

ACADEMIC SESSION 2024-25

PROGRAMME OF INQUIRY

Early Years 1 (Age 3-4 Years)

Transdisciplinary Theme	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
	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 relationship 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 other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
UNSDGs	SDG 5: Gender equality		SDG 3: Good health and well being	SDG 13: Climate change		SDG 15: Life on land
Central idea	People are alike and different in many ways		People communicate to express ideas and feelings through many ways	Patterns help us to make sense of things in our daily lives		Human beings share the world with other living things for a purpose
Lines of Inquiry	<ul style="list-style-type: none"> Knowing about myself, My likes and dislikes, Things that makes me unique 		<ul style="list-style-type: none"> Communicating through different forms of arts Language conveys meaning Stories and rhymes help us to express 	<ul style="list-style-type: none"> Patterns around us Patterns help us in making sense Patterns affect our daily lives 		<ul style="list-style-type: none"> Living things around us Interdependence of living things Caring for living things
Key Concepts	Function, Perspective, Causation		Form , Connection, Perspective	Form, Function, Change		Connection, Form, Responsibility
Related Concepts	Identity , Festival, Diversity		Ideas, Feelings, Stories and Emotions	Cycles, Pattern, Seasons, Growth.		Classification, Plants and Animals, Environment
ATL	Self-management skills Research skills		Thinking Skills and Communication Skills	Thinking Skills, Research Skills		Social Skills , Communication Skills
Learner Profile	Balanced, Open-minded		Inquirer, Communicator and Reflective	Thinker, Knowledgeable		Caring Principled Risk taker

Early Years 2 (Age 4-5 Years)

Transdisciplinary Theme	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
	An inquiry into <u>the nature of the self</u> ; beliefs and values; <u>personal, physical, mental, social, and spiritual health</u> ; 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; <u>homes and journeys</u> ; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into <u>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u> ; 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; <u>the interaction between the natural world (physical and biological) and human societies</u> ; 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 other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
UNSDGs	SDG 3: Good health & wellbeing	SDG 15: Life on Land SDG 11: Sustainable Cities & Communities	SDG 10: Reduced Inequalities	SDG 12: Responsible Consumption & Production		
Central idea	Identity changes as we grow and develop	Journeys create change and can lead to new opportunities	People communicate to express their ideas and feelings through many ways	Understanding the way materials behave and interact determines how people use them		
Lines of Inquiry	<ul style="list-style-type: none"> • All about me • Changes in characteristics and abilities • Ways we reflect on growth and development 	<ul style="list-style-type: none"> • Types of journeys people make • Choices and decisions involved in making a journey • New opportunities bring responsibilities 	<ul style="list-style-type: none"> • Signs and symbols connect us with others • Rhymes and stories evoke feelings and emotions • Art as a form of self expression 	<ul style="list-style-type: none"> • Behaviour of materials • Changes in materials • Responsible use of materials for specific purpose 		
Key Concepts	Form, Change, Connection	Form, Perspective, Responsibility	Connection , Function, Perspective	Causation, Change, Responsibility		
Related Concepts	Identity, Growth , Change, Well-being	Exploration, Progress, History	Feelings and Emotions, Signs and Symbol	Changes of states, Properties and uses of material, Behaviour, Shapes		
ATL	Self-management skills Social skills	Self management skills Social skills	Thinking skills, Communication skills	Thinking Skills, Research Skills		
Learner Profile	Balanced, Principled, Caring	Open-minded, Risk-taker	Thinker , Communicator and Reflective	Knowledgeable , Inquirer		

Early Years 3 (Age 5-6 Years)

Transdisciplinary Theme	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
	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social, and spiritual health; <u>human relationships including families, friends, communities and cultures</u> ; 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 relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into <u>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u> ; 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; <u>the impact of scientific and technological advances on society</u> and on the environment.	<u>An inquiry into the interconnectedness of human-made systems and communities</u> ; 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 other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
UNSDGs	SDG 3: Good health & wellbeing		SDG 17: Partnerships to achieve the Goal	SDG 9: Industry, Innovation and Infrastructure	SDG 8: Decent Work and Economic Growth	
Central idea	Self identity develops by connecting with people and communities		Language can engage their audience and allows to communicate feelings and experiences	Innovations in the machine is changing lives	A community is made up of people and places that meet the human needs	
Lines of Inquiry	<ul style="list-style-type: none"> Similarities and differences between ourselves and others The way people communicate and interact can affect the relationship Impact of values on us 		<ul style="list-style-type: none"> Artistic forms of expression Stories and rhymes connect us with the world Ways we share and respond to ideas 	<ul style="list-style-type: none"> Exploring the simple machines Innovations in machines Impact of machines on our lives 	<ul style="list-style-type: none"> Jobs in a community Interdependence of community members Responsibilities towards the community 	
Key Concepts	Change, Connection, Perspective		Form, Connection, Perspective	Function, Change, Causation	Causation, Connection, Responsibility	
Related Concepts	Roles, Family, Communication		Stories, Coordination, Interpretation, Communication	Relationship, Innovation, Mechanics	Roles, Cooperation, Communication	
ATL	Social skills, Self management skills		Thinking skills, Communication skills	Thinking skills, Research skills	Self Management skills, Social Skills	
Learner Profile	Caring, Balanced, Open-minded		Communicator, Reflective	Thinker, Knowledgeable, Inquirer	Principled, Risk Taker	

PYP 1 (Age 6-7 Years)

Transdisciplinary Theme	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
	An inquiry into the nature of the self; beliefs and values; <u>personal, physical, mental, social, and spiritual health</u> , 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; <u>personal histories</u> ; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship 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, <u>nature, culture, beliefs and values</u> ; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the <u>natural world and its laws</u> ; the interaction between the <u>natural world (physical and biological)</u> and <u>human societies</u> ; 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 <u>interconnectedness of human-made systems and communities</u> ; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into <u>rights and responsibilities in the struggle to share finite resources with other people</u> and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
UNSDGs	SDG 3: Good health & wellbeing	SDG 9: Industry, Innovation and Infrastructure	SDG 4: Quality Education	SDG 15: Life on land	SDG 11: Sustainable cities and communities	SDG 6: Clean water & Sanitation
	SDG 2: Zero Hunger			SDG 13: Climate Action		SDG 12: Responsible consumption and production
Central idea	The choices we make impact our well-being	The human understanding of the world has evolved over time	People discover different ways to express themselves	All living things go through a process of change	Communities need structures to help people interact with each other	Human actions can have an impact on the sustainability of world's natural resources
Lines of Inquiry	<ul style="list-style-type: none"> Choices we make everyday Consequences of choices Our responsibility in making good choices 	<ul style="list-style-type: none"> Exploration of past Changes in lifestyle and learning overtime Impact of past on present 	<ul style="list-style-type: none"> Elements of stories Different type of stories Effects of stories on people's lives 	<ul style="list-style-type: none"> Various life cycles Factors that can influence life cycle Impact of living things on the world 	<ul style="list-style-type: none"> Communities around the world Interdependence of the communities Responsibility brings change in community 	<ul style="list-style-type: none"> Uses of different resources Human interactions with world's resources Sustainability of available resources
Key Concepts	Form, Causation, Responsibility	Causation, Change, Perspective	Form, Perspective and change	Form, Function, Connection	Function, Connection, Change	Function, Connection, Causation
Related Concepts	Growth, Impact, Balance	Discovery, Progress, History, Impact	Self - expression, structure, ideas, interpretation	Process, Interdependence, Change	System, Leadership, Interdependence, Communities	Renewable and non-renewable resources, Conservation, Pollution, Interdependence
ATL	Thinking Skill Self- Management Skills	Research skills Communication skills	Communication skills, social skills	Research Skills, Thinking Skills	Social Skills, Self-management Skills	Self-management skills, Social skills
Learner Profile	Balanced, Inquirer and Thinker	Risk taker, Reflective, Communicator	Communicator, Reflective, Open minded	Knowledgeable, Inquirer, Risk Taker	Open-minded Principled, Knowledgeable	Caring, Thinker, Balanced

PYP 2 (Age 7-8 Years)

Transdisciplinary Theme	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
	An inquiry into the nature of the self; <u>beliefs and values</u> ; personal, physical, mental, social, and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.	<u>An inquiry into orientation in place and time</u> ; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship 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 <u>we reflect on, extend and enjoy our creativity</u> ; our appreciation of the aesthetic.	<u>An inquiry into the natural world and its laws</u> ; 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; <u>the structure and function of organizations</u> ; 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 other living things; communities and the relationships within and between them; <u>access to equal opportunities</u> ; peace and conflict resolution.
UNSDGs	SDG 10: Reduced inequalities	SDG 13: Climate action	SDG 4: Quality Education	SDG 15: Life on land	SDG 8: Decent Work and Economic Growth	SDG 15: Life of land
	SDG 5: Gender equality					SDG 14: Life below water
	SDG 17: Partnerships for goals					SDG 12: Responsible consumption and production
Central idea	Communities and culture differ across the world	People connect and understand the world through patterns	Imagination allows us to think, create and express ourselves	Exploration leads to discovery and develops new understanding	Organisation is essential for well-being of a community	Living things have special needs and responsibility for survival
Lines of Inquiry	<ul style="list-style-type: none"> Our own beliefs and values Ways in which we are similar and different Culture influences our thoughts and lifestyle 	<ul style="list-style-type: none"> Patterns around us Patterns make sense of the world Ways patterns affect people locally and globally 	<ul style="list-style-type: none"> The value of imagination and thinking Imagination leads to creativity Using imagination in responsible ways 	<ul style="list-style-type: none"> Exploring the space Space consists of patterns and cycles Human initiatives may lead to changes in the world 	<ul style="list-style-type: none"> Importance of being organised Structure of organisation Being a responsible part of an organisation 	<ul style="list-style-type: none"> Living things that exist in the environment Living things uniquely adapt for survival Our responsibility in maintaining the balance
Key Concepts	Form, Causation, Perspective	Form, Connection, Perspective	Causation, Function, Responsibility	Connection, Change, Perspective	Causation, Function, Responsibility	Form, Connection, Responsibility
Related Concepts	Identity, Diversity, Beliefs	Geography, Location, Patterns, Orientation	Relationship, Literature, Technique, Imagination	Space, Solar System, Gravity, Origin	Organisation, Cooperation, Structure	Habitat, Classification Distribution
ATL	Social Skills, Communication Skills	Research Skills, Thinking Skills	Thinking Skills, Communication Skills	Research Skills, Thinking Skills	Self-Management Skills, Social Skills	Research Skills, Self-management Skills
Learner Profile	Open- minded, Communicator, Reflective	Knowledgeable, Reflective, Inquirer	Thinker, Communicator, Open-Minded	Thinker, Knowledgeable, Risk-Taker	Principled, Risk-taker, Balanced	Inquirer, Caring, Balanced

PYP 3 (Age 8-9 Years)

Transdisciplinary Theme	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
	An inquiry into the nature of the self; beliefs and values; <u>personal, physical, mental, social, and spiritual health</u> ; human relationships including families, friends, communities and cultures; rights and responsibilities; <u>what it means to be human</u> .	An inquiry into orientation in place and time; personal histories; homes and journeys; the <u>discoveries, explorations and migrations of humankind</u> ; the relationship 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; <u>the ways in which we reflect on, extend and enjoy our creativity</u> ; 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; <u>how humans use their understanding of scientific principles</u> ; the impact of scientific and technological advances on society and on the environment.	An inquiry into <u>the interconnectedness of human-made systems and communities</u> ; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into <u>rights and responsibilities in the struggle to share finite resources with other people and other living things</u> ; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
UNSDGs	SDG 3: Good health and Well-being	SDG 9: Industry, Innovation and Infrastructure	SDG 5: Gender Inequality	SDG 12: Responsible Consumption & Production	SDG 11: Sustainable cities and communities	SDG 13: Climate Action
		SDG 12: - Responsible consumption and production	SDG 10: Reduce Inequality		SDG 8: Decent Work and Economic Growth	SDG 12: Responsible consumption and production
		-	SDG 17: Partnership for the Goals		-	-
Central idea	Identity of self is about mind and body	Inventions create change and can lead to new possibilities	People use their creativity to express their uniqueness	Materials undergo changes that may provide challenges and benefits to people	Communities are organised in systems to meet citizen needs	Human actions and natural processes of Earth may lead to changes
Lines of Inquiry	<ul style="list-style-type: none"> Structure and function of our body Shaping our identity Impact of choices on our identity 	<ul style="list-style-type: none"> Inventions and achievements of the past Reasons and impact of advancement Innovative advancements bring changes in society 	<ul style="list-style-type: none"> Exploring our uniqueness Using the arts as a means of expression Appreciating our creative differences 	<ul style="list-style-type: none"> Materials around us Changing properties of materials Responsible use of material 	<ul style="list-style-type: none"> Different systems at work Impact of systems on our life Responsibility of individuals as a part of a system 	<ul style="list-style-type: none"> Understanding our planet Earth The causes and effects of change Actions people take for the planet
Key Concepts	Function, Connection, Causation	Function, Causation, Change	Causation, Connection, Perspective	Form, Change, Function	Function, Causation, Responsibility	Form, Change, Perspective
Related Concepts	Character, Growth, Identity, Energy	Innovation, Progress, Change	Uniqueness, Communication, Influence, Discover	Changes of state, Conduction and convection, Properties and uses of materials	Services, Communication, Access, Cooperation	Atmosphere, Structure Resources, Sustainability
ATL	Communication Skills Self-management Skills	Research Skills Thinking Skills	Communication Skills Thinking Skills	Research Skills Thinking Skills	Social Skills Self-management Skills	Research Skills, Social Skills
Learner Profile	Balanced, Principled, Reflective	Inquirer, Open-minded, Risk-taker	Thinker, Communicator, Open minded	Thinker, Risk-taker, Reflective	Knowledgeable, Communicator. Principled	Inquirer, Knowledgeable, Caring

PYP 4 (Age 9-10 Years)

Transdisciplinary Theme	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
	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; <u>rights and responsibilities</u> ; 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; <u>the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.</u>	An inquiry into <u>the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values</u> ; 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; <u>how humans use their understanding of scientific principles</u> ; 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; <u>economic activities and their impact on humankind and the environment.</u>	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; <u>communities and the relationships within and between them</u> ; access to equal opportunities; peace and conflict resolution.
UNSDGs	SDG 10: Reduced inequalities	SDG 9: Industry, Innovation and Infrastructure	SDG 11: Sustainable cities and communities	SDG 7: Affordable and clean energy	SDG 8: Decent Work and Economic Growth	SDG 15: Life on Land
	SDG 5: Gender equality			SDG 12: Responsible Consumption & Production		SDG 14: Life below Water
	SDG 4: Quality Education			--		-
	SDG 2: Zero hunger			-		-
	SDG 1: No poverty			-		-
Central idea	Citizens have certain rights and responsibilities and takes actions when rights are violated	Exploration enables us to discover the connections between the past and the present.	Culture develops understanding of ourselves and the world around us	Energy can be converted from one form to another and stored in various ways	Choices people make impact the community	Living things adapt to different patterns that affect their lives
Lines of Inquiry	<ul style="list-style-type: none"> • Rights and responsibilities • Violation of rights and responsibilities • Taking viable actions 	<ul style="list-style-type: none"> • Reasons for exploration • Learnings through exploration • Aspect of past that influence us today 	<ul style="list-style-type: none"> • Different aspects of culture • Understanding social behaviours within a culture • Experiencing and appreciating different culture 	<ul style="list-style-type: none"> • Forms of energy • Ways energy is used in our daily lives • Making responsible choices with energy use 	<ul style="list-style-type: none"> • Role of economic activities • Exchange systems in different marketplaces • Individual's contribution in marketplace 	<ul style="list-style-type: none"> • Unique features of habitats • Living things adapt to different environment • The ways we help nature and the way nature helps us
Key Concepts	Form, Causation, Responsibility	Causation, Function, Change	Causation, Connection , Responsibility	Form, Function, Responsibility	Function, Connection, Responsibility	Function, Change, Responsibility
Related Concepts	Human Rights, Citizenship, Conflicts , Justice	Exploration, Civilisation, Interpretation	Diversity, Identity, Prejudice, Appreciation, Experience	Properties, Transformation, Conservation, sustainability	Trade, Pattern ,System , Values	Biodiversity,Ecosystem, Adaptation, Conservation
ATL	Thinking skills and Communication Skills	Thinking Skills, Self - management skills	Social Skills , Communication skills.	Thinking skills, Research Skills	Self management skills, Communication skills	Social skills Research Skills
Learner Profile	Communicator, Principled, Reflective	Inquirer, Knowledgeable , Risk - taker	Open minded, Communicator , Reflective	Thinker, Caring , Knowledgeable	Risk - taker, Principled, inquirer	Caring, Thinker , Balanced

PYP 5 (Age 10-11Years)

Transdisciplinary Theme	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
	An inquiry into the nature of the self; beliefs and values; <u>personal, physical, mental, social, and spiritual health</u> ; 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 relationship 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; <u>our appreciation of the aesthetic.</u>	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; <u>how humans use their understanding of scientific principles</u> ; 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; <u>societal decision-making</u> ; 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 other living things; communities and the relationships within and between them; access to equal opportunities; <u>peace and conflict resolution.</u>
UNSDGs	SDG 3: Good health and Well-being	PYP X	SDG 4: Quality Education	SDG 9: Industry, Innovation and Infrastructure	SDG 8: Decent Work and Economic Growth	SDG 16: Peace justice and strong institutions
Central idea	Our well-being depends on the choices we make		People use creativity to express their artistic intentions and expressions through aesthetics	Different forces are at work to make the world go around	Governmental systems and decisions can promote or deny equal opportunities and social justice	Individuals have the responsibility to create a peaceful world
Lines of Inquiry	<ul style="list-style-type: none"> Exploring the human body Impact of health and wellbeing on humans. Making choices for our wellbeing 		<ul style="list-style-type: none"> Forms of expressions Exploring the creative process Reviewing and enhancing our artwork 	<ul style="list-style-type: none"> Types of force and motion Analysing laws of motion Application in everyday life 	<ul style="list-style-type: none"> Types of government Characteristics of good governance Decision making process and its impact 	<ul style="list-style-type: none"> Types of conflicts Causes of conflict Conflict resolution and management
Key Concepts	Function, Change and Responsibility		Form, Function, Change	Function, Causation, Perspective	Form, Function, Responsibility	Form, causation, Perspective
Related Concepts	Well being, Health, systems		Composition and Improvisation, Performance, Analysis, Literature	Physics, Motion, Mechanics, Force	Government, Justice, Legislature	Conflict, Prejudice, rights, cooperation
ATL	Social skills Self management skills		Communication Skills Self-management Skills	Thinking Skills, Research skills	Social Skills Communication Skills	Social Skills Self-management Skills
Learner Profile	Balanced , Reflective, Caring		Reflective, Risk-taker, Communicator	Knowledgeable, Thinker, Inquirer	Thinker, Communicator, Principled	Caring, Principled, balanced