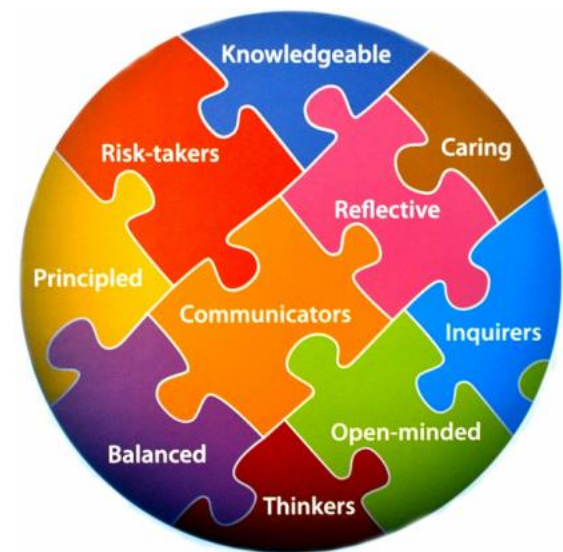
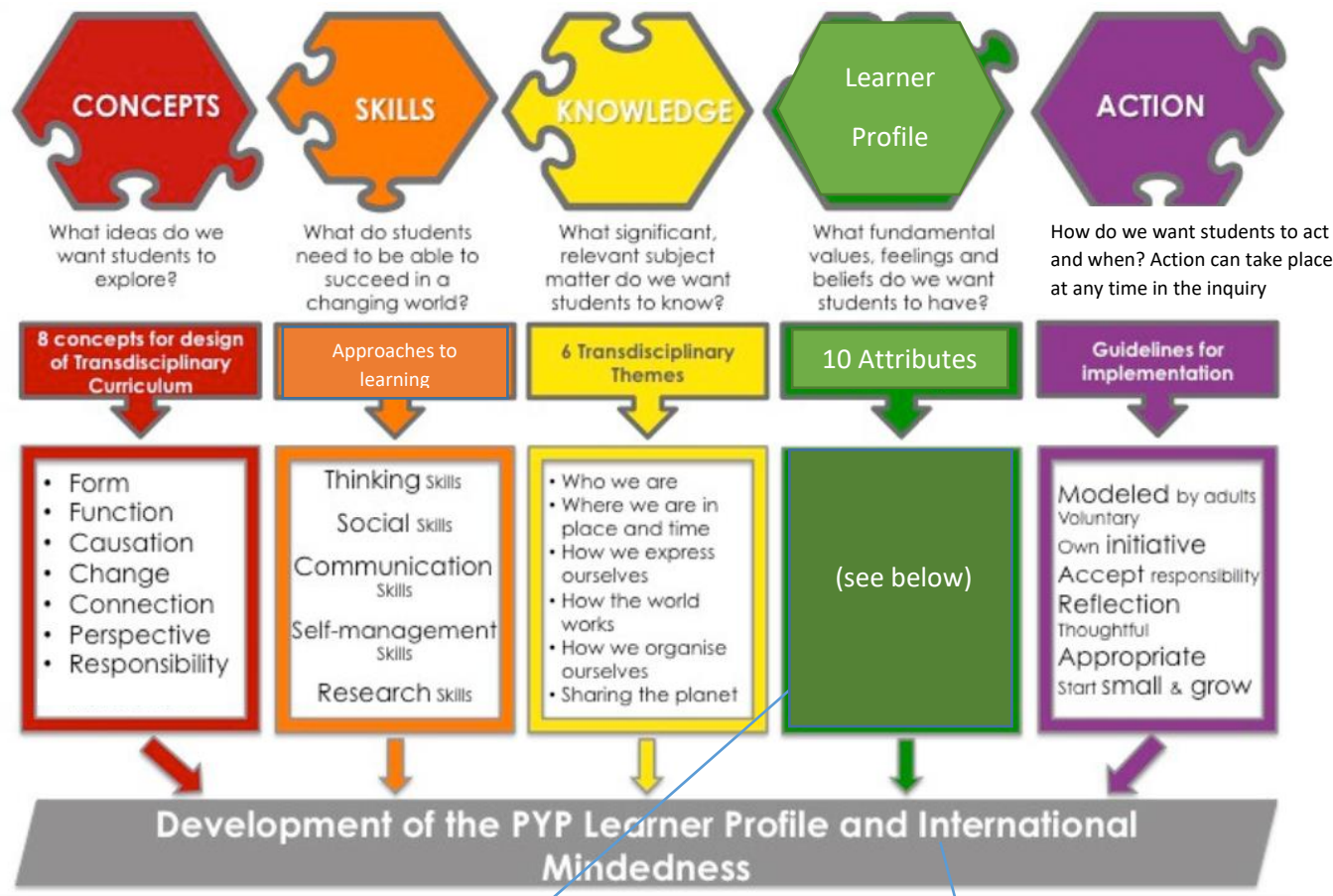


PYP Walk Through MAP



Elements of the PYP



The aim of all IB programmes 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.

IM through the IBLP – A knowledgeable, open-minded communicator

IB Mission
 The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Transdisciplinary Themes

The six transdisciplinary themes capture human commonalities that are significant and relevant regardless of where students are in the world. When learning is organized around transdisciplinary themes, authentic and meaningful connections are made across, between and beyond subjects.

Who We Are	Where we are in place and time	How we express ourselves
An inquiry into the nature of 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.
How the world works	How we organize ourselves	Sharing the planet
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.

Agency (coming soon as part of the new Enhanced PYP)

Agency is the power to take meaningful and intentional action, and acknowledges the rights and responsibilities of the individual, supporting voice, choice and ownership for everyone in the learning community. Agency is present when students partner with teachers to take charge of what, where, why, with whom and when they learn. This provides opportunities to demonstrate and reflect on knowledge, approaches to learning and attributes of the learner profile.

Students with agency:

- have voice, choice and ownership; and a propensity to take action
- influence and direct learning
- contribute to and participate in the learning community.



Key Concepts

Concept based inquiry is the leading pedagogical approach of the PYP and is the basis for all learning and teaching. An explicit focus on agency—voice, choice and ownership—encourages active, inquiring students to take responsibility for their own learning. Inquiry is an authentic way for students to explore and understand the world, nurturing their curiosity as they move from current to new and deeper understandings, and embark on a lifelong journey of learning.

Play, problem-based learning, collaboration, experimentation, and explicit teaching all have a place within well-considered inquiry-based learning experiences

The PYP provides a framework for the curriculum, including seven key **concepts**. It is accepted that these are not, in any sense, the only concepts worth exploring. In addition, reflection is fully integrated throughout all learning and teaching to strengthen the ongoing inquiry process. Taken together, concepts form a powerful curriculum component that inspires the teacher- and/or student-constructed inquiries that lie at the heart of the PYP curriculum.

Form	What is it like?	Connection	How is it connected to other things?
Function	How does it work?	Perspective	What are the points of view?
Causation	Why is it like it is?	Responsibility	What is our responsibility?
Change	How is it changing?		

Related Concepts

Some subject specific examples of related concepts to help(not an exhaustive list):

Science	Social Studies	PSPE	The Arts	Language
order	conflict	family	representation	word choice
organisms	cooperation	identity	symbolism	genre
populations	populations	religion	expression	fluency
systems	systems	communication	imagination	voice
change	change	movement	experiences	context
evolution	continuity	control	presentation	conventions
cycles	culture	beliefs	communication	presentation
interactions	scarcity	relationships	critical analysis	structure
energy	supply and demand	rights	context	metaphor
matter	civilization	roles	artistic development	symbolism
equilibrium	migration	celebration	creation	inference
properties	immigration	routine	interests	summary
growth	interdependence	influence	beliefs	meaning
environment	natural resources		values	paraphrase
evidence	technology		culture	imagery
adaptation	trade		performance	knowledge
light	religion			
sound	family			
classification	environment			
climate	beliefs			
	behaviour			
	roles			
	rights			
	celebration			
	transportation			

Subjects

Subjects play an important role in planning transdisciplinary units of inquiry. They can determine, support, enrich and connect learning. Through the integrated subjects, students come to appreciate that there is a body of subject-specific knowledge, conceptual understandings and skills that can be drawn on to engage with global challenges and opportunities

Language	Mathematics	Science
Strands: <ul style="list-style-type: none"> Oral language Visual language Written language 	Strands: <ul style="list-style-type: none"> Data handling Measurement Shape and space Patter and function Number 	Strands: <ul style="list-style-type: none"> Living things Earth and space Materials and matter Forces and energy
Social Studies	Arts	Personal, Social and PE
Strands: <ul style="list-style-type: none"> Human systems and economic activity Social organisations and culture Continuity and change thought time Human and natural environments Resources and the environments 	Strands: <ul style="list-style-type: none"> Responding Creating 	Strands: <ul style="list-style-type: none"> Identity Active living Interactions

While Technology and Languages are not separate subjects they do have greater prominence in the new enhanced PYP:

Technology supports all student inquiry, immersing students in the interplay between learning technology (tools), learning *about* technology (concepts), and learning *through* technology (aiding and extending learning).

Language: A culture of language learning is foundational to a PYP learning community and a cornerstone of international-mindedness. Multilingualism, the use of two or more languages, is supported through the development of multilingual learning environments and multilingual communities, affirming student identity and agency.

Assessment

Assessment is central to all learning and teaching. Four pivotal dimensions of assessment— monitoring, documenting, measuring, and reporting— support knowledge and skills acquisition, the development of deep conceptual understandings, and self-regulated learning. Assessment in the PYP develops assessment capability in teachers, students and across the learning community. The PYP planning process reflects ongoing assessment with a focus on teacher and peer feedback and how these support next steps in learning and teaching. Schools determine when and what type of assessment is appropriate to generate the data they need to inform learning and teaching.

Developing programme of inquiry

Each school’s programme of inquiry is collaboratively developed to reflect the unique aspects of that school’s community, from its geography to the needs and experience of its members. A well-designed programme of inquiry ensures students experience a balance of subject-specific knowledge, conceptual understandings and skills, alongside opportunities to develop the attributes of the IB learner profile and to take action. The programme of inquiry consists of transdisciplinary units of inquiry that include:

- a central idea—an enduring conceptual understanding closely related to the transdisciplinary theme under which it is situated
- concepts—key and related concepts that support higher-order thinking and provide lenses for considering knowledge related to the central idea in a range of ways
- lines of inquiry—statements that define the potential scope of an inquiry.

In KS1 and 2 the programme of inquiry is mapped horizontally and vertically mapped against all six transdisciplinary themes, in each year group, ensuring a balance of subjects and key concepts across the programme of inquiry. In Year R address a minimum of four units in their programme of inquiry each year, including the transdisciplinary themes *Who we are* and *How we express ourselves*.