



PYP PROGRAMME OF INQUIRY 2024-2025

T H E M E	WHO WE ARE 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.	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 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.	HOW THE WORLD WORKS 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.	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 perspective.	SHARING THE PLANET 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.
Nursery	<p>Central Idea: Understanding myself helps me to grow</p> <p>Lines of Inquiry: My physical characteristics Myself as a part of family My likes and dislikes</p> <p>Key Concepts: Form, Connection, Perspective</p> <p>Learner Profile: Caring, Open-minded, Communicators, Balanced</p> <p>Approaches to Learning: Thinking, Social, Communication, Self-management Skills</p> <p>Related Concepts: Growth, Identity</p> <p>Sustainable Development Goals: Goal 3: Good health and well-being</p>		<p>Central Idea: Through play we build new understanding</p> <p>Lines of Inquiry: Types of play Communicating through play Play leads to strong bonding</p> <p>Key Concepts: Form, Function, Connection,</p> <p>Learner Profile: Open-minded, Communicators, Principled</p> <p>Approaches to Learning: Social, Communication, Self-management Skills</p> <p>Related Concepts: Communication</p> <p>Sustainable Development Goals: Goal 3: Good health and well-being</p>	<p>Central Idea: Changing seasons impact everyday life</p> <p>Lines of Inquiry: Seasons and its forms Seasons and weather Seasons affect the way we act</p> <p>Key Concepts: Form, Connection, Change</p> <p>Learner Profile: Inquirers, Reflective, Thinkers</p> <p>Approaches to Learning: Thinking, Research, Self-management, Communication Skills</p> <p>Related Concepts: Seasons</p> <p>Sustainable Development Goals: Goal 13: Climate Action</p>		<p>Central Idea: Air around us</p> <p>Lines of inquiry : Air and its forms Air effect life Conservation of air</p> <p>Key Concepts: Form, Causation, Responsibility</p> <p>Learner Profile: Inquirers, Reflective, Thinkers</p> <p>Approaches to Learning: Thinking, Research, Self-management, Communication Skills</p> <p>Related Concepts: Pollution, Conservation</p> <p>Sustainable Development Goals: Goal: 15 Life on land</p>
EY1	<p>Central Idea: Family relationship contribute to shaping our identity</p> <p>Lines of Inquiry: Me and my family Types of families Roles and behaviours within family</p> <p>Key Concepts: Connection, Form, Responsibility</p> <p>Learner Profile: Open-minded, Caring, Communicators, Balanced</p> <p>Approaches to Learning: Thinking, Communication, Social Skills</p> <p>Related Concepts: Family</p> <p>Sustainable Development Goals: Goal 16: Peace justice and strong institution Goal 5: Gender Equality</p>	<p>Central Idea: People play different roles in the communities to which they belong</p> <p>Lines of Inquiry: Meaning of community</p> <p>Roles of community helpers</p> <p>Responsibility of community helpers</p> <p>Key Concepts: Form, Function, Responsibility</p> <p>Learner Profile: Knowledgeable, Principled, Reflective, Courageous</p> <p>Approaches to Learning: Research, Communication, Thinking Skills</p> <p>Related Concepts: Roles, Co-operation</p> <p>Sustainable Development Goals: Goal 8: Decent work and economic growth</p>	<p>Central Idea: Stories communicate meaning</p> <p>Lines of Inquiry: Messages stories convey Sequence of stories Feelings and emotions that stories evoke</p> <p>Key Concepts: Causation, Change, Perspective</p> <p>Learner Profile: Open-minded, Caring, Communicator, Reflective, Courageous</p> <p>Approaches to Learning: Social, Communication, Thinking Skills</p> <p>Related Concepts: Communication, Opinions</p> <p>Sustainable Development Goals: Goal 4: Quality Education</p>			<p>Central Idea: Plants sustain life on Earth</p> <p>Lines of Inquiry: Types of plants Role of plants Our responsibility towards plants</p> <p>Key Concepts: Form, Function, Responsibility</p> <p>Learner Profile: Caring, Knowledgeable, Inquirers, Principled</p> <p>Approaches to Learning: Self-management, Research, Social, Thinking, Communication Skills</p> <p>Related Concepts: Plants, Habitat</p> <p>Sustainable Development Goals: Goal 15: Life on land</p>
EY2	<p>Central Idea: Importance of nutritious food in our life</p> <p>Lines of Inquiry: Types of food and its sources Importance of healthy food Responsibility towards food</p> <p>Key Concepts: Form, Function, Responsibility</p> <p>Learner Profile: Inquirer, Thinker, Reflective, Balanced, Principled</p> <p>Approaches to Learning: Research, Self-management and Communication Skills</p> <p>Related Concepts: Growth</p> <p>Sustainable Development Goals: Goal 3: Good Health and well-being</p>		<p>Central Idea: Cartoon characters can evoke feelings and thoughts</p> <p>Lines of Inquiry: Me and my favourite cartoon Different cartoon characters Cartoons play an important role in life</p> <p>Key Concepts: Connection, Form, Perspective</p> <p>Learner Profile: Balanced, Knowledgeable, Communicator, Courageous, Open-minded</p> <p>Approaches to Learning: Social, Communication and Research Skills</p> <p>Related Concepts: Artifacts, Communication</p>	<p>Central Idea: Different materials and their usage</p> <p>Lines of Inquiry: Materials and its types Changing properties of materials Usage of materials</p> <p>Key Concepts: Form, Change, Connection</p> <p>Learner Profile: Thinkers, Inquirers, Reflective</p> <p>Approaches to Learning: Research, Thinking, Communication Skills</p> <p>Related Concepts: Properties and uses of materials</p> <p>Sustainable Development Goals: Goal 12 : Responsible consumption and production</p>	<p>Central Idea: Geography effects our life</p> <p>Lines of Inquiry: Types of land form Me on the map Land forms affect the way of living</p> <p>Key Concepts: Form, Connection, Causation</p> <p>Learner Profile: Inquirer, Knowledgeable, Reflective</p> <p>Approaches to Learning: Thinking, Communication and Self- management Skills</p> <p>Related Concepts: Geography and climate</p> <p>Sustainable Development Goals: Goal 15: Life on land</p>	



PYP PROGRAMME OF INQUIRY 2024-2025

T H E M E	WHO WE ARE 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.	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 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.	HOW THE WORLD WORKS 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.	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 perspective.	SHARING THE PLANET 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.
Grade 1	<p>Central Idea: Family, friends and immediate community help us to shape who we are</p> <p>Lines of Inquiry: Need of family and friends Community and culture Responsibility towards community</p> <p>Key Concepts: Function, Form, Responsibility</p> <p>Learner Profile: Thinkers, Open-minded, Reflective, Courageous</p> <p>Approaches to Learning: Thinking, Communication, Self-Management Skills</p> <p>Related Concepts: Identity, Family</p> <p>Sustainable Development Goals: Goal 16: Peace, justice and strong institution</p>	<p>Central Idea: Development of transportation system connects people locally and globally</p> <p>Lines of Inquiry: Transportation system Decisions involved in using transportation Evolution of transportation respond to changing needs</p> <p>Key Concepts: Form, Function, Change</p> <p>Learner Profile: Inquirer, Principled, Thinker, Communicator</p> <p>Approaches to Learning: Research, Thinking, Communication Skills</p> <p>Related Concepts: Transportation, Network</p> <p>Sustainable Development Goals: Goal 9: Industry, Innovation and Infrastructure</p>	<p>Central Idea: Celebrations and traditions are expressions of shared beliefs and values</p> <p>Lines of Inquiry: Types of local and global celebration Beliefs behind celebrations Sustainable celebrations</p> <p>Key Concepts: Form, Perspective, Responsibility</p> <p>Learner Profile: Reflective, Communicator, Inquirer, Open-minded</p> <p>Approaches to Learning: Social, Communication Skills</p> <p>Related Concepts: Tradition, Communication</p> <p>Sustainable Development Goals: Goal 17: Partnership for the goals</p>	<p>Central Idea: All living things go through a process of change</p> <p>Lines of Inquiry: How living things change over their lifetime Factors that can influence life cycles Responsibilities towards living things</p> <p>Key Concepts: Change, Causation, Responsibility</p> <p>Learner Profile: Inquirer, Thinker, Knowledgeable</p> <p>Approaches to Learning: Research, Thinking, Communication Skills</p> <p>Related Concepts: Interdependence, Reproduction</p> <p>Sustainable Development Goals: Goal 14: Life below water Goal 15: Life on land</p>	<p>Central Idea: People build homes in different places and different ways</p> <p>Lines of Inquiry: Different types of houses Materials used in constructions of houses Factors that determine where people live</p> <p>Key Concepts: Form, Causation, Connection</p> <p>Learner Profile: Caring, Balanced, Open-minded, Reflective, Communicators</p> <p>Approaches to Learning: Research, Thinking, Communication Skills</p> <p>Related Concepts: Landscape, Structure</p> <p>Sustainable Development Goals: Goal 11: Sustainable cities and communities</p>	<p>Central Idea: Human action affects animals</p> <p>Lines of Inquiry: Classification and usage of animals Relationship between humans and animals Responsibility towards animals</p> <p>Key Concepts: Form, Connection, Responsibility</p> <p>Learner Profile: Caring, Inquirers, Knowledgeable, Communicator</p> <p>Approaches to Learning: Thinking, Research, Communication Skills</p> <p>Related Concepts: Animals, Classification</p> <p>Sustainable Development Goals: Goal 14: Life below water Goal 15: Life on land</p>
Grade 2	<p>Central Idea: The choices people make affect their health and well-being</p> <p>Lines of Inquiry: Meaning of well-being Need of having a balanced lifestyle Choices for our health and body system</p> <p>Key Concepts: Form, Causation, Responsibility</p> <p>Learner Profile: Balanced, Reflective, Caring, Principled</p> <p>Approaches to Learning: Research, Self-management, Communication Skills</p> <p>Related Concepts: Growth</p> <p>Sustainable Development Goals: Goal 3: Good health and well-being</p>	<p>Central Idea: People have developed systems for producing and distributing food around the world</p> <p>Lines of Inquiry: Access to food Food production and distribution Sustainable practices in food production</p> <p>Key Concepts: Function, Connection, Responsibility</p> <p>Learner Profile: Communicators, Caring, Knowledgeable</p> <p>Approaches to Learning: Communication, Self-management, Research Skills</p> <p>Related Concepts: Sustainability, Production, Distribution</p> <p>Sustainable Development Goals: Goal 2: Zero Hunger</p>	<p>Central Idea: Effective ways of communication</p> <p>Lines of Inquiry: Means of communication systems How people communicate in different situations Impact of messages</p> <p>Key Concepts: Form, Perspective, Causation</p> <p>Learner Profile: Reflective, Open-minded, Communicators</p> <p>Approaches to Learning: Research, Thinking, Self-management, Communication Skills</p> <p>Related Concepts: Communication, Innovation</p> <p>Sustainable Development Goals: Goal 17: Partnership for the goals</p>	<p>Central Idea: Inventions and Innovations</p> <p>Lines of Inquiry: Meaning of Inventions and Innovations Inventions that impact people's lives Circumstances lead to innovations</p> <p>Key Concepts: Form, Change, Causation</p> <p>Learner Profile: Thinkers, Knowledgeable, Communicators, Inquirers</p> <p>Approaches to Learning: Research, Communication, Thinking Skills</p> <p>Related Concepts: History, Innovation</p> <p>Sustainable Development Goals: Goal 9: Industry, innovation and infrastructure</p>	<p>Central Idea: Journeys require planning and lead to new opportunities</p> <p>Lines of Inquiry: Types of journeys people make Choices and decisions involved in planning a journey Experiences of journey</p> <p>Key Concepts: Form, Connection, Perspective</p> <p>Learner Profile: Inquirer, Communicators, Knowledgeable, Courageous</p> <p>Approaches to Learning: Research, Communication, Social Skills</p> <p>Related Concepts: Transportation, Exploration</p> <p>Sustainable Development Goals: Goal 11: Sustainable cities and communities</p>	<p>Central Idea: Our planet has a limited amount of water for human consumption</p> <p>Lines of Inquiry: Sources and distribution of water Consumption of water by humans Responsible use of water</p> <p>Key Concepts: Form, Function, Responsibility</p> <p>Learner Profile: Balanced, Thinkers, Caring</p> <p>Approaches to Learning: Research, Social, Thinking</p> <p>Related Concepts: Renewable and non-renewable energy sources</p> <p>Sustainable Development Goals: Goal 6: Clean water and sanitation</p>



PYP PROGRAMME OF INQUIRY 2024—2025

T H E M E	WHO WE ARE 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.	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 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.	HOW THE WORLD WORKS 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.	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 perspective.	SHARING THE PLANET 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.
Grade 3	<p>Central Idea: External organs give uniqueness to human body</p> <p>Lines of Inquiry: External organs and their role Difference between internal and external organs Taking care of organs</p> <p>Key Concepts: Form, Function, Responsibility</p> <p>Learner Profile: Communicators, Reflective, Open-minded, Principled</p> <p>Approaches to Learning: Communication, Research, Social Skills</p> <p>Related Concepts: Systems ,growth</p> <p>Sustainable Development Goals: Goal 3: Good health and well-being</p>	<p>Central Idea: Signs and symbols are part of human-made systems that facilitate local and global communication</p> <p>Lines of Inquiry: Meaning of Signs, symbols and logos How visual language facilitates communication Specialized systems of communication</p> <p>Key Concepts: Form, Function, Connection</p> <p>Learner Profile: Communicator, Open-minded, Inquirer</p> <p>Approaches to Learning: Communication, Social, Thinking Skills</p> <p>Related Concepts: Communication, Systems, Innovation</p> <p>Sustainable Development Goals: Goal 4: Quality Education</p>	<p>Central Idea: People communicate and interact with each other using arts</p> <p>Lines of Inquiry: Types of art forms The role of arts in different cultures, places and times Development of art forms over time</p> <p>Key Concepts: Perspective, Form , Change</p> <p>Learner Profile: Reflective, Communicators, Open-minded</p> <p>Approaches to Learning: Communication, Social, Self-management Skills</p> <p>Related Concepts: Artifacts, Diversity, Tradition</p> <p>Sustainable Development Goals: Goal 8: Decent work and economic growth</p>	<p>Central Idea: Energy is converted and transformed for human progress</p> <p>Lines of Inquiry: Different form of energy How energy is used Sustainable energy practices</p> <p>Key Concepts: Form, Function, Responsibility</p> <p>Learner Profile: Inquirers, Knowledgeable, Communicators</p> <p>Approaches to Learning: Research, Thinking, Communication Skills</p> <p>Related Concepts: Forms of energy, Sustainability</p> <p>Sustainable Development Goals: Goal 7: Affordable and clean energy</p>	<p>Central Idea: People are connected to the past</p> <p>Lines of Inquiry: Our local community and why it is the way it is The ways in which our past is recorded and represented Progression over time</p> <p>Key Concepts: Causation, Connection, Change</p> <p>Learner Profile: Reflective, Inquirers</p> <p>Approaches to Learning: Social, Communication, Research Skills</p> <p>Related Concepts: History, Progress</p> <p>Sustainable Development Goals: Goal 11: Sustainable cities and communities</p>	<p>Central Idea: Living things adapt in order to survive</p> <p>Lines of Inquiry: Characteristics of living beings How and why living things change Role of human actions</p> <p>Key Concepts: Form, Function, Responsibility</p> <p>Learner Profile: Thinkers, Caring, Reflective, Courageous</p> <p>Approaches to Learning: Research, Thinking, Self-management Skills</p> <p>Related Concepts: Adaptation, Animals, Plants</p> <p>Sustainable Development Goals: Goal 15: Life on land Goal 14: Life below water</p>
Grade 4	<p>Central Idea: People access their rights varies world-wide</p> <p>Lines of Inquiry: Human rights Relationship between rights and responsibilities Organizations that work to protect child rights</p> <p>Key concepts: Form, Connection, Responsibility</p> <p>Learner Profile: Caring, Open-minded, Knowledgeable, Thinker, Courageous</p> <p>Approaches to Learning: Thinking, Social, Communication Skills</p> <p>Related Concepts: Rights</p> <p>Sustainable Development Goals: Goal 16: Peace, Justice and Strong Institutions</p>	<p>Central Idea: Rural and urban communities share resources to meet the needs of the people</p> <p>Lines of Inquiry: Rural and urban lifestyles Impacts of urbanization Interdependence of urban and rural communities</p> <p>Key Concepts: Form, Change, Connection</p> <p>Learner Profile: Thinker, Knowledgeable, Reflective, Communicator, Balanced</p> <p>Approaches to Learning: Thinking, Communication, Research Skills</p> <p>Related Concepts: Interdependence</p> <p>Sustainable Development Goals: Goal 11: Sustainable cities and communities</p>	<p>Central Idea: Digital media changes the way people access information and connect to each other</p> <p>Lines of Inquiry: How digital media is used Making healthy media choices Our responsibility in virtual environments</p> <p>Key Concepts: Function, Connection, Responsibility</p> <p>Learner Profile: Thinker, Open-minded, Reflective, Principled</p> <p>Approaches to Learning: Thinking , Social, Self-management Skills</p> <p>Related Concepts: Communication, Innovation</p> <p>Sustainable Development Goals: Goal 17: Partnership for the goals</p>	<p>Central Idea: The Earth is a part of the universe</p> <p>Lines of Inquiry: The relationship between Earth and celestial bodies in our solar system The impacts of Earth's position and movement Technology which aids the study of the universe</p> <p>Key Concepts: Connection, Function, Causation</p> <p>Learner Profile: Inquirers, Knowledgeable, Thinker, Communicator</p> <p>Approaches to Learning: Research, Thinking, Communication Skills</p> <p>Related Concepts: Relationship, Impact</p> <p>Sustainable Development Goals: Goal 13: Climate action</p>	<p>Central Idea: Opportunities and challenges lead to human migration</p> <p>Lines of Inquiry: Meaning of migration Reasons why people migrate Effects of migration on community, cultures and individuals</p> <p>Key Concepts: Form, Causation, Perspective</p> <p>Learner Profile: Inquirers, Thinker, Open-minded, Knowledgeable</p> <p>Approaches to Learning: Research, Communication, Thinking Skills</p> <p>Related Concepts: Culture, Settlement</p> <p>Sustainable Development Goals: Goal 11: Sustainable cities and communities</p>	<p>Central Idea: Biodiversity and Interdependence of organisms within the systems</p> <p>Lines of Inquiry: Biodiversity and its types Interdependence within ecosystems Responsibility towards environment</p> <p>Key Concepts: Form, Connection, Responsibility</p> <p>Learner Profile: Inquirer, Knowledgeable, Caring, Communicator</p> <p>Approaches to Learning: Research, Communication, Social Skills</p> <p>Related Concepts: Ecosystem</p> <p>Sustainable Development Goals: Goal 15: Life on land</p>



PYP PROGRAMME OF INQUIRY 2022-2023

T H E M E	WHO WE ARE 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.	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 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.	HOW THE WORLD WORKS 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.	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 perspective.	SHARING THE PLANET 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.
Grade 5	Central Idea: Human body has a system Lines of Inquiry: Body system and how they function Role of nutritious food Impact of lifestyle on body system Key Concepts: Function, Connection, Responsibility Learner Profile: Caring, Open-minded, Knowledgeable, Thinker, Courageous Approaches to Learning: Thinking, Social, Communication Skills Related Concepts: System, Biology Sustainable Development Goals: Goal 3: Good health and well-being	Central Idea: Human beings have devised ways to prepare for and cope with hazards Lines of Inquiry: Reasons why hazards occur The impact of hazards on the environment Ways in which people cope with hazards Key concepts: Function, Causation, Responsibility Learner Profile: Courageous, Caring, Inquirer Approaches to Learning: Self management, Thinking, Research, Social Skills Related Concepts: Climate, Adaptation, Impact Sustainable Development Goals: Goal 13: Climate Action	EXHIBITION	Central Idea: Matter can be manipulated, modified and changed to meet specific needs Lines of Inquiry: The three states of matter Ways in which matter can change between state Properties of matter have evolved over time and determine use Key concepts: Form, Causation, Change Learner Profile: Principled, Inquirer, Thinker, Knowledgeable Approaches to Learning: Research, Self-management, Social Skills Related Concepts: Changes of state, Density Sustainable Development Goals: Goal 9: Industry, Innovation and Infrastructure	Central Idea: Civilizations evolve over time due to forced, natural and voluntary changes Lines of Inquiry: The ways civilization adapts to change and conflict. How values and experiences change perspectives. Impact of scientific development on civilizations Key concepts: Change, Perspective, Connection Learner Profile: Inquirer, Balanced Approaches to Learning: Research, Communication Skills Related Concepts: History, Revolution Sustainable Development Goals: Goal 11: Sustainable cities and communities	Central Idea: The inequitable distribution of natural resources Lines of Inquiry: The distribution of natural resources Causes and impact of inequitable distribution of natural resources Resource management can lead to conflict resolution Key concepts: Causation, Function, Responsibility Learner Profile: Balanced, Inquirer, Caring, Principled, Knowledgeable Approaches to Learning: Thinking, Research, Self-management, Social Skills Related Concepts: Sustainability, Resources Sustainable Development Goals: Goal 10: Reduced inequalities