



The BMS Programme of Inquiry

At the heart of the Berlin Metropolitan School's curriculum for both our Early Learning Center and Primary School is a commitment to inquiry as the leading pedagogy for learning. Through the framework of the Primary Years Programme (PYP) students are engaged in inquiry-based learning journeys during which they ask questions, make connections to prior knowledge, explore new ideas, investigate ways to address problems or shape new behaviors as a result of their learning. Our curriculum is organized around six transdisciplinary themes as featured below. The IB PYP is a transformative program that invigorates teaching and learning through engaging, relevant, and meaningful learning opportunities. The PYP focuses on the development of the whole child, paying attention to their social and emotional development as well as their academic progress. At the heart of the program philosophy is a commitment to developing internationally-minded young people, who go on to make a difference in the world.

These themes are designed around areas of knowledge which are of global significance for all students and are revisited each year with increasing complexity. They offer students the opportunity to explore knowledge of genuine importance in the understanding of the human condition. Students study six units of inquiry, with the exception of four for our Early Learners, which balance subject-specific knowledge with conceptual understanding and a range of skills which support students in the HOW of learning. Concept-driven, inquiry-based learning, the IB Learner Profile, as well as Approaches to Learning, are what define an IB education across the learning continuum. The BMS Program of Inquiry articulates coherently how learning is structured in a developmentally appropriate process.

The PYP is transdisciplinary in nature, focusing on meaningful and relevant issues that transcend subject areas. These six themes create a framework that allows students to think and make connections beyond the confines of traditional subject areas. These units of inquiry are substantial, in-depth and may span 3 to 8 weeks, and may run in parallel to other units throughout the year, organizing student inquiry into each of the six themes.

 BMS is an authorized IB World School

EARLY YEARS

	HOW WE ORGANIZE OURSELVES	HOW WE EXPRESS OURSELVES	WHERE WE ARE IN PLACE AND TIME	WHO WE ARE	HOW THE WORLD WORKS	SHARING THE PLANET
KINDERGARTEN AGE 3-5	<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>An inquiry into 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>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>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>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 understandings of scientific principles; the impact of scientific and technological advances on society and the environment.</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>Unit 01 Year long Central Idea: Organising our spaces enhances learning. Conceptual Lenses: Function, Systems Approaches to Learning and IB Learner Profile: Self-management, Thinker</p>	<p>Unit 02 Autumn unit Central Idea: The inspiration to create can come from natural materials and objects. Conceptual Lenses: Causation, Interpretation Approaches to Learning and IB Learner Profile: Communication, Inquirer</p>	<p>Alternate Cycle K1</p>	<p>Unit 03 Winter unit Central Idea: The relationships we have with others can shape our learning journey. Conceptual Lenses: Responsibility, Collaboration Approaches to Learning and IB Learner Profile: Social, Caring</p>	<p>Alternate Cycle K1</p>	<p>Unit 04 Winter unit Central Idea: Minibeasts are essential to our survival. Conceptual Lenses: Connection, Interdependence Approaches to Learning and IB Learner Profile: Research, Open minded</p>
PRESCHOOL AGE 5-6	<p>Alternate Cycle Preschool</p>	<p>Unit 03 Winter unit Central Idea: We can express our ideas and feelings through art forms and symbolism. Conceptual Lenses: Form, Symbolism Approaches to Learning and IB Learner Profile: Communication, Caring</p>	<p>Unit 02 Autumn unit Central Idea: Inquiry journeys shape our thinking and actions. Conceptual Lenses: Change, Growth Approaches to Learning and IB Learner Profile: Thinking, Inquirers</p>	<p>Unit 01 Yearlong unit Central Idea: Self-confidence in our abilities comes from opportunities to move beyond our comfort zone. Conceptual Lenses: Responsibility, Choices Approaches to Learning and IB Learner Profile: Self-management, Principled</p>	<p>Unit 04 Spring unit Central Idea: Light travels and interacts with objects, materials, and living things. Conceptual Lenses: Function, Energy Approaches to Learning and IB Learner Profile: Research, Knowledgeable</p>	<p>Alternate Cycle Preschool</p>

PRIMARY YEARS

	HOW WE ORGANIZE OURSELVES	HOW WE EXPRESS OURSELVES	WHERE WE ARE IN PLACE AND TIME	WHO WE ARE	HOW THE WORLD WORKS	SHARING THE PLANET
GRADE 1 AGE 6-7	<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>An inquiry into 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>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>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>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 understandings of scientific principles; the impact of scientific and technological advances on society and the environment.</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>Unit 01 August to October break Central idea: A cooperative and organized school helps us to become independent learners. Conceptual Lenses: Function, Systems Approaches to Learning and IB Learner Profile: Social, Principled</p>	<p>Unit 02 Mid Oct to Mid Dec Central idea: Traditions help connect and unify people. Conceptual Lenses: Perspective, Belonging Approaches to Learning and IB Learner Profile: Research, Open-minded</p>	<p>Unit 03 Year-long, start November Central idea: Reflecting on our personal histories develops a recognition of who we are, where we come from and where we may go. Conceptual Lenses: Change, Perseverance Approaches to Learning and IB Learner Profile: Self-management, Reflective</p>	<p>Unit 04 January to Start of March Central idea: Making responsible choices promotes a balanced, healthy lifestyle. Conceptual Lenses: Causation, Health Approaches to Learning and IB Learner Profile: Communication, Balanced</p>	<p>Unit 05 March to April Central Idea: Cycles in nature are interconnected. Conceptual Lenses: Connection, Transformation Approaches to Learning and IB Learner Profile: Research, Inquirers</p>	<p>Unit 06 May to Mid June Central idea: How people use materials can alter the natural environment. Conceptual Lenses: Responsibility, Pollution Approaches to Learning and IB Learner Profile: Thinking, Caring</p>
GRADE 2 AGE 7-8	<p>Unit 03 November to December Central idea: People organize themselves to meet the needs of groups within the community. Conceptual Lenses: Responsibility, Interdependence Approaches to Learning and IB Learner Profile: Social, Balanced</p>	<p>Unit 02 Year Long Unit Central idea: We can express and communicate ideas and experiences through stories. Conceptual Lenses: Perspective, Causation Approaches to Learning and IB Learner Profile: Communication, Communicator</p>	<p>Unit 05 Feb break to April break Central idea: Earth's geography is connected to settlement patterns and ways of life. Conceptual Lenses: Form, Change Approaches to Learning and IB Learner Profile: Research, Knowledgeable, Inquirers</p>	<p>Unit 01 August to October break Central idea: Choices of role-models reflect the values of individuals and societies. Conceptual Lenses: Perspective, Choice Approaches to Learning and IB Learner Profile: Social, Reflective</p>	<p>Unit 04 January to February break Central idea: Simple machines make work easier. Conceptual Lenses: Function, Gravity Approaches to Learning and IB Learner Profile: Thinking, Thinker</p>	<p>Unit 06 April break to June Central idea: Organisms form an interdependent relationship with their habitat. Conceptual Lenses: Connection, Interdependence Approaches to Learning and IB Learner Profile: Self-management, Principled</p>
GRADE 3 AGE 8-9	<p>Unit 04 Feb break to April break Central idea: Marketplaces depend on the ability to produce goods and supply services that can be exchanged. Conceptual Lenses: Supply and demand, Organization Approaches to Learning and IB Learner Profile: Thinking, Self-Management, Reflective, Principled</p>	<p>Unit 01 Yearlong unit Central idea: Film can be a powerful medium for communicating ideas about the world. Conceptual Lenses: Visual texts, Interpretation, Expression Approaches to Learning and IB Learner Profile: Communication, Communicators</p>	<p>Unit 02 Mid Sept to Winter break Central idea: Exploration leads to discoveries, opportunities and new understandings. Conceptual Lenses: Discovery, Perspective Approaches to Learning and IB Learner Profile: Social, Self-Management skills, Inquirers, Reflective</p>	<p>Unit 05 April break to Mid May Central idea: The effective interactions between human body systems contribute to health and survival. Conceptual Lenses: Systems, Interdependence, Function Approaches to Learning and IB Learner Profile: Research, Communication, Balanced</p>	<p>Unit 03 January to February break Central idea: Human responses to natural geological events reflect a shared humanity and survival instinct. Conceptual Lenses: Change, Causation Approaches to Learning and IB Learner Profile: Research, Communication, Knowledgeable</p>	<p>Unit 06 Mid May to End of June Central idea: Children worldwide encounter a range of challenges, risks and opportunities. Conceptual Lenses: Rights, Responsibility, Appreciation Approaches to Learning and IB Learner Profile: Social, Communication, Caring, Open-minded</p>
GRADE 4 AGE 9-10	<p>Unit 04 & 05 Feb to Beg of April Central idea: The process of designing, creating and evaluating may be enhanced through the use of technology. Conceptual Lenses: Connection, Causation, Goal, Innovation Approaches to Learning and IB Learner Profile: Communication, Responsibility</p>	<p>Unit 02 November to December Central idea: Creative endeavors can help develop and express a sense of self. Conceptual Lenses: Causation, Creativity, Culture Approaches to Learning and IB Learner Profile: Self-management, Communicators</p>	<p>Unit 06 End of April to June Central idea: Perspectives and understanding of historical events can be shaped through personal encounters. Conceptual Lenses: Perspective, Truth & subjectivity, Pattern Approaches to Learning and IB Learner Profile: Critical thinking, Open-minded</p>	<p>Unit 01 August to October break Central idea: Beliefs and values offer explanations about the world around us and what it means to be human. Conceptual Lenses: Perspective, Values, Beliefs, Symbolism Approaches to Learning and IB Learner Profile: Social, Caring</p>	<p>Unit 04 & 05 Feb to Beg of April Central idea: Inventions are designed using materials that serve a particular purpose. Conceptual Lenses: Form meets function, Design, innovation Approaches to Learning and IB Learner Profile: Creative thinking, Knowledgeable</p>	<p>Unit 03 January to Mid February Central idea: Energy may be converted and used to support sustainable life on Earth. Conceptual Lenses: Change, Responsibility, Processes, Sustainability Approaches to Learning and IB Learner Profile: Research, Principled</p>
GRADE 5 AGE 10-11	<p>Unit 03 10th Dec to 8th Feb Central idea: Government systems and decisions can promote or deny equal opportunities and social justice. Conceptual Lenses: Connection, Citizenship Approaches to Learning and IB Learner Profile: Thinking, Social, Reflective</p>	<p>Unit 06 27th May- 3rd July Central idea: Communication is served by science and technology to encode and decode information. Conceptual Lenses: Form, Codes, Interpretation, Symbolism Approaches to Learning and IB Learner Profile: Communication, Communicators</p>	<p>Unit 05 1st April to 24th May Central idea: Evidence of past civilizations can be used to make connections to present-day societies. Conceptual Lenses: Causation, Perspective, Pattern Approaches to Learning and IB Learner Profile: Thinking, Research, Knowledgeable</p>	<p>Unit 02 Yearlong starting after October break Central idea: The physical changes of adolescence shape our emotions and behaviour. Conceptual Lenses: Change, Function Approaches to Learning and IB Learner Profile: Social, Communication, Caring</p>	<p>Unit 04 11th February - 29th March Central idea: Exploring the nature of matter allows people to transform use and develop new understandings. Conceptual Lenses: Form, Function Approaches to Learning and IB Learner Profile: Research, Inquirers</p>	<p>Unit 01 School Start to October 2 Central idea: Conflict resolution involves the will and skill of all parties. Conceptual Lenses: Responsibility, Rights, Conflict Approaches to Learning and IB Learner Profile: Social and Self-management, Principled</p>
GRADE 6 AGE 11-12	<p>Unit 05 Exhibition Unit 8 weeks, April to end of May Central idea: The global distribution of resources can direct human decision making. Conceptual Lenses: Connection, Perspective, Rights, Exploitation Approaches to Learning and IB Learner Profile: Self-management, Social and communications, Caring</p>	<p>Unit 06 6th June (4 weeks) Central idea: Cultural expression changes and develops over times. Conceptual Lenses: Form, Change, Culture, Symbolism Approaches to Learning and IB Learner Profile: Social, Communicators</p>	<p>Unit 03 Mid Nov to Mid Jan Central idea: Social and political movements may inspire profound local and global changes. Conceptual Lenses: Causation, Change, Consequences, Roles Approaches to Learning and IB Learner Profile: Communication, Principled</p>	<p>Unit 01 Yearlong UOI & transition Central idea: Personal experiences and knowledge can shape an individual's ethics. Conceptual Lenses: Perspective, Responsibility, Ethics, Citizenship Approaches to Learning and IB Learner Profile: Thinking, Self-management - time, Open-minded, Reflective</p>	<p>Unit 02 Mid of Sept to Mid of Nov Central idea: The earth is part of a vast and complex universe that science helps to us understand. Conceptual Lenses: Change, Function, Technology, Systems Approaches to Learning and IB Learner Profile: Research, Knowledgeable</p>	<p>Unit 04 Mid Jan to Spring break Central idea: The interdependent balance of organisms on Earth can be subject to disruption. Conceptual Lenses: Causation, Responsibility, Interdependence, Ecosystems Approaches to Learning and IB Learner Profile: Thinking, Balanced</p>