demand ** <p>Learner Profile focus: Knowledgeable, Thinker</p> <p>Attitude focus: Integrity</p>	<p>Wealth and resources determine access to equal opportunities.</p> <p>Concepts: Connection, Responsibility</p> <p>Related concepts : poverty, resources, wealth, opportunity</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Quality of life around the world** Resource distribution** Relationship between wealth and power ** <p>Learner Profile focus:: Balanced, Principled</p> <p>Attitude focus: Empathy, Appreciation</p>

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PYP 6 Program of Inquiry

<p>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 families, friends, communities, and cultures; rights and responsibilities; what it means to be human.</p>	<p>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 and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p>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>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>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>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>
<p>The Human body consists of many interrelated systems.</p> <p>Concepts: Function, Change</p> <p>Related concepts: systems, growth, reproduction</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Human body systems** The body system relationships** Changes within the body** <p>Learner Profile focus: Balanced, reflective</p> <p>Attitude focus: Cooperation, independence</p>	<p>By discovering the history of our continent, we learn about our connections with other people and places in the world.</p> <p>Concepts: Connection, Causation</p> <p>Related concepts: Conflict, culture, power, impact</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Significant historic events in Europe Cultural connections with other countries Local history <p>Learner Profile focus: :Inquirer, Knowledgeable</p> <p>Attitude focus: Enthusiasm, appreciation</p>	<p>People’s perceptions determine their reactions.</p> <p>Concepts: Reflection, perspective</p> <p>Related concepts: interpretation, judgement</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Different ways people perceive situations, ideas and art Reactions that art can provoke Different mediums of expression (e.g. photography, digital story-telling) <p>Learner Profile focus: Communicator, thinker</p> <p>Attitude focus: Confidence, creativity</p>	<p>Organisms interact with one another and with their environment in an ecosystem.</p> <p>Concepts: Function, connection</p> <p>Related concepts: Growth, relationships, ecosystems, organisms</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Components of an ecosystem** Factors that affect growth and reproduction ** How organisms and environment are connected** <p>Learner Profile focus: Principled, caring</p> <p>Attitude focus: Commitment, respect</p>	<p>Political systems structure how nations are organized.</p> <p>Concepts: Function, Responsibility</p> <p>Related concepts: Citizenship, governments, cooperation</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Building a nation** Civic responsibility** Collaborations between nations** <p>Learner Profile focus: Risk-taker, open-minded</p> <p>Attitude focus: Curiosity, integrity,</p>	<p>EXHIBITION</p> <p>Individuals and groups connect and organize to solve problems and take action.</p> <p>Concepts: all</p> <p>Related concepts : citizenship, relationships</p> <p>Lines of Inquiry:</p> <ol style="list-style-type: none"> Our responsibilities to our local communities Our interpersonal relationships Our global citizenship <p>Learner Profile focus:: all</p> <p>Attitude focus: all</p>

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