



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. Conceptdriven, 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.



BMS is an authorized IB World School

EARLY YEARS

HOW WE ORGANIZE OURSELVES

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.

HOW WE EXPRESS **OURSELVES**

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.

WHERE WE ARE **IN PLACE AND TIME**

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.

WHO WE ARE

An inquiry into the nature of the self, beliefs and values; personal, physical, mental, social and spiritual health; human relationships inclu-

HOW THE WORLD WORKS

An inquiry into the natural world and natural world (physical & biological) and human societies; how humans use their understandings of scientific ties and the relationships within principles; the impact of scientific and technological advances on

resources with other people and

SHARING THE PLANET

Unit 2 | 13.11.23 - 26.01.24 Central Idea:

- The structure of our day - Where we learn best

KINDERGARTEN | AGE 3-5

PRESCHOOL | AGE 5-6

Function, Reflection, Systems Approaches to Learning and IB Learner Profile:

Central Idea: The inspiration to create comes from materials and objects around us.

Lines of Inquiry

Unit 3 | 05.02. - 27.03.2024

Humans like to play with others Humans play in there learning environment? How do we play with each other? **Conceptual Lenses:**

Humans can create while they play

Change, Perspective Approaches to Learning and IB Learner Profile:

and cultures, rights and responsibilities; what it means to be human. Unit 1 | 04.09. - 20.10.23

society and the environment.

An inquiry into rights and responsiwith other living things; communiand between them; access to equal opportunities; peace and conflict

Organising our spaces enhances learning. Lines of Inquiry

- The purpose of our spaces **Conceptual Lenses:**

Interpretation Self-management, Social Thinker, Reflective Inquirer, Risk taker

Alternate Cycle K1

ding families, friends, communities

Alternate Cycle K2

Central Idea: The relationships we have with others help us grow.

Lines of Inquiry - Humans are the same - Humans are unique - Why difference matters

Conceptual Lenses: Responsibility, Change, Collaboration Approaches to Learning and IB Learner Profile: Social, Communication

Caring, Balanced, Communicator, Principled Unit 1 | 04.09. - 20.10.23 Unit 4 | 22.04. - 28.06.24

comes from opportunities to move beyond our comfort zone. **Lines of Inquiry**

What growth looks like. Humans have choice. Exploring helps humans find out

new things. **Conceptual Lenses:** Form, Change

Growth, Transformation **Approaches to Learning** and IB Learner Profile:

Self-management, Communication, Principled, Risk-taker, Communicator, Social Skills

its laws; the interaction between the bilities in the struggle to share finite resolution.

> Unit 4 | 22.04. - 28.06.24 Central Idea:

Minibeasts are essential to our life on earth.

Lines of Inquiry - Similarities and differences between pets and wild animals

The impact animals have on Earth

animals **Conceptual Lenses:** Connection, Form, Causation

- Human responsibility towards

Interdependence Approaches to Learning and IB Learner Profile: Research, Thinking

Open minded, Knowledgeable **Alternate Cycle Preschool 2**

Alternate Cycle Preschool 1

Central Idea: We can express our ideas and feelings through art forms and symbolism. Lines of Inquiry Visual language to connect people from different cultures. Different art forms of expressing

Unit 3 | 05.02. - 27.03.24

feelings. Arts and symbols in different languages **Conceptual Lenses:** Form, Perspective

Approaches to Learning and IB Learner Profile: Communication, Thinking Caring, Open-minded

Central Idea: Self-confidence in our abilities

Location affects our living experi-

- The natural world in different locations The way people live in different

locations Human impact in different locations **Conceptual Lenses:**

Unit 2 | 13.11.23 - 26.01.24

Central Idea:

Lines of Inquiry

Impact, Culture Approaches to Learning and IB Learner Profile: Thinking, Research Inquirers, Thinker, Reflective

Connection, Reflection

WHERE WE ARE

IN PLACE AND TIME

and journeys; the discoveries,

and the interconnectedness of

local and global perspectives.

Central idea:

and change.

change

Lines of Inquiry:

individuals and civilizations, from

Personal journeys lead to growth

Reflecting on a person's life helps

Goal setting helps people grow and

Positive thinking helps people grow

An inquiry into orientation in place

and time; personal histories, homes

explorations and migrations of hu-

mankind; the relationships between

Central Idea: Natural resources interact with living things and support life. **Lines of Inquiry**

energy

- Living and nonliving things Changes in weather Natural resources are sources of

Conceptual Lenses: Function, Causation, Responsibility

Energy, impact **Approaches to Learning** and IB Learner Profile: Research, Thinking Knowledgeable, Inquirer

SHARING THE PLANET

bilities in the struggle to share finite

resources with other people and

with other living things; communi-

and between them; access to equal

opportunities; peace and conflict

ties and the relationships within

PRIMARY YEARS

HOW WE ORGANIZE OURSELVES

ness of human-made systems and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

An inquiry into the interconnected-

Unit 01 | August to October

Central Idea: A cooperative and organized learning community helps us to become

independent learners.

Lines of Inquiry: Each member of the BMS learning community has roles and responsibilities.

Building pos. relationships allows people to work and learn together Respect helps people to be safe and learn.

Personal space changes with vary-

ing situation. **Conceptual Lenses:**

Function, Form, Systems Approaches to Learning and IB Learner Profile: Social, Self-Management, Princi-

Unit 04 | March to April Central Idea:

pled, Caring

AGE 7-8

Community needs are met through organized groups.

Lines of Inquiry: Communities meet the needs of their members.

Cities are planned and built with features and rules that emphasize

safety. Organizations and systems influence lifestyle and community. **Conceptual Lenses:**

Responsibility, Function **Approaches to Learning** and IB Learner Profile: Social, Self-Management, Caring, Balanced

Unit 04 | February to April Central Idea: Sustainable market-

places depend on the ability to produce goods and supply services that can be exchanged.

Lines of Inquiry: The role of supply and demand - Exchange systems in different

marketplaces Ethics of the marketplace The role of consumers

Conceptual Lenses: Connection, Supply and Demand, Organization

Approaches to Learning and IB Learner Profile: Thinking, Self-Management, Reflective, Principled,

Communicator Unit 05 | April to May

Central Idea: Transportation systems develop over time to meet the changing needs of communities.

Lines of Inquiry:

Conceptual Lenses:

- Common signs and symbols - Reasons signs and symbols are used in a community. A person's responsibility for keeping themselves and others safe

Connection, Form, Innovation, Networks Approaches to Learning

and IB Learner Profile: Communication, Social, Inquirer, Thinker

Unit 03 | December to February

nities and social justice. Lines of Inquiry:

can promote or deny equal opportu-

- Social decision making

- Impact of government on citizens The rights and responsibilities of

Responsibility, Equality, Rights, Structure, Community Approaches to Learning

and IB Learner Profile: Communication, Research,

Reflective, Knowledgeable Unit 06 | PYP Exhibition:

Central Idea: Action starts with us but has wider connections and broader conse-

citizenship

Lines of Inquiry: - Students develop their lines of

inquiry during exhibition Conceptual Lenses:

Connection, Causation. Activism, Impact Approaches to Learning

Social, Research, Communicators

and IB Learner Profile:

HOW WE EXPRESS

OURSELVES

Opinion, Symbolism

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.

Unit 3 | October to December Central Idea:

Traditions and celebration have common characteristics as well as

and traditions

and communities. **Conceptual Lenses:** Perspective, Belonging Approaches to Learning

Unit 02 | November to December

tives including culture, gender,

ethnicity and personal identities.

People use their imagination to

and explain the world.

Perspective, Connection,

Approaches to Learning

Communication, Open-minded

Film is a powerful medium for com-

municating ideas about the world.

Film as one of many forms of

information and fiction ideas.

Film can be used to share factual

Elements of film create different

Form, Interpretation, Perspective,

Unit 01 | August to October

and IB Learner Profile:

Conceptual Lenses:

Interpretation

Central Idea:

Lines of Inquiry:

expression

effects.

Expression

Conceptual Lenses:

Approaches to Learning

Social, Communicator, Open-

Unit 01 | September to October

Creative endeavors can help de-

velop and express a sense of self.

Ways in which people express

A person's behavior can influence

Stereotypes can lead to misunder-

Causation, Perspective, Creativity,

Communication is served by science

The purposes of communication

Creative use of new technologies

to extend, enhance or re-imagine

and IB Learner Profile:

minded, Thinkers

Central Idea:

Lines of Inquiry:

their identity.

standings.

Culture

others' views of them.

Approaches to Learning

and IB Learner Profile:

Balanced, Reflective

Central Idea:

and technology.

Lines of Inquiry:

Conceptual Lenses:

Approaches to Learning

Communication, Social, Inquirer,

and IB Learner Profile:

Unit 05 | March to May

In times of transition change

creates opportunity, growth and

Social and emotional well-being

Planning for transition helps build

Looking back helps people moving

Form, Perspective

Reflective

Central Idea:

Lines of Inquiry:

resilience

forward

Expectations

during transition

Conceptual Lenses:

Form, Change, Transition,

Approaches to Learning

Social, Communicators, Inquirers,

and IB Learner Profile:

Thinkers, Risk-taker

reflection.

Unit 06 | June and July

Self-management, Thinking,

Communicators, Risk-taker,

Conceptual Lenses:

create, entertain, explore feelings

and IB Learner Profile:

Inquirers

Central Idea:

experiences.

Lines of Inquiry:

Communication, Open-minded,

Stories communicate ideas and People construct housing based on the location and availability of

Different ways of telling stories Lines of Inquiry: Stories develop as a way to share - Variability of physical geography around the world ideas, experiences and perspec-

The relationship between physical geography and settlement

Conceptual Lenses: Form, Connection

Approaches to Learning and IB Learner Profile:

Central Idea: Exploration leads to discoveries, opportunities and new understandings. Lines of Inquiry:

plorations (historical and personal)

Conceptual Lenses: Perspective, Causation, Values, Impact Approaches to Learning and IB Learner Profile:

Principled

Perspectives of significant events are shaped through personal experience and knowledge. Lines of Inquiry:

remembered. Perspectives of historical events in-

fluence responses and decisions. The different viewpoints surrounding an event (Berlin case study)

Perspective, Change, Truth, Subjectivity, Pattern Approaches to Learning

Unit 05 | April to May Central Idea:

Critical thinking, Caring

Characteristics of civilizations and Messages are conveyed in different societies

Connections between past and present Implications for the future

Conceptual Lenses: Form, Connection, Pattern Approaches to Learning and IB Learner Profile:

Research, Thinking, Risk-takers,

Inquirers, Communicator Unit 04 | February to March

inspire profound local and global changes. Lines of Inquiry: - The causes and effects of social and political movements

protest Identifying the impact a protest has on generations past, present and future. Conceptual Lenses:

Approaches to Learning

Communication, Principled

and IB Learner Profile:

WHO WE ARE

Unit 2 | Year long starting in January | Unit 04 | February to March

An inquiry into the nature of the self, beliefs and values; personal, health; human relationships incluand cultures, rights and responsi-

Making responsible choices promotes a balanced, healthy lifestyle. Lines of Inquiry:

different aspects. Food provides the body with energy

Conceptual Lenses: Causation, Health **Approaches to Learning**

and IB Learner Profile: Research, Thinking, Inquirers, Knowledgeable Self-management, Social,

Central idea:

lives

Risk-taker

Central Idea:

and survival instinct.

Conceptual Lenses:

Approaches to Learning

and IB Learner Profile:

Unit 06 | May to June

Lines of Inquiry:- Creative problem solving

Turning ideas into action

Lines of Inquiry:

changes

changes

Impact

Inquirer

Central Idea:

of resources

Communicator

Lines of Inquiry:

Material properties

Conceptual Lenses:

Approaches to Learning

Thinking, Self-management,

Reflective, Inquirers, Thinker

Unit 02 | October to November

The earth is part of a vast and com-

plex universe that science helps us

- The Earth's place in the universe

Earth's forces and functions and

The effects of human actions on

earth and how these have led to

Knowledgeable, Communicators

and how our scientific under-

standing impacts life.

how these impact life.

Climate Change.

and IB Learner Profile:

Central Idea:

to understand.

Lines of Inquiry:

Conceptual Lenses:

Design, Sustainability

and IB Learner Profile:

Responsibility, Function.

Approaches to Learning

Unit 04 | February to March

develop new understandings.

Changing states of matter

Atomic structure, elements and

Causation, Change, Procedures,

Properties, Measurement, Matter

Exploring the nature of matter al-

lows people to transform, use and

Lines of Inquiry:

helps inventors.

Conceptual Lenses:

tion of important inventions.

Causation, Function, Gravity

Approaches to Learning

Thinking, Inquirer, Thinker,

Unit 03 | January to February

and continues to change.

Preparing and responding to

Human responses to the Earth's

Change, Causation, Consequences,

Research, Thinking, Knowledgeable

Inventions are designed using mate-

rials that serve a particular purpose.

and IB Learner Profile:

Unit 01 | August to October

Communication, Balanced,

Communicator

inspiration to grow and change. Lines of Inquiry:

The characteristics of role models that human possess or develop Humans learn how to be by watching others

impact **Conceptual Lenses:** Perspective, Change

and IB Learner Profile: Principled, Reflective Unit 05 | April to May

Central Idea: The effective interactions between human body systems contribute to health and survival.

Body systems are interdependent. Impact of lifestyle choices on the

Systems **Approaches to Learning** and IB Learner Profile: Research, Communication,

Balanced, Knowledgeable

Beliefs and values offer explanations about the world around us and what it means to be human.

Lines of Inquiry: - Similarities and differences between belief systems.

based on common values. Beliefs and values contribute to the formation of people's actions. **Conceptual Lenses:**

Approaches to Learning and IB Learner Profile: Social, Open-minded, Thinker

Values, Beliefs, Symbolism

Lines of Inquiry: Changes in our bodies Factors that contribute to wellbeing during adolescence

Puberty as a rite of passage

Approaches to Learning and IB Learner Profile: Self-mangement, Caring,

Conceptual Lenses:

Unit 01 | September to October Central Idea:

Life experience builds ethical identity. The development of a human's ethical identity involves education.

Understanding differences in

Perspective. Causation, Change, Consequences, Approaches to Learning and IB Learner Profile: Thinking, Self-management,

Open-minded, Reflective

reflection and action.

HOW THE WORLD WORKS

use their understandings of scientific principles; the impact of scientific and technological advances on society and the environment.

Lines of Inquiry: Cycles in nature Characteristics of living things

Conceptual Lenses: Connection, Transformation Approaches to Learning

materials can alter the natural environment. Lines of Inquiry:

Central Idea:

Unit 06 | June to July

resolution.

An inquiry into the natural world and An inquiry into rights and responsi-

limited resource Waste disposal and the 4 Rs (Refuse Reduce, Reuse, Recycle) The balance between meeting hu-

The importance of fresh water as a

People's use and disposal of

man needs and the effect on the natural environment **Conceptual Lenses:** Responsibility, Pollution

Unit 05 | April to May Central Idea: Habitats support interdependent

in their environment. The role of balance in a natural system Human impact on natural habitats and living things.

Connection, Causation Interdependence, Adaptation Approaches to Learning and IB Learner Profile: Research, Principled, Caring

Unit 06 | May to July Central Idea:

opportunities. Lines of Inquiry: - Challenges, risks and opportunities encountered by children

How children respond to chal-

lenges, risks and opportunities.

Ways in which individuals and organizations work to protect children from risk. **Conceptual Lenses:**

Central Idea: Energy may be converted and used to support sustainable life on Earth. Lines of Inquiry: - Different forms of energy and their

- How energy can be transferred. Sustainable energy sources and practices **Conceptual Lenses:**

Approaches to Learning and IB Learner Profile: Research, Principled. Knowledgeable

Conflict resolution involves the will and skill of all parties. Lines of Inquiry: Causes of personal, local, national

and international conflicts

Consequences of conflict resolu-

Human rights and equity **Conceptual Lenses:**

tion strategies

and IB Learner Profile: Social, Self-management, Principled, Balanced

Unit 03 | December to January

disruption. Lines of Inquiry: - Interdependent relationships in nature

Conceptual Lenses: pendence, Ecosystems, Balance

Approaches to Learning

Communication, Research,

GRADE 3 | AGE

5 | AGE 10-11

Government systems and decisions

- The purpose of governments

Conceptual Lenses:

June to July

An inquiry into ways in which we

Traditions help connect and unify people. Lines of Inquiry:

things that make them unique. The reasons behind celebrations Traditions and celebrations develop connections among families

and change **Conceptual Lenses:** Change, Perseverance Approaches to Learning and IB Learner Profile:

them grow and change.

Unit 06 | June to July Central Idea:

Self-management, Communication,

Reflective, Risk-Takers, Research

resources

Humans interact with the physical environment.

Research, Knowledgeable, Inquirers Unit 02 | October to December

What it means to be an explorer. Reasons for exploration (historical and personal) Consequences and impacts of ex-

Unit 04 | February to March Central Idea:

Research, Thinkers, Risk-takers,

The way people experience historical events and how they are

Conceptual Lenses: and IB Learner Profile:

Evidence of past civilizations connects to present-day societies. Lines of Inquiry:

Processes involved in collecting, analyzing and validating evidence

Central Idea: Social and political movements may

Understanding the roles and the human condition during a time of

Central Idea:

physical, mental, social and spiritual ding families, friends, communities bilities; what it means to be human.

A balanced lifestyle involves many

Exercise keeps people healthy. and IB Learner Profile:

Central Idea: Humans look to each other for

Humans have important people in their lives who inspire them. Everyday people can make an

Approaches to Learning Self-Management Communicator,

Lines of Inquiry: Body systems and how they work.

Conceptual Lenses: Function, Form, Interdependence,

Unit 03 | December to February Central Idea:

Communities can be formed Connection, Responsibility.

Unit 02 | November to December The physical changes of adoles-

cence shape our emotions and

Function, Growth Balanced, Open-minded

Ethics are shaped by experience and knowledge. Lines of Inquiry:

perspective foster unity Conceptual Lenses: Responsibility, Bias, Citizenship

its laws; the interaction between the natural world (physical & biological) and human societies; how humans

Unit 05 | April to May Central Idea: Cycles in nature are interconnected.

Interdependence and interaction between and within life forms

Approaches to Learning and IB Learner Profile: Thinking, Self-management, Caring, Thinkers

Unit 03 | January to February People understand and use forces to help meet different needs. relationships between organisms. Lines of Inquiry: - Inventions that impact people's

- Living things respond to changes Circumstances lead to the crea-Understanding forces and energy

Conceptual Lenses:

Human responses to natural geologi-Children worldwide encounter cal events reflect a shared humanity a range of challenges, risks and The Earth's geology has changed

> Rights, Responsibility, Connection, Scarcity Approaches to Learning and IB Learner Profile: Social, Communication, Caring, Open-minded Unit 02 | October to December

Responsibilities regarding the use Change, Function, Process Thinking, Research, Knowledgeable.

sources

Unit 01 | August to October

Responsibility, Perspective, Strategies, Relationships, Equity Approaches to Learning

Central Idea: The interdependent balance of organisms on Earth is subject to

- Disruption to ecosystem balance - Human impact on ecosystems Causation, Responsibility, Interde-

Conceptual Lenses: and IB Learner Profile: Change, Function, Technology, Thinking, Balanced, Caring Systems Approaches to Learning and IB Learner Profile:

AGE 11-12 GRADE 6