



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 inquire into each of the six themes.



EARLY YEARS

Table with 7 columns: 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. Rows include Kindergarten | Age 3-5 and Preschool | Age 5-6.

PRIMARY YEARS

Table with 7 columns: 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. Rows include Grade 1 | Age 6-7, Grade 2 | Age 7-8, Grade 3 | Age 8-9, Grade 4 | Age 9-10, and Grade 5 | Age 10-11.