



Sekolah Global Indo-Asia  
Programme of Inquiry  
SY 2023 - 2024



Grade Level	Who We Are	Where We Are in Place and Time	How We Express Ourselves	How the World Works	How We Organize Ourselves	Sharing the Planet
Grade Level	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into 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.
K1	<b>Central idea:</b> Awareness of our personal characteristics and ability helps us understand who we are and others around us. <b>Key concepts:</b> Perspective, Form, Connection <b>Related concepts:</b> Differences, Characteristics (likes & dislikes), Social interaction <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Our characteristics and ability</li><li>Our differences and similarities</li><li>Ways we accept differences through play</li></ul> <b>IB learner profile:</b> Caring, Open-Minded, Communicators <b>Approaches to learning:</b> Social and Communication skills		<b>Central idea:</b> Children express themselves in many different 'languages' through play and exploration. <b>Key concepts:</b> Form, Function, Causation <b>Related concepts:</b> Play, Exploration, Communication, Creativity <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Different forms of play</li><li>Using our creativity to express ourselves</li><li>Communicating through play</li></ul> <b>IB learner profile:</b> Risk-takers, Balanced, Communicators, Reflective <b>Approaches to learning:</b> Communication, Social and Self-management skills	<b>Central idea:</b> Understanding changes in living things and non-living things help us make sense of the world. <b>Key concepts:</b> Form, Change, Causation <b>Related concepts:</b> Transformation, Process, Life cycle, Physical changes <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Living things and non-living things</li><li>How living things and non-living things go through changes</li><li>How we grow and change</li></ul> <b>IB learner profile:</b> Inquirers, Thinkers, Knowledgeable <b>Approaches to learning:</b> Research and Thinking skills	<b>Central idea:</b> Communities function effectively when rules and routines are shared with all members. <b>Key concepts:</b> Function, Connection, Responsibility <b>Related concepts:</b> Rules, Routines, Communities, Consequences <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>School and classroom communities</li><li>Purposes of rules and routines</li><li>Reaching agreement</li></ul> <b>IB learner profile:</b> Caring, Principled <b>Approaches to learning:</b> Self-management and Social skills	
K2	<b>Central idea:</b> Families influence our identities through upbringing. <b>Key concepts:</b> Form, Function, Connection <b>Related concepts:</b> Differences, Belonging, Roles, Interdependence <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Similarities and differences in families</li><li>Our family upbringing</li><li>My family tree and history</li></ul> <b>IB learner profile:</b> Communicators, Caring, Thinkers <b>Approaches to learning:</b> Communication and Social skills		<b>Central idea:</b> Play creates opportunities for growth and skills development. <b>Key concepts:</b> Connection, Function, Causation <b>Related concepts:</b> Communication, Relationship, Interaction <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Learning through play</li><li>How play extends our thinking</li><li>Developing positive relationships through play</li></ul> <b>IB learner profile:</b> Risk-takers, Open-minded, Caring <b>Approaches to learning:</b> Thinking, Social and Communication skills	<b>Central idea:</b> Our senses help us discover the world around us. <b>Key concepts:</b> Form, Perspective, Function <b>Related concepts:</b> Senses, Body parts, Perception, Protection <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Our senses</li><li>The world without senses</li><li>Senses in other living things</li></ul> <b>IB learner profile:</b> Knowledgeable, Inquirers, Communicators <b>Approaches to learning:</b> Thinking and Research skills	<b>Central idea:</b> Each one of us shares a responsibility to help create a safe environment. <b>Key concepts:</b> Causation, Change, Responsibility <b>Related concepts:</b> Safety, Rules, Procedures Organization <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Safety inside and outside our home</li><li>Safety at school</li><li>Making safe choices</li><li>Organization to keep us safe</li></ul> <b>IB learner profile:</b> Balanced, Principled, Reflective <b>Approaches to learning:</b> Self-management and Social skills	
K3	<b>Central idea:</b> Relationships with others contribute to our well-being and can affect the way we feel and behave. <b>Key concepts:</b> Perspective, Connection, Function <b>Related concepts:</b> Relationship, Feeling, Friendship, Well-being <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Why relationships matter</li><li>How relationships affect our well-being</li><li>What makes a good relationship</li></ul> <b>IB learner profile:</b> Communicators, Caring, Reflective <b>Approaches to learning:</b> Social, Communication, and Self-management skills		<b>Central idea:</b> People use celebrations to express important events in their lives. <b>Key concepts:</b> Form, Causation, Responsibility <b>Related concepts:</b> Celebration, Beliefs, Cultures, Traditions <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Features of celebrations</li><li>Reasons for celebrations</li><li>How celebration is connected to cultures, traditions and beliefs</li></ul> <b>IB learner profile:</b> Open-minded, Inquirers, Risk Takers <b>Approaches to learning:</b> Social and Communication skills	<b>Central idea:</b> Understanding the weather phenomena helps us learn about their benefits and challenges to living things. <b>Key concepts:</b> Change, Causation, Connection <b>Related concepts:</b> Weather, Season, Temperature, Benefit, Challenges <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Weather phenomena</li><li>Causes of changes in weather</li><li>How weather affects our daily life</li></ul> <b>IB learner profile:</b> Inquirers, Knowledgeable, Risk-takers <b>Approaches to learning:</b> Thinking and Research skills	<b>Central idea:</b> Communities develop systems to work towards common goals. <b>Key concepts:</b> Function, Responsibility, Change <b>Related concepts:</b> System, Community, Roles <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Systems and why do we need them</li><li>Systems in the communities</li><li>How systems change based on the needs of the community</li></ul> <b>IB learner profile:</b> Balanced, Principled, Communicators <b>Approaches to learning:</b> Social, Self-management and Communication skills	<b>Central idea:</b> Minibeasts have a role in the habitat they live in and their existence impacts the ecosystem. <b>Key concepts:</b> Form, Function, Connection <b>Related concepts:</b> Invertebrates, Ecosystem, Roles, Impact <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Types of minibeasts</li><li>The importance of minibeasts in the ecosystem</li><li>How humans and minibeast interact</li></ul> <b>IB learner profile:</b> Thinkers, Knowledgeable, Caring <b>Approaches to learning:</b> Thinking and Research skills
Grade 1	<b>Central idea:</b> The choices we make can affect our health and well-being. <b>Key concepts:</b> Form, Connection, Responsibility <b>Related concepts:</b> Choices, Balance, Impact, Physical and Mental health, Well-being <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>The concept of well-being</li><li>Physical and mental health</li><li>How our lifestyle choices affect our physical and mental health</li></ul> <b>IB learner profile:</b> Balanced, Thinkers, Reflective <b>Approaches to learning:</b> Self-management and Thinking skills	<b>Central idea:</b> Learning about our family histories enables us to discover our cultural origins and develop historical awareness. <b>Key concepts:</b> Perspective, Function, Responsibility <b>Related concepts:</b> History, Evidence, Culture, Identity <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Our family histories</li><li>How our family history shapes our identity</li><li>Ways to preserve our culture</li></ul> <b>IB learner profile:</b> Caring, Open-minded, Inquirers <b>Approaches to learning:</b> Research and Social skills	<b>Central idea:</b> Artists use various objects and materials to express ideas, interests and beliefs. <b>Key concepts:</b> Causation, Perspective, Change <b>Related concepts:</b> Characteristics, Beliefs, Creativity, Expression <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Objects and materials used by artists</li><li>How an artwork reflects its artist ideas, interest and beliefs</li><li>Process of making artwork</li></ul> <b>IB learner profile:</b> Communicators, Open-minded, Risk-takers <b>Approaches to learning:</b> Communication and Self-management skills	<b>Central idea:</b> The Earth position in the solar system regulates life on Earth. <b>Key concepts:</b> Form, Causation, Function <b>Related concepts:</b> System, Cycle, Movement, Rotation, Time <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Characteristics of the Earth, sun and moon</li><li>How the position of the Earth, sun and moon affects each other</li><li>How the sun and moon regulate life</li></ul> <b>IB learner profile:</b> Thinkers, Knowledgeable, Inquirers <b>Approaches to learning:</b> Thinking and Research skills	<b>Central idea:</b> Many products go through a process of change before they are used or consumed. <b>Key concepts:</b> Function, Change, Connection <b>Related concepts:</b> Origin, Needs, Process, Distribution <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Origin of the product</li><li>Changes products go through</li><li>Distribution of products</li></ul> <b>IB learner profile:</b> Communicators, Principled, Knowledgeable <b>Approaches to learning:</b> Research and Communication Skills	<b>Central idea:</b> Living things interact with each other to sustain each other's needs. <b>Key concepts:</b> Connection, Function, Responsibility <b>Related concepts:</b> Interaction, Relationship, Role, Food chain, Initiative <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>The world of plants and animals</li><li>Interaction between humans, animals and plants</li><li>The role of plants and animals in the environment</li></ul> <b>IB learner profile:</b> Caring, Principled, Reflective <b>Approaches to learning:</b> Thinking and Social Skills
Grade 2	<b>Central idea:</b> Learning about our rights as children can help us use our voice to act. <b>Key concepts:</b> Perspective, Causation, Responsibility <b>Related concepts:</b> Rights, Consequences, Challenges <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Our rights in different community</li><li>The differences between rights and responsibilities and how they are connected</li><li>How we use our voice to act</li></ul> <b>IB learner profile:</b> Open-Minded, Reflective, Principled <b>Approaches to learning:</b> Self-management, Social and Communication skills	<b>Central idea:</b> Physical features of certain locations impact human settlements and ways of life. <b>Key concepts:</b> Form, Change, Connection <b>Related concepts:</b> Physical features, Geography, Adaptation, Impact <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Natural and man-made geographical features</li><li>How geographical features change over time</li><li>Impacts of geographical features on humans</li></ul> <b>IB learner profile:</b> Communicators, Thinkers, Knowledgeable <b>Approaches to learning:</b> Thinking, Research and Communication Skills	<b>Central idea:</b> Performance is a powerful tool that can influence feelings and ideas. <b>Key concepts:</b> Form, Function, Perspective, Responsibility <b>Related concepts:</b> Performance, Expression, Interpretation, Appreciation, Roles <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Performance and its expressive ways</li><li>How performance can be interpreted</li><li>Collaboration in creating a performance</li></ul> <b>IB learner profile:</b> Communicators, Risk Takers, Balanced <b>Approaches to learning:</b> Social, Communication, and Thinking Skills	<b>Central idea:</b> Production and design process depend on the properties of raw materials. <b>Key concepts:</b> Function, Connection, Perspective <b>Related concepts:</b> Materials, Properties, Design <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Properties and uses of materials</li><li>How properties of materials influence the design process</li><li>Design and function of products</li></ul> <b>IB learner profile:</b> Inquirers, Knowledgeable, Risk-takers <b>Approaches to learning:</b> Research, Self-management and Thinking skills	<b>Central idea:</b> Cities consist of interconnected services, goods and systems to meet the needs of urban communities. <b>Key concepts:</b> Form, Connection, Change <b>Related concepts:</b> Needs & Wants, Urban community, Goods & Services, Interconnectedness <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Characteristics of urban communities</li><li>The inter-connectedness between the goods and services in a community</li><li>The needs of growing cities</li></ul> <b>IB learner profile:</b> Inquirers, Caring, Balanced <b>Approaches to learning:</b> Social, Thinking and Research Skills	<b>Central idea:</b> Marine life provides many benefits to people and is vital to our survival. <b>Key concepts:</b> Form, Causation, Change <b>Related concepts:</b> Marine life, Ecosystem, Interdependence, Survival, Initiative <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Life below water</li><li>The importance of marine life to our survival</li><li>Ways to help protect marine life</li></ul> <b>IB learner profile:</b> Open-minded, Caring, Knowledgeable <b>Approaches to learning:</b> Social, Thinking and Research skills
Grade 3	<b>Central idea:</b> Our personal beliefs and culture may influence the way we live and interact with others. <b>Key concepts:</b> Form, Causation, Responsibility <b>Related concepts:</b> Beliefs, Cultures, Presumption, Bias <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Beliefs and culture</li><li>The interdependence of our body systems</li><li>Factors that affect the function of our systems</li><li>How physical health contributes to our well-being</li></ul> <b>IB learner profile:</b> Open-minded, Caring, Reflective <b>Approaches to learning:</b> Communication and Social skills	<b>Central idea:</b> Exploration leads to discovery, opportunity, new connections and understanding. <b>Key concepts:</b> Change, Causation, Function <b>Related concepts:</b> Exploration, Discovery, Impact, Challenge, Benefit <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>How exploration and discovery change overtime</li><li>Reasons for exploration</li><li>Benefit and challenges of exploration and discoveries</li></ul> <b>IB learner profile:</b> Risk-takers, Inquirers, Open-minded <b>Approaches to learning:</b> Thinking and Research skills	<b>Central idea:</b> Authors and illustrators use a variety of strategies to inform and entertain different audiences. <b>Key concepts:</b> Form, Function, Connection, Perspective <b>Related concepts:</b> Communication, Fiction and Nonfiction, Creativity, Roles <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Fiction and non-fiction books</li><li>Strategies to inform and entertain different audiences</li><li>Purpose of illustrations in a book</li></ul> <b>IB learner profile:</b> Risk-takers, Thinkers, Communicators <b>Approaches to learning:</b> Thinking and Communication skills	<b>Central idea:</b> Physical and chemical changes create challenges and benefits to the people and the environment. <b>Key concepts:</b> Change, Connection, Function <b>Related concepts:</b> Physical and chemical changes, Properties, Transformation, Solid, Liquid, Gas, Impact <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>How matter goes through physical changes</li><li>Practical applications of physical and chemical changes</li><li>Benefit and challenges of physical and chemical changes</li></ul> <b>IB learner profile:</b> Knowledgeable, Thinkers, Inquirers <b>Approaches to learning:</b> Research and Self-management skills	<b>Central idea:</b> The future of work is influenced by technology innovations, which create opportunities for new skills development. <b>Key concepts:</b> Form, Change, Causation, Perspective <b>Related concepts:</b> Technology, Artificial Intelligence, Impact, Workforce, Skills <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Workforce in 21st century</li><li>Skills and characteristics required in the world of work</li><li>How technology influences the workforce</li></ul> <b>IB learner profile:</b> Principled, Balanced, Knowledgeable <b>Approaches to learning:</b> Communication, Self-management and Social skills	<b>Central idea:</b> Living things share available resources in order to survive. <b>Key concepts:</b> Change, Perspective, Responsibility <b>Related concepts:</b> Finite and infinite resources, Survival, Sustainability <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>How resources change over time</li><li>How the Earth limited resources are shared</li><li>Sustainable practices</li></ul> <b>IB learner profile:</b> Balanced, Caring, Principled <b>Approaches to learning:</b> Thinking and Research skills
Grade 4	<b>Central idea:</b> Understanding the interaction of our body systems can contribute to our personal health and well-being. <b>Key concepts:</b> Form, Connection, Function, Change <b>Related concepts:</b> Structure, Systems, Interdependence, Well-being <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Our body systems</li><li>The interdependence of our body systems</li><li>Factors that affect the function of our systems</li><li>How physical health contributes to our well-being</li></ul> <b>IB learner profile:</b> Thinkers, Inquirers, Balanced <b>Approaches to learning:</b> Thinking, Research, and Self-management skills	<b>Central idea:</b> Human migration is a response to challenges, risks, and opportunities. <b>Key concepts:</b> Perspective, Change, Responsibility <b>Related concepts:</b> Migration, Impact, Adaptability, Challenges <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Why people migrate</li><li>How migration impacts the migrants</li><li>Host communities' response to migration</li></ul> <b>IB learner profile:</b> Knowledgeable, Caring, Reflective <b>Approaches to learning:</b> Research, Communication, and Social skills	<b>Central idea:</b> Poetry is a unique way of expressing perspectives and feelings. <b>Key concepts:</b> Form, Perspective, Change <b>Related concepts:</b> Structure, Interpretation, Expression, Creativity <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Structures of poetry</li><li>Expressing perspectives and feelings through poetry</li><li>The expression of poetry over time</li></ul> <b>IB learner profile:</b> Communicators, Risk-takers, Open-minded <b>Approaches to learning:</b> Communication, Self-management and Thinking skills	<b>Central idea:</b> Understanding the continual changing nature of the Earth contributes to human existence. <b>Key concepts:</b> Change, Causation, Responsibility <b>Related concepts:</b> Transformation (human vs nature), Movement, Disaster, Survival, Adaptation <b>Lines of Inquiry:</b> <ul style="list-style-type: none"><li>Changing nature of the Earth</li><li>How the changing nature of the Earth affects life</li><li>Ways humans manage the effect of the changing nature</li></ul> <b>IB learner profile:</b> Reflective, Inquirers, Thinkers <b>Approaches to learning:</b> Thinking and Research skills	<b>Central idea:</b> People create organizations to address problems and support human development. <b>Key concepts:</b> Function, Connection, Perspective <b>Related concepts:</b> Organizations, Role, Systems, Needs <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Purposes of organizations</li><li>Strategies for problem-solving</li><li>How organizations meet the needs of people</li></ul> <b>IB learner profile:</b> Open-minded, Communicators, Principled <b>Approaches to learning:</b> Social and Self-management skills	<b>Central idea:</b> Biodiversity relies on maintaining the balance of organisms within systems. <b>Key concepts:</b> Connection, Function, Causation <b>Related concepts:</b> Systems, Balance, Biodiversity, Interdependence, Roles <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Factors that influence biodiversity</li><li>The importance of a balanced biodiversity</li><li>Human's role in sustaining biodiversity</li></ul> <b>IB learner profile:</b> Balanced, Caring, Knowledgeable <b>Approaches to learning:</b> Thinking and Research skills
Grade 5	<b>Central idea:</b> Individuals face physical and emotional changes as they grow, develop and progress through life. <b>Key concepts:</b> Change, Causation, Responsibility <b>Related concepts:</b> Growth, Puberty, Adolescence, Consequence, Initiative, Hygiene <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Changes that occur as we grow and develop</li><li>How we overcome the challenges of puberty</li><li>Personal responsibilities as we grow</li></ul> <b>IB learner profile:</b> Knowledgeable, Caring, Balanced <b>Approaches to learning:</b> Self-management and Social skills	<b>Central idea:</b> Geography helps us understand the interaction between countries, locally and globally. <b>Key concepts:</b> Form, Causation, Connection <b>Related concepts:</b> Similarities & differences, Geography, Cause & effect, Interaction, Interdependence <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Geography of Indonesia</li><li>How geography influences a country</li><li>How Indonesia's geography affects its global interaction</li></ul> <b>IB learner profile:</b> Knowledgeable, Open-minded, Communicators <b>Approaches to learning:</b> Thinking, Research and Communication skills	<b>Central idea:</b> Media can be used to communicate issues and to make influence people to take action. <b>Key concepts:</b> Function, Perspective, Responsibility <b>Related concepts:</b> Media, Creativity, Interpretation, Perception, Provocation <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Media and its use</li><li>The different ways media can affect people</li><li>How to use media effectively to communicate issues</li></ul> <b>IB learner profile:</b> Communicators, Risk-takers, Open-minded <b>Approaches to learning:</b> Thinking and Communication skills	<b>Central idea:</b> Energy comes in different forms and can be changed in different ways to support human life. <b>Key concepts:</b> Form, Change, Responsibility <b>Related concepts:</b> Energy, Transformation, Technology, Sustainability <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Sources of energy</li><li>How energy is used and transformed</li><li>Sustainable and affordable energy</li></ul> <b>IB learner profile:</b> Inquirers, Knowledgeable, Reflective <b>Approaches to learning:</b> Research and Thinking skills	<b>Central idea:</b> Economic activity relies on systems of production and consumption of goods and services. <b>Key concepts:</b> Function, Connection, Perspective <b>Related concepts:</b> Goods, Services, Supply & demand, Roles, Initiative <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>The role of supply and demand</li><li>How supply and demand affect suppliers, goods, services and prices</li><li>The role of consumers in creating demand</li><li>Our responsibility as consumers toward sustainable living</li></ul> <b>IB learner profile:</b> Risk-takers, Communicators, Thinkers <b>Approaches to learning:</b> Social, Communication and Self-management skills	<b>Central idea:</b> Responses to crises can support or obstruct solutions to peace and justice. <b>Key concepts:</b> Causation, Perspective, Responsibility <b>Related concepts:</b> Conflict, Peace, Justice, Equity, Complexity <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Root causes of crises</li><li>Solutions to create peace and justice at multiple levels locally and globally</li><li>Intended and unintended consequences of actions</li></ul> <b>IB learner profile:</b> Caring, Reflective, Principled <b>Approaches to Learning:</b> Communication, Social and Self-management skills