

Eton House®

International School

Programme of Inquiry PN-Y4 2018/19

Level	Who we are 我们是谁	Sharing the Planet 共享地球	How the world works 世界如何运作	Where we are in place and time 我们身处什么时空	How we organise ourselves 我们如何组织自己	How we express ourselves 我们如何表达自己
	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. 对自我本质的探究；对信仰与价值观的探究；对个人、身体、心智、社交和精神健康的探究；对各种人际关系，包括家庭、朋友、社区和文化的探究；对权利与责任的探究；对作为人的意义的探究。	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. 探究努力与他人及其他生物分享有限资源时的权利与责任；群体以及他们内部及之间的关系；机会均等；和平与解决冲突。	An inquiry into the natural world and its law; 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. 探究自然界以及自然规律；（物质的与生物的）自然界与人类社会的互动；人类如何利用他们对科学原理的理解；科技进步对社会与环境的影响。	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 civilisations, from local and global perspectives. 探究的是我们在时空中的方位；个人的历史；家庭和旅程；人类的各种发现、探索与迁徙；从本地与全球的观点考察个人与文明之间千丝万缕的联系。	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment. 探究人类创造的制度与社区之间的相互联系；各种组织的结构与功能；社会决策机制；经济活动及其对人类与环境的影响。	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. 探究我们发现和表达观点、情感、大自然、文化、信仰与价值观的方式；我们反思、扩展、享受我们创造力的方式；我们的审美鉴赏。
Y4	<p>Central idea 中心思想 Personal identity is developed through identification with communities 个人的身份是通过集体的认同来发展的</p> <p>Key concepts 重要概念: Causation原因, Connection联系</p> <p>Related concepts 相关概念: Identity身份</p> <p>Lines of inquiry 探究线索: A sense of self is connected to other people 自我意识与他人相连 Shared thoughts, beliefs and values exist within communities 集体内存在着共同的思想、信念和价值观 Personal identity is complex 个人身份是多重复杂的</p> <p>Attributes of the Learner Profile 学习者培养目标: Balanced全面发展, Knowledgeable知识渊博</p> <p>PYP Subject focus 专注的学科领域: PSPE(个人教育, 社交教育和体育教育), Science科学, Social Studies社会学</p>	<p>Central Idea中心思想: Peace often involves negotiation and compromise 和平往往涉及交涉和折中</p> <p>Key concepts重要概念: Change变化, Connection联系</p> <p>Related Concepts相关概念: Relationships关系</p> <p>Lines of Inquiry探究线索: The interpretation of peace can be personal 对和平的解释可以是个人的 Compromise requires mutual cooperation 折中需要相互合作 Peace can be made on a personal, local or global level 和平可以在个人、地方或全球范围内进行</p> <p>Attributes of the learner profile学习者培养目标: Principled坚持原则, Thinkers勤于思考</p> <p>PYP Subject focus专注的学科领域: Arts艺术, Language语言, PSPE(个人教育, 社交教育和体育教育)</p>	<p>Central Idea中心思想: Humans and the natural world are interconnected 人和自然界是相互联系的</p> <p>Key concepts重要概念: Function形式, Responsibility责任</p> <p>Related Concepts相关概念: Interdependence相互依赖</p> <p>Lines of Inquiry探究线索: Humans work with and adapt to natural phenomena 人类探索和适应自然现象 The natural world have changed over time as a result of human actions 由于人类的行动，自然界随着时间的推移而发生了改变 Knowledge of environmental issues can influence behaviour 了解环境问题会影响行为</p> <p>Attributes of the learner profile学习者培养目标: Caring懂得关爱, Inquirers积极探究</p> <p>PYP Subject Focus 专注的学科领域: Arts艺术, Language语言, Mathematics数学</p>	<p>Central Idea中心思想: Historical events and situations can be viewed and interpreted in different ways 历史事件和情况可以通过不同的方式进行查看和解释</p> <p>Key concepts重要概念: Perspective观点, Change变化</p> <p>Related Concepts相关概念: History历史</p> <p>Lines of Inquiry探究线索: Personal perspectives can impact the interpretation of events and situations 个人观点对解释事件和情况有所影响 Interpretations can change in light of new evidence 解释可以根据新的证据而改变 Historical events and situations can influence the present and future 历史事件和情况可以影响现在和未来</p> <p>Attributes of the learner profile学习者培养目标: Communicators善于交流, Courageous敢于尝试</p> <p>PYP Subject Focus 专注的学科领域: Language语言, Science科学, Social Studies社会学</p>	<p>Central Idea中心思想: Humans connect with each other throughout the world 人与人在生存的世界里相互联系</p> <p>Key concepts重要概念: Form形式, Responsibility责任</p> <p>Related Concepts相关概念: Communication交流</p> <p>Lines of Inquiry探究线索: Communities employ modes of communication for specific purposes 以恰当的方式与他人交流、沟通 Personal responsibility is part of making connections with others 个人责任是建立与他人联系的一部分 There are many ways to evaluate the mode of communication chosen 有很多种方法来评价所选择的沟通方式</p> <p>Attributes of the learner profile学习者培养目标: Balanced全面发展, Caring懂得关爱</p> <p>PYP Subject Focus 专注的学科领域: Mathematics数学, PSPE(个人教育, 社交教育和体育教育), Social Studies社会学</p>	<p>Central Idea中心思想: Nature influences art in many ways 自然界对艺术的影响体现在不同的方面</p> <p>Key concepts重要概念: Perspective观点, Change变化</p> <p>Related Concepts相关概念: Inspiration灵感</p> <p>Lines of Inquiry探究线索: Inspiration creates connections 灵感创造出更多的联系 Different interpretations of nature can be seen in art 在艺术中可以看到对自然界的不同诠释 Our connection to nature can influence our appreciation of art 与自然的联系会影响我们对艺术的看法</p> <p>Attributes of the learner profile学习者培养目标: Open-minded胸襟开阔, Reflective及时反思</p> <p>PYP Subject Focus 专注的学科领域: Arts艺术, Mathematics数学, Science科学</p>
Year 3	<p>Central idea 中心思想 Humans have commonalities that connect them 人类由人性的共同点相连接</p> <p>Key concepts 重要概念: Form 形式, Function 功能</p> <p>Related concepts 相关概念: Similarities 相似, Communication 沟通</p> <p>Lines of inquiry 探究线索: Humans share similarities in their nature 人们自然地表现出人类的共性 Human nature can motivate us to action 人性可以激励我们采取行动 Through connecting with others we can develop our personal attributes 通过与其他人的联系可以发展我们的个人属性</p> <p>Attributes of the Learner Profile 学习者培养目标: Inquirers 积极探究, Courageous 勇于尝试</p> <p>PYP subject focus 专注的学科领域: Science科学, Arts艺术, Mathematics数学</p>	<p>Central idea 中心思想 Equal opportunities can support positive interactions, within and between communities 平等机会可以支持社区内和社区之间的积极互动</p> <p>Key concepts 重要概念: Perspective 观点, Responsibility 责任</p> <p>Related concepts 相关概念: Consequences 后果, Communication 沟通</p> <p>Lines of inquiry 探究线索: Equality and inequality of opportunities exist 机会平等和不存在 There are many opportunities within communities 社区内有很多机会 Interactions reflect equality within communities 互动反映社区内的平等</p> <p>Attributes of the Learner Profile 学习者培养目标: Caring 懂得关爱, Open-minded 胸襟开阔</p> <p>PYP subject focus 专注的学科领域: Language 语言, Mathematics 数学, Arts 艺术</p>	<p>Central idea 中心思想 Society has experienced many changes due to technological advances 由于技术的进步社会经历了许多变化</p> <p>Key concepts 重要概念: Causation 原因, Change 变化</p> <p>Related concepts 相关概念: Impact 影响, Transformation 转化, Technological advances 技术进步</p> <p>Lines of inquiry 探究线索: The impact of technology becomes evident over time 技术的影响随着时间的推移变得明显 Technology has changed the way people live 技术改变了人们的生活方式 Technological advances can have positive and negative impacts of society 技术进步可以对社会产生积极和消极的影响</p> <p>Attributes of the Learner Profile 学习者培养目标: Inquirers 积极探究, Principled 坚持原则</p> <p>PYP subject focus 专注的学科领域: PSPE (个人教育, 社交教育和体育教育), Language 语言, Social Studies 社会学</p>	<p>Central idea 中心思想 Evidence of past civilisations can be used to make connections to present day societies 过去文明的证据可以用来与现在的社会建立联系</p> <p>Key concepts 重要概念: Connection 连系, Form 形式</p> <p>Related concepts 相关概念: Civilisations 文明, Evidence 证据, Interpretation 解释</p> <p>Lines of inquiry 探究线索: Historical evidence can support understanding 历史证据可以支持理解 Modern societies are connected to past civilisations in many ways 现代社会在许多方面与过去的文明有关 Evidence of past civilisations takes many forms 过去文明的证据有多种形式</p> <p>Attributes of the Learner Profile 学习者培养目标: Knowledgeable 知识渊博, Reflective 及时反思</p> <p>PYP subject focus 专注的学科领域: Social Studies社会学, Science科学, Mathematics 数学</p>	<p>Central idea 中心思想 Human-made systems support organisation within a community 人类制定的体系维持社区的组织和安全</p> <p>Key concepts 重要概念: Function 功能, Connection 连系</p> <p>Related concepts 相关概念: Systems 系统, Role 角色, Initiative 主动权</p> <p>Lines of inquiry 探究线索: Human-made systems can benefit people in different ways 人类制定的体系让人们从不同的方式中获益 Human-made systems influence our behaviour 人类制定的体系影响我们的行为 Interactions within a human-made system determine the outcome 我们和所制定的体系相互制约</p> <p>Attributes of the Learner Profile 学习者培养目标: Reflective 及时反思, Communicators 善于交流</p> <p>PYP subject focus 专注的学科领域: Social studies社会学, PSPE (个人教育, 社交教育和体育教育), Language 语言</p>	<p>Central idea 中心思想 An understanding of creativity can lead to the extension of creative capacities 对创意的理解可以导致创意能力的延伸</p> <p>Key concepts 重要概念: Causation 原因, Responsibility 责任</p> <p>Related concepts 相关概念: Resilience 适应, Growth 成长</p> <p>Lines of inquiry 探究线索: Creativity is connected to the ability to imagine 创意与想象的能力有关 Personal creativity can take many forms 个人的创造力可以有多种形式 Creative capacities can develop over time 创意能力随着时间的推移而发展</p> <p>Attributes of the Learner Profile 学习者培养目标: Thinkers 勤于思考, Balanced 全面发展</p> <p>PYP subject focus 专注的学科领域: PSPE (个人教育, 社交教育和体育教育), Arts 艺术, Science 科学</p>

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Level	<p style="text-align: center;">Who we are 我们是谁</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. 对自我本质的探究；对信仰与价值观的探究；对个人、身体、心智、社交和精神健康的探究；对各种人际关系，包括家庭、朋友、社区和文化的探究；对权利与责任的探究；对作为人的意义的探究。</p>	<p style="text-align: center;">Sharing the Planet 共享地球</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. 探究努力与他人及其他生物分享有限资源时的权利与责任；群体以及他们内部及之间的关系；机会均等；和平与解决冲突。</p>	<p style="text-align: center;">How the world works 世界如何运作</p> <p>An inquiry into the natural world and its law; 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. 探究自然界以及自然规律；(物质的与生物的)自然界与人类社会的互动；人类如何利用他们对科学原理的理解；科技进步对社会与环境的影响。</p>	<p style="text-align: center;">Where we are in place and time 我们身处什么时空</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 civilisations, from local and global perspectives. 探究的是我们在时空中的方位；个人的历史；家庭和旅程；人类的各种发现、探索与迁徙；从本地与全球的观点考察个人与文明之间千丝万缕的联系。</p>	<p style="text-align: center;">How we organise ourselves 我们如何组织自己</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment. 探究人类创造的制度与社区之间的相互联系；各种组织的结构与功能；社会决策机制；经济活动及其对人类与环境的影响。</p>	<p style="text-align: center;">How we express ourselves 我们如何表达自己</p> <p>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. 探究我们发现和表达观点、情感、大自然、文化、信仰与价值观的方式；我们反思、扩展、享受我们创造力的方式；我们的审美鉴赏。</p>
Year 2	<p style="text-align: center;">Central idea 中心思想 Being part of a community requires consideration for rights and responsibilities 作为社区的一部分需要考虑权力和责任</p> <p>Key concepts 重要概念: Responsibility 责任, Change 变化</p> <p>Related concepts 相关概念: Rights 权利, Citizenship 国籍</p> <p>Lines of inquiry 探究线索: Rights of individuals vary in different communities 不同社区的个人权利不同 Responsibilities within a community reflect a shared understanding of rights 社区内的责任反映了对权力的共同理解 People's action demonstrate their considerations for other's rights 人们的行动表明了他们对别人权利的考虑</p> <p>Attributes of the Learner Profile 学习者培养目标: Principled 坚持原则, Caring 懂得关爱</p> <p>PYP subject focus 专注的学科领域: Language 语言, Arts 艺术, PSPE (个人教育, 社交教育和体育教育)</p>	<p style="text-align: center;">Central idea 中心思想 Conflict resolution can support agreements 解决冲突可以帮助我们达成协议</p> <p>Key concepts 重要概念: Function 功能, Causation 原因</p> <p>Related concepts 相关概念: Communication 沟通, Responsibility 责任, Interpretation 解释</p> <p>Lines of inquiry 探究线索: A range of strategies can be used during conflict resolution 解决冲突的过程中可以使用一系列的策略 Different situations require conflict resolution 根据个别情形而决定解决方式 Conflict resolution requires different skills 解决冲突需要不同的技巧</p> <p>Attributes of the Learner Profile 学习者培养目标: Communicators 善于交流, Balanced 全面发展</p> <p>PYP subject focus 学科重点: Language 语言, Science 科学, Social Studies 社会学</p>	<p style="text-align: center;">Central idea 中心思想 Understanding of scientific principles change the way people think about the world 了解科学原理, 改变人们对世界的看法</p> <p>Key concepts 重要概念: Function 功能, Perspective 观点</p> <p>Related concepts 相关概念: Sequences 序列, Subjectivity 主观性, Innovation 发明</p> <p>Lines of inquiry 探究线索: Research has led to the development of scientific principles 研究导致科学原理的发展 Scientific principles attempt to explain natural phenomena 科学原理试图解释自然现象 People interpret scientific findings in different ways 人们用不同的方式解释科学原理</p> <p>Attributes of the Learner Profile 学习者培养目标: Courageous 勇于尝试, Open-minded 胸襟开阔</p> <p>PYP subject focus 专注的学科领域: Science 科学, Language 语言, Mathematics 数学</p>	<p style="text-align: center;">Central idea 中心思想 Singapore is host and home to a diverse population 新加坡是多元化人口的主人和家园</p> <p>Key concepts 重要概念: Form 形式, Causation 原因</p> <p>Related concepts 相关概念: Diversity 多样性, Impact 影响, History 历史</p> <p>Lines of inquiry 探究线索: Opportunities or circumstances have led many people to call Singapore home 机会或境遇让许多人把新加坡称作家园 Singapore is unique 新加坡是特别的 Singapore is a multicultural society 新加坡是个多元社会</p> <p>Attributes of the Learner Profile 学习者培养目标: Open-minded 胸襟开阔, Reflective 及时反思</p> <p>PYP subject focus 专注的学科领域: PSPE (个人教育, 社交教育和体育教育), Arts 艺术, Mathematics 数学</p>	<p style="text-align: center;">Central idea 中心思想 Many goods are processed before reaching the consumer 许多产品在消费者使用之前都被加工</p> <p>Key concepts 重要概念: Change 变化, Connection 连系</p> <p>Related concepts 相关概念: Process 过程, Transformation 转化</p> <p>Lines of inquiry 探究线索: Processing can change goods 加工能改变产品 There are many people involved in processing goods 很多人参与加工产品 Processing can impact the quality of goods 加工会影响产品的质量</p> <p>Attributes of the Learner Profile 学习者培养目标: Knowledgeable 知识渊博, Thinkers 勤于思考</p> <p>PYP subject focus 专注的学科领域: Social Studies 社会学, Mathematics 数学, Science 科学</p>	<p style="text-align: center;">Central idea 中心思想 Art and culture influence each other in many ways 艺术和文化在各方面相互影响</p> <p>Key concepts 重要概念: Perspective 观点, Form 形式</p> <p>Related concepts 相关概念: Opinion 意见, Differences 差异性</p> <p>Lines of inquiry 探究线索: Throughout time art has reflected the thoughts and ideas within different civilisations 纵观时代, 艺术反映了不同文明的思想与观念 Thoughts can be influenced by art 我们的思想可能会受到艺术的影响 Art is responsive to changes in culture 艺术是文化演变的体现</p> <p>Attributes of the Learner Profile 学习者培养目标: Inquirers 积极探究, Communicators 善于交流</p> <p>PYP subject focus 专注的学科领域: Arts 艺术, PSPE (个人教育, 社交教育和体育教育), Social Studies 社会学</p>
Year 1	<p style="text-align: center;">Central idea 中心思想 The culture of a community reflects its beliefs and values 社区的文化反映了其自身的信仰和价值观</p> <p>Key concepts 重要概念: Connection 连系, Perspective 观点</p> <p>Related concepts 相关概念: Beliefs 信仰, Subjectivity 主观性, Relationships 人际关系</p> <p>Lines of inquiry 探究线索: There are varied beliefs and values within communities 在社区里有不同的信仰和价值观 Our experiences influence our beliefs and values 我们的信仰和价值观受到自身经验的影响 There can be many cultures within a community 同一个社区可以有多种文化</p> <p>Attributes of the Learner Profile 学习者培养目标: Balanced 全面发展, Open-minded 胸襟开阔</p> <p>PYP subject focus 学科重点: Social Studies 社会学, PSPE (个人教育、社交教育和体育), Arts 艺术</p>			<p style="text-align: center;">Central idea 中心思想 Exploration and discovery leads to change 探索和发现导向变化</p> <p>Key concepts 重要概念: Change 变化, Causation 原因</p> <p>Related concepts 相关概念: Transformation 演变, Growth 成长, Impact 影响</p> <p>Lines of inquiry 探究线索: Travel of humans around the world led to exploration and discovery of new lands 人们在全球各地探索, 并发现了新大陆 Explorations and discoveries have led to changes in human ways of life 探索和发现导致人类生活方式产生了变化 Many different civilisations around the world have been connected through exploration and discovery 通过探索和发现, 世界各地许多不同的文明被相互联系起来</p> <p>Attributes of the Learner Profile 学习者培养目标: Inquirers 积极探究, Courageous 勇于尝试</p> <p>PYP subject focus 学科重点: Social Studies 社会学, Science 科学, PSPE (个人教育、社交教育和体育)</p>	<p style="text-align: center;">Central idea 中心思想 People plan, organise and work together to achieve a common goal 人们通过计划、组织、合作来实现共同的目标</p> <p>Key concepts 重要概念: Function 功能, Responsibility 责任</p> <p>Related concepts 相关概念: Role 角色, Cooperation 合作</p> <p>Lines of inquiry 探究线索: People can have different roles and responsibilities when working together 在合作中, 人们可以有不同的角色和责任。 Strategic planning can be used to organise action 战略规划可用于组织行动 Common goals can provoke action 共同目标可以引发行动</p> <p>Attributes of the Learner Profile 学习者培养目标: Reflective 及时反思, Principled 坚持原则</p> <p>PYP subject focus 学科重点: Arts 艺术, Mathematics 数学, Language 语言</p>	<p style="text-align: center;">Central idea 中心思想 Through symbolic languages and imagery, people communicate their thinking and ideas 人们透过符号和图像传达思想</p> <p>Key concepts 重要概念: Form 形式, Responsibility</p> <p>Related concepts 相关概念: Pattern 规律, Differences 差异性</p> <p>Lines of inquiry 探究线索: Different symbolic languages and imagery used to communicate 用来沟通的各种语言符号语言和图像 The interpretation of symbolic languages and imagery 符号语言和图像的解说 Representation of ideas and thinking 想法的呈现</p> <p>Attributes of the Learner Profile 学习者培养目标: Communicators 善于交流, Thinkers 勤于思考</p> <p>PYP subject focus 学科重点: Science 科学, Language 语言, Mathematics 数学</p>

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Level	<p>Who we are 我们是谁</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. 对自己本质的探究；对信仰与价值观的探究；对个人、身体、心智、社交和精神健康的探究；对各种人际关系，包括家庭、朋友、社区和文化的探究；对权利与责任的探究；对作为人的意义的探究。</p>	<p>Sharing the Planet 共享地球</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. 探究努力与他人及其他生物分享有限资源时的权利与责任；群体以及他们内部及之间的关系；机会均等；和平与解决冲突。</p>	<p>How the world works 世界如何运作</p> <p>An inquiry into the natural world and its law; 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. 探究自然界以及自然规律；（物质的与生物的）自然界与人类社会的互动；人类如何利用他们对科学原理的理解；科技进步对社会与环境的影响。</p>	<p>Where we are in place and time 我们身处什么时空</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 civilisations, from local and global perspectives. 探究的是我们在时空中的方位；个人的历史；家庭和旅程；人类的各种发现、探索与迁徙；从本地与全球的观点考察个人与文明之间千丝万缕的联系。</p>	<p>How we organise ourselves 我们如何组织自己</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment. 探究人类创造的制度与社区之间的相互联系；各种组织的结构与功能；社会决策机制；经济活动及其对人类与环境的影响。</p>	<p>How we express ourselves 我们如何表达自己</p> <p>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. 探究我们发现和表达观点、情感、大自然、文化、信仰与价值观的方式；我们反思、扩展、享受我们创造力的方式；我们的审美鉴赏。</p>
K1	<p>Central idea 中心思想 Respecting each other's thoughts can develop relationships 尊重彼此的想法可以促进人与人之间关系的发展</p> <p>Key concepts 重要概念: Form 形式, Change 变化</p> <p>Related concepts 相关概念: Behaviour 行为, Responsibility 责任, Differences 差异性</p> <p>Lines of Inquiry 探究线索: There are many ways to demonstrate respect for others 有多种方式展示对他人的尊重 Relationships can take many forms 人与人之间的关系具有不同的形式 Our social skills support us in developing relationships 我们的社交技能能促进人与人之间关系的发展</p> <p>Attributes of the Learner Profile 学习者培养目标: Open-minded 胸襟开阔, Principled 坚持原则</p> <p>PYP subject focus 学科重点: PSPE (个人教育、社交教育和体育), Language 语言, Mathematics 数学</p>	<p>Central Idea 中心思想 Interactions with the environment and resources impact their sustainability 通过与环境和资源的相互作用来影响其可持续性</p> <p>Key Concepts 重要概念: Perspective 观点, Causation 原因</p> <p>Related concepts 相关概念: Consequences 后果, Impact 影响, Beliefs 信仰,</p> <p>Lines of Inquiry 探究线索: Living things are dependent on their environment 生物需要依靠环境 Interactions with the environment have changed over time 与环境的作用随着时间而改变 There are many different ideas and approaches to sustainability 有很多不同的创意和可持续性的方法</p> <p>Attributes of the Learner Profile 学习者培养目标: Inquirers 积极探究, Caring 懂得关爱</p> <p>PYP subject focus 学科重点: Science 科学, Mathematics 数学, Social Studies 社会学</p>	<p>Central idea 中心思想 Many inventions have led to significant changes in society 人类的发明创造引领社会发生显著进步</p> <p>Key concepts 重要概念: Responsibility 责任, Change 变化</p> <p>Related concepts 相关概念: Transformations 演变, Growth 成长, Initiative 主动权</p> <p>Lines of Inquiry 探究线索: Inventing is a creative process 发明是一个创新的过程 Inventions can have many different effects on society 人类的发明创造对社会产生各种影响 The purpose of an invention can change over time 一项发明的目的可以随着时间而改变</p> <p>Attributes of the Learner Profile 学习者培养目标: Thinkers 勤于思考, Reflective 及时反思</p> <p>PYP subject focus 学科重点: Science 科学, Social Studies 社会学, Arts 艺术</p>			<p>Central Idea 中心思想 Art connects artists with their audience 艺术是连接艺术家和观赏者的桥梁</p> <p>Key concepts 重要概念: Connection 连系, Function 功能</p> <p>Related concepts 相关概念: Relationship 关系, Communication 交流</p> <p>Lines of Inquiry 探究线索: Many choices are made in the creation of art 艺术创作的过程需要作出多种选择 Art can convey many ideas, feelings, emotions and skills 艺术可以表达多种思想、感觉、情感和技能 Audiences of art have differing opinions 艺术观赏者会持有不同看法</p> <p>Attributes of the Learner Profile 学习者培养目标: Knowledgeable 知识渊博, Courageous 勇于尝试</p> <p>PYP subject focus 学科重点: Arts 艺术, Language 语言, PSPE (个人教育、社交教育和体育)</p>
N2	<p>Central idea 中心思想 Balancing internal thoughts and feelings can contribute to personal wellbeing 平衡内心的想法和感受可以促进个人的身心健康</p> <p>Key concepts 重要概念: Causation 原因, Responsibility 责任</p> <p>Related concepts 相关概念: Consequences 后果, Impact 影响, Initiative 主动权</p> <p>Lines of Inquiry 探究线索: External factors and the actions of others can impact our internal thoughts and feelings 外在因素和他人的行为可能会影响我们的思想和感受 Personal strategies can be used to maintain balance in our wellbeing 个人策略可以用来维持个人的身心健康 Personal wellbeing can take many forms 个人的身心健康可以有多种形式</p> <p>Attributes of the Learner Profile 学习者培养目标: Reflective 善于交流, Caring 全面发展</p> <p>PYP subject focus 学科重点: PSPE (个人教育、社交教育和体育), Language 语言, Science 科学</p>		<p>Central idea 中心思想 Everything goes through a process of change 世界万物都会经历一个变化的过程</p> <p>Key concepts 重要概念: Connection 连系, Form 形式</p> <p>Related concepts 相关概念: Pattern 规律, Differences 差异性, Interdependence 相互依赖</p> <p>Lines of Inquiry 探究线索: A pattern of change exists in everything 变化的模式存在于世界万物中 Many factors can influence change 多种因素会影响变化 Change can take many forms 变化有多种不同的形式</p> <p>Attributes of the Learner Profile 学习者培养目标: Knowledgeable 知识渊博, Thinkers 勤于思考</p> <p>PYP subject focus 学科重点: Science 科学, Mathematics 数学, Arts 艺术</p>		<p>Central idea 中心思想 Decision making requires thought and consideration 做出决定需要思考和原因</p> <p>Key concepts 重要概念: Causation 原因, Perspective 观点</p> <p>Related concepts 相关概念: Opinion 建议, Subjectivity 主观性, Evidence 证据</p> <p>Lines of Inquiry 探究线索: Decisions are made every day 每天都在做出决定 Decision making can involve different numbers of people 做出一个决定可能涉及不同的人 The thoughts and ideas of those involved influence the decisions made 那些参与人的想法和意见会影响做出的决定</p> <p>Attributes of the Learner Profile 学习者培养目标: Open-minded 胸襟开阔, Principled 坚持原则</p> <p>PYP subject focus 学科重点: Social studies 社会学, PSPE (个人教育、社交教育和体育), Mathematics 数学</p>	<p>Central idea 中心思想 Through play we express our feelings and ideas and come to new understandings 我们通过玩乐表达情感和想法，并发展出新的理解</p> <p>Key concepts 重要概念: Function 功能, Change 变化</p> <p>Related Concepts 相关概念: Transformation, Role 角色</p> <p>Lines of Inquiry 探究线索: We play in many ways 我们以各种不同的方式玩乐 Resources can be used in different ways during play 在玩乐过程中，资源以多种不同的方式被使用 As we explore during play our thinking can change 在玩乐的探索过程中，我们的想法会随之改变</p> <p>Attributes of the Learner Profile 学习者培养目标: Inquirers 积极探究, Communicators 善于交流</p> <p>PYP subject focus 学科重点: Arts 艺术, Language 语言, Social Studies 社会学</p>

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	<p>Who we are 我们是谁</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. 对自我本质的探究；对信仰与价值观的探究；对个人、身体、心智、社交和精神健康的探究；对各种人际关系，包括家庭、朋友、社区和文化的探究；对权利与责任的探究；对作为人的意义的探究。</p>	<p>Sharing the Planet 共享地球</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. 探究努力与他人及其他生物分享有限资源时的权利与责任；群体以及他们内部及之间的关系；机会均等；和平与解决冲突。</p>	<p>How the world works 世界如何运作</p> <p>An inquiry into the natural world and its law; 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. 探究自然界以及自然规律；（物质的与生物的）自然界与人类社会的互动；人类如何利用他们对科学原理的理解；科技进步对社会与环境的影响。</p>	<p>Where we are in place and time 我们身处什么时空</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 civilisations, from local and global perspectives. 探究的是我们在时空中的方位；个人的历史；家庭和旅程；人类的各种发现、探索与迁徙；从本地与全球的观点考察个人与文明之间千丝万缕的联系。</p>	<p>How we organise ourselves 我们如何组织自己</p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organisations; societal decision-making; economic activities and their impact on humankind and the environment. 探究人类创造的制度与社区之间的相互联系；各种组织的结构与功能；社会决策机制；经济活动及其对人类与环境的影响。</p>	<p>How we express ourselves 我们如何表达自己</p> <p>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. 探究我们发现和表达观点、情感、大自然、文化、信仰与价值观的方式；我们反思、扩展、享受我们创造力的方式；我们的审美鉴赏。</p>
N1	<p>Central idea 中心思想 A sense of self can be influenced by interactions with others 通过与其他人的互动能够影响自我意识</p> <p>Key concepts 重要概念: Causation 原因, Reflection 反思</p> <p>Related Concepts 相关概念: Impact 影响, Review 评论</p> <p>Attributes of the Learner Profile 学习者培养目标: Open-minded 胸襟开阔, Balanced 全面发展</p>		<p>Central idea 中心思想 The natural world offers many opportunities 自然界提供了许多机遇</p> <p>Key concepts 重要概念: Function 功能, Connection 连系</p> <p>Related Concepts 相关概念: Behaviour 行为, Relationships 人际关系, Interdependence 相互依赖</p> <p>Attributes of the Learner Profile 学习者培养目标: Inquirers 积极探究, Reflective 及时反思</p>			<p>Central idea 中心思想 People communicate ideas and feelings in different ways 人们以各种方式进行交流想法和感受</p> <p>Key concepts 重要概念: Form 形式, Perspective 观点</p> <p>Related Concepts 相关概念: Similarities 相似 Differences 差异性, Opinion 建议</p> <p>Attributes of the Learner Profile 学习者培养目标: Communicators 善于交流, Thinkers 勤于思考</p>
PN	<p>Central idea 中心思想 A sense of belonging develops as we explore relationships 我们随着探索人与人之间的关系建立归属感</p> <p>Key concepts 重要概念: Connection 连系, Change 变化</p> <p>Related Concepts 相关概念: Relationships 人际关系, Growth 成长</p> <p>Attributes of the Learner Profile 学习者培养目标: Caring 懂得关爱, Communicators 善于交流</p>		<p>Central idea 中心思想 Exploration and discovery supports understanding of the world 通过探索与发现来了解世界</p> <p>Key concepts 重要概念: Function 功能, Causation 原因</p> <p>Related Concepts 相关概念: Pattern 规律, Systems 系统, Consequences 后果</p> <p>Attributes of the Learner Profile 学习者培养目标: Inquirers 积极探究, Courageous 勇于尝试</p>			<p>Central idea 中心思想 Enjoyment can be found through creativity and self-expression 享受可以通过创造力和自我表达来实现</p> <p>Key concepts 重要概念: Form 形式, Reflection 反思</p> <p>Related Concepts 相关概念: Properties 属性, Interpretation 解释</p> <p>Attributes of the Learner Profile 学习者培养目标: Balanced 全面发展, Knowledgeable 知识渊博</p>

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Key Concepts	N2					K1					Y1				
	WWA	HTWW	HWOO	HWEO	Total	WWA	STP	HTWW	HWEO	Total	WWA	WWAIPAT	HWOO	HWEO	Total
Causation	●		●		2		●			1		●			1
Change				●	1	●		●		2		●			1
Connection		●			1				●	1	●				1
Form		●			1	●				1				●	1
Function				●	1				●	1			●		1
Perspective			●		1		●			1	●				1
Responsibility	●				1			●		1			●	●	2

Key Concepts	Y2							Y3							Y4							
	WWA	STP	HTWW	WWAIPAT	HWOO	HWEO	Total	WWA	STP	HTWW	WWAIPAT	HWOO	HWEO	Total	WWA	STP	HTWW	WWAIPAT	HWOO	HWEO	Total	
Causation		●		●			2			●			●	2	●						●	2
Change	●				●		2			●				1		●		●				2
Connection					●		1				●	●		2	●	●						2
Form				●		●	2	●			●			2						●		1
Function		●	●				2	●				●		2			●					1
Perspective			●			●	2		●					1				●			●	2
Responsibility	●						1		●				●	2			●		●			2

Key Concepts	Transdisciplinary Themes						Total
	Who we are (6 Units in POI)	Sharing the planet (4 Units in POI)	How the world works (5 Units in POI)	Where we are in place and time (4 Units in POI)	How we organise ourselves (5 Units in POI)	How we express ourselves (6 Units in POI)	
Causation	●●	●●	●	●●	●	●	9
Change	●●	●	●●	●●	●	●●	10
Connection	●●	●	●	●	●●	●	8
Form	●●	●	●●	●●	●	●●	10
Function	●		●●		●●	●●	7
Perspective	●	●●		●	●	●●	7
Responsibility	●●	●	●●		●●	●●	9

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Learner Profile	N2					K1					Y1				
	WWA	HTWW	HWOO	HWE0	Total	WWA	STP	HTWW	HWE0	Total	WWA	WWAIPAT	HWOO	HWE0	Total
Balanced											●				
Caring	●						●								
Communicators				●										●	
Courageous									●			●			
Inquirers				●			●					●			
Knowledgeable		●							●						
Open-minded			●			●					●				
Principled			●			●							●		
Reflective	●							●					●		
Thinkers		●						●						●	

Learner Profile	Y2							Y3							Y4							
	WWA	STP	HTWW	WWAIPAT	HWOO	HWE0	Total	WWA	STP	HTWW	WWAIPAT	HWOO	HWE0	Total	WWA	STP	HTWW	WWAIPAT	HWOO	HWE0	Total	
Balanced		●											●		●				●			
Caring	●								●								●		●			
Communicators		●				●						●						●				
Courageous			●					●										●				
Inquirers						●		●		●							●					
Knowledgeable					●						●				●							
Open-minded			●	●					●												●	
Principled	●									●						●						
Reflective				●							●	●									●	
Thinkers					●								●			●						

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Learner Profile	Transdisciplinary Themes						Total
	Who we are (6 Units in POI)	Sharing the planet (4 Units in POI)	How the world works (5 Units in POI)	Where we are in place and time (4 Units in POI)	How we organise ourselves (5 Units in POI)	How we express ourselves (6 Units in POI)	
Balanced	●●	●			●	●	5
Caring	●●	●●	●		●		6
Communicators		●	●		●	●●●	6
Courageous	●		●	●●		●	5
Inquirers	●	●	●	●		●●	6
Knowledgeable	●		●	●	●	●	5
Open-minded	●●	●	●	●	●	●	7
Principled	●	●	●		●●		5
Reflective	●		●	●●	●●	●	7
Thinkers		●	●●		●	●●	6

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Subject Focus	N2					K1					Y1				
	WWA	HTWW	HWOO	HWE0	Total	WWA	STP	HTWW	HWE0	Total	WWA	WWAIPAT	HWOO	HWE0	Total
Arts		●		●	2			●	●	2	●		●		2
Language	●			●	2	●			●	2			●	●	2
Mathematics		●	●		2	●	●			2			●	●	2
PSPE	●		●		2	●			●	2	●	●			2
Science	●	●			2		●	●		2		●		●	2
Social Studies			●	●	2		●	●		2	●	●			2

Subject Focus	Y2							Y3							Y4						
	WWA	STP	HTWW	WWAIPAT	HWOO	HWE0	Total	WWA	STP	HTWW	WWAIPAT	HWOO	HWE0	Total	WWA	STP	HTWW	WWAIPAT	HWOO	HWE0	Total
Arts	●			●		●	3	●	●				●	3		●	●			●	3
Language	●	●	●				3		●	●		●		3		●	●	●			3
Mathematics			●	●	●		3	●	●		●			3			●		●	●	3
PSPE	●			●		●	3			●		●	●	3	●	●			●		3
Science		●	●		●		3	●			●		●	3	●			●		●	3
Social Studies		●			●	●	3			●	●	●		3	●			●	●		3

Subject Focus	Transdisciplinary Themes						Total
	Who we are (6 Units in POI)	Sharing the planet (4 Units in POI)	How the world works (5 Units in POI)	Where we are in place and time (4 Units in POI)	How we organise ourselves (5 Units in POI)	How we express ourselves (6 Units in POI)	
Arts	●●●	●●	●●●	●	●	●●●●●	15
Language	●●●	●●●	●●●	●	●●	●●●	15
Mathematics	●●	●●	●●●	●●	●●●●	●●	15
PSPE	●●●●●	●	●	●●	●●●	●●●	15
Science	●●●	●●	●●●	●●●	●	●●●	15
Social Studies	●●	●●	●●	●●●	●●●●	●●	15