

## Oberoi International School—Programme of Inquiry

	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:	An inquiry into:
	<p><b><i>Who we are</i></b></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><b><i>Where we are in place and time</i></b></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><b><i>How we express ourselves</i></b></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><b><i>How the world works</i></b></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 the environment.</p>	<p><b><i>How we organize ourselves</i></b></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><b><i>Sharing the planet</i></b></p> <p>An inquiry into the 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>
Nursery	<p><b>Central Idea</b> People can learn more about different parts of themselves every day.</p> <p><b>Key Concepts:</b> form, function, connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>My body and what I can do</li> </ul>	<p><b>Central Idea</b> People live in different types of homes.</p> <p><b>Key Concepts:</b> form, function, perspective</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>My home and the homes around me</li> </ul>	<p><b>Central Idea</b> People can express their ideas and feelings through play.</p> <p><b>Key Concepts:</b> function, perspective</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Communication through play</li> <li>Different ways of</li> </ul>	<p><b>Central Idea</b> Transportation helps people move from one place to another.</p> <p><b>Key Concepts:</b> function, causation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Different types of transportation</li> </ul>		<p><b>Central Idea</b> All living things have needs that help them grow and stay healthy.</p> <p><b>Key Concepts:</b> form, causation, responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Characteristics of living things</li> </ul>

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	<p>with it</p> <ul style="list-style-type: none"> <li>• My feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of a home</li> <li>• Different kinds of homes</li> </ul>	<p>using toys and playing games</p>	<p>and their uses</p> <ul style="list-style-type: none"> <li>• How land, water and air transportation work</li> </ul>		<ul style="list-style-type: none"> <li>• Needs of living things</li> <li>• How I can help living things grow and stay healthy</li> </ul>
JKG	<p><b>Central Idea</b> Families help people build lifelong relationships.</p> <p><b>Key Concepts:</b> form, connection, responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Family members and their roles</li> <li>• Family values</li> <li>• How we can develop healthy relationships</li> </ul>		<p><b>Central Idea</b> Ideas and experiences can be expressed through stories.</p> <p><b>Key Concepts:</b> connection, perspective, reflection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What a story is and its elements</li> <li>• How stories are created and shared</li> <li>• Feelings and emotions that stories evoke</li> </ul>	<p><b>Central Idea</b> Water is needed for different reasons.</p> <p><b>Key Concepts:</b> form, function, responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different forms of water</li> <li>• Sources and uses of water</li> <li>• Conserving water</li> </ul>		<p><b>Central Idea</b> People and animals depend on each other for their needs.</p> <p><b>Key Concepts:</b> connection, responsibility, reflection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different kinds of animals</li> <li>• How animals and people depend on each other for their needs</li> <li>• How we can take care of animals</li> </ul>

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SKG	<p><b>Central Idea</b> Senses help people learn about the environment.</p> <p><b>Key Concepts:</b> form, function, responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The five senses</li> <li>• How we use them</li> <li>• Taking care of the parts related to the senses</li> </ul>	<p><b>Central Idea</b> A class is a community.</p> <p><b>Key Concepts:</b> function, causation, perspective</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• My friends and I</li> <li>• Our roles in the classroom</li> <li>• Essential agreements</li> </ul>	<p><b>Central Idea</b> People recognize important events through festivals.</p> <p><b>Key Concepts:</b> form, perspective, connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different festivals</li> <li>• How and why people celebrate</li> </ul>	<p><b>Central Idea</b> Simple machines make work more efficient.</p> <p><b>Key Concepts:</b> form, function, causation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different kinds of machines and how they work</li> <li>• How they affect our lives</li> </ul>	<p><b>Central Idea</b> People in a community are interdependent.</p> <p><b>Key Concepts:</b> form, connection, responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Community helpers and their roles</li> <li>• How we help one another</li> </ul>	<p><b>Central Idea</b> Plants are a resource for people.</p> <p><b>Key Concepts:</b> form, connection, responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different kinds of plants and their parts</li> <li>• How plants can be resource</li> <li>• Caring for plant life</li> </ul>

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Grade 1	<p><b>Central Idea</b> People’s capabilities increase as they grow.</p> <p><b>Key Concepts:</b> change, responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Physical, emotional and social growth</li> <li>• My role and responsibilities in the family</li> <li>• How I can continue to grow</li> </ul>	<p><b>Central Idea</b> People and places have histories.</p> <p><b>Key Concepts:</b> form, causation, change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• India’s geography</li> <li>• How places and people’s lifestyles have changed over time</li> <li>• Significance of artifacts and monuments</li> </ul>	<p><b>Central Idea</b> People express their ideas, feelings and experiences through drama.</p> <p><b>Key Concepts:</b> form, perspective, reflection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Our own ideas, feelings and experiences</li> <li>• The elements of a story</li> <li>• How to express these through role play</li> </ul>	<p><b>Central Idea</b> All living things go through a process of change.</p> <p><b>Key Concepts:</b> function, connection, change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How living things grow and change</li> <li>• How these cycles are similar and different from each other</li> <li>• Life cycles and its interconnectedness with the environment</li> </ul>	<p><b>Central Idea</b> Many foods go through different processes before being eaten.</p> <p><b>Key Concepts:</b> function, causation, change</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Foods that are commonly consumed</li> <li>• Food sources</li> <li>• Stages that foods go through and the jobs involved in the process</li> </ul>	<p><b>Central Idea</b> Habits can help sustain and maintain the earth’s resources.</p> <p><b>Key Concepts:</b> connection, responsibility, reflection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The earth’s resources</li> <li>• Habits that help replenish and deplete these resources</li> </ul>
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Grade 2	<p><b>Central Idea</b> People can choose to be fit and healthy.</p> <p><b>Key Concepts:</b> function, causation, responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What it means to be fit and healthy</li> <li>• Effects of choices made</li> <li>• Responsible choices</li> </ul>	<p><b>Central Idea</b> Children around the world have many similarities and differences in lifestyle.</p> <p><b>Key Concepts:</b> form, connection, perspective</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Places and their environments</li> <li>• How an environment affects people’s lifestyles</li> <li>• Similarities and differences in children’s lifestyles</li> </ul>	<p><b>Central Idea</b> Sounds are a means of communication and expression.</p> <p><b>Key Concepts:</b> form, causation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What sound is like and how it is created</li> <li>• How people express themselves through sound</li> </ul>	<p><b>Central Idea</b> Weather impacts lifestyles.</p> <p><b>Key Concepts:</b> form, causation, connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The different kinds of weather around the world</li> <li>• Causes of weather</li> <li>• How weather impacts people’s lives</li> </ul>	<p><b>Central Idea</b> Marketplaces depend on the production of goods and services that can be exchanged.</p> <p><b>Key Concepts:</b> function, connection, responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Medium of exchange in various markets</li> <li>• The interdependence of people in various places</li> <li>• Marketplace ethics</li> </ul>	<p><b>Central Idea</b> Human make choices that impact animal survival.</p> <p><b>Key Concepts:</b> connection, responsibility, reflection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Animal needs and how these needs are met</li> <li>• Human choices that affect animal survival</li> <li>• Human responsibility towards animals</li> </ul>
Grade	<b>Central Idea</b>	<b>Central Idea</b>	<b>Central Idea</b>	<b>Central Idea</b>	<b>Central Idea</b>	<b>Central Idea</b>

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3	<p>The thoughts, beliefs and decisions people make influence who they are and what they want to become.</p> <p><b>Key Concepts:</b> perspective, causation, reflection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Our thoughts and beliefs</li> <li>• Choices we make because of these beliefs</li> <li>• The consequences of our choices</li> </ul>	<p>Exploration leads to discovery and develops new understandings.</p> <p><b>Key Concepts:</b> causation, reflection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Reasons for explorations (personal and historical)</li> <li>• Feelings and attitudes associated with exploration</li> <li>• What we learn through exploration</li> </ul>	<p>Ideas, feelings, experiences and beliefs can be expressed through dance.</p> <p><b>Key Concepts:</b> function, perspective, reflection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Varieties of dance forms</li> <li>• How we express ourselves through dance and non-verbal communication</li> <li>• Performance strategies and choreography</li> </ul>	<p>Scientists have discovered the principles of flight and it has changed way people live.</p> <p><b>Key Concepts:</b> function, causation, connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Principles of flight</li> <li>• The effects of flight on human lives</li> </ul>	<p>Money is a human made system that facilitates trade.</p> <p><b>Key Concepts:</b> function, connection, responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The origins and history of money</li> <li>• How money can be used in different ways (spending, budgeting, saving, investing)</li> </ul>	<p>Living things depend on the rainforests for survival.</p> <p><b>Key Concepts:</b> function, connection, responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The interdependence of living things</li> <li>• Biodiversity</li> <li>• Issues facing the rainforests</li> </ul>
Grade 4	<b>Central Idea</b> The human body	<b>Central Idea</b> Human migration is	<b>Central Idea</b> Artists are driven by	<b>Central Idea</b> Energy, which is	<b>Central Idea</b> Governments	<b>Central Idea</b> Human activities

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	<p>systems play a vital role in people’s day to day life.</p> <p><b>Key Concepts:</b> function, connection, responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• The body systems and how they work</li> <li>• The interconnectedness of the systems</li> <li>• How our actions impact our body systems and vice versa</li> </ul>	<p>a response to challenges, risks and opportunities.</p> <p><b>Key Concepts:</b> causation, change, perspective</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Reasons for migration</li> <li>• Migration throughout history</li> <li>• Effects of migration on individuals, a community and culture</li> </ul>	<p>ideas, feelings and experiences.</p> <p><b>Key Concepts:</b> form, connection, reflection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different forms of artistic expression our responses to these</li> <li>• The creative process</li> </ul>	<p>derived from various sources, impacts our lives</p> <p><b>Key Concepts:</b> form, causation, connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What energy is and how it works</li> <li>• Energy conservation</li> <li>• Renewable and sustainable energy</li> </ul>	<p>develop systems to meet the needs of their citizens.</p> <p><b>Key Concepts:</b> function, causation, responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Different types of government systems</li> <li>• Why they are necessary</li> </ul>	<p>have changed the planet earth’s environment.</p> <p><b>Key Concepts:</b> change, responsibility, reflection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What the planet earth is made of</li> <li>• How human activity has changed the earth’s land, water, air and climate.</li> <li>• Solutions to environmental problems</li> </ul>
Grade 5	<b>Central Idea</b> Change impacts various aspects of	<b>Central Idea</b> Topography affects people’s lifestyles	<b>Central Idea</b> Mythology reflects people’s beliefs and	<b>Central Idea</b> The universe consists of celestial	<b>Central Idea</b> People use their awareness and	<b>The Exhibition</b> <b>Central Idea</b>

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<p>people’s lives.</p> <p><b>Key Concepts:</b> change, cause, reflection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Puberty</li> <li>• Transition to middle school</li> <li>• Dealing with changes</li> </ul>	<p>and culture.</p> <p><b>Key Concepts:</b> form, causation, perspective</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Asia’s topography</li> <li>• How Asia’s topography affects culture, food, dance, religion and art</li> <li>• The interconnectedness between cultures</li> </ul>	<p>values.</p> <p><b>Key Concepts:</b> perspective, connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Mythologies from around the world</li> <li>• Their origins and various interpretations</li> </ul>	<p>bodies that are interdependent.</p> <p><b>Key Concepts:</b> form, function, connection</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• Theories on the universe’s origins</li> <li>• What the universe is like and how the system works</li> <li>• Space exploration</li> </ul>	<p>skills to organize themselves, relate and help others.</p> <p><b>Key Concepts:</b> form, function, responsibility</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What non-governmental are like</li> <li>• How they are organized</li> <li>• Actions they take to impact the environment</li> </ul>	<p>There is a reciprocal relationship between human beings and the environment.</p> <p><b>*Students will create their own central ideas, lines of inquiry and key concepts</b></p>
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