RGS VIETNAM

Programme of Inquiry - SY 2022-2023

	Who we are	Where we are in place & time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
	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.	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.	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.	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 the environment.	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.	An inquiry into the 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.
Kindergarten (3-4 years old) Reception (4-5 years old) Circle A 2022/2023	**Central idea** Relationships can be developed through communication. **Key concepts** Form, Function, Responsibility **Related concepts** Diversity, Strategies, Values **Lines of inquiry** *What relationships look like (Form) (Diversity) *How we can communicate with others (Function) (Strategies) *Our roles in our relationships (Responsibility) (Values) **Subject focus** PSPE, Social Studies, Language, Mathematics, Drama **Language Arts: Text Forms** Persuasion **The unit is focused on** Nature of self, Human relationships including families, friends, communities and cultures		**Central idea** We (people) find ways to discover and express ourselves. **Key concepts** Form, Connection, Perspective **Related concepts** Creativity, Choice, Responding **Lines of inquiry** *Mediums of expression (Form) (Creativity) *Choices of expression (Connection) (Choice) *Understanding the expression of others (Perspective) (Responding) **Subject focus** PSPE, The Arts, Mathematics, Language, Drama **Language Arts: Text Forms** Poetry, Recount, Narrative **The unit is focused on** Ways in which we discover and express ideas, feelings, nature, culture, beliefs and values		**Central idea** People play different roles in the community to which they belong. **Key concepts** Function, Responsibility, Connection **Related concepts** Role, Citizenship, Interaction **Lines of inquiry** *Roles within a community (Function) (Role) *Responsibilities of the roles (Responsibility) (Citizenship) *How roles rely on each other (Connection)(Interaction) **Subject focus** Social Studies, Language, Drama, PSPE **Language Arts: Text Forms** Non-Chronological Report **The unit is focused on** Interconnectedness of human-made systems and communities	**Central idea** We (living things) need plants in order to survive. **Key concepts** Causation, Connection, Change **Related concepts** Needs, Resource, Action **Lines of inquiry** *Why we need plants (Causation) (Needs) *Products derived from plants (Connection) (Resource) *Caring for plant life (Change) (Action) **Subject focus** Science, Social Studies, Mathematics, PSPE, Drama **Language Arts: Text Forms** Instructional **The unit is focused on** Rights and responsibilities in the struggle to share finite resources with other people and with other living things
Kindergarten (3-4 years old) Reception (4-5 years old) Circle B 2022/2023	**Central idea** Our characteristics allow our identities to develop. **Key concepts** Form, Causation, Change **Related concepts** Body parts, Feelings, Independence **Lines of inquiry** *My physical characteristics (Form) (Body parts) *My feelings (Causation) (Feelings) *Recognising ways to become more independent (Change) (Independence) **Subject focus** Language, Social Studies, Mathematics, PSPE **Language Arts: Text Forms** Persuasion **The unit is focused on** Nature of self, Human relationships including families, friends, communities and cultures	**Central idea** The design of spaces shapes how people use them. **Key concepts** Form, Function, Responsibility **Related concepts** Structure, Design, Cooperation **Lines of inquiry** *Our responsibility in sharing spaces (Responsibility) (Cooperation) *How people use different spaces (Function) (Design) *Characteristics and arrangements of homes (Form) (Structure) **Subject focus** Language, Social Studies, Science, Mathematics, PSPE **Language Arts: Text Forms** Non-Chronological Report **The unit is focused on** An inquiry into homes and shared ares	**Central idea** We (people) find ways to discover and express ourselves. **Key concepts** Form, Connection, Perspective **Related concepts** Creativity, Choice, Responding **Lines of inquiry** *Mediums of expression (Form) (Creativity) *Choices of expression (Connection) (Choice) *Understanding the expression of others (Perspective) (Responding) **Subject focus** PSPE, The Arts, Mathematics, Language, Drama **Language Arts: Text Forms** Poetry, Recount, Narrative **The unit is focused on** Ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	**Central idea** Our actions impact the environment around us. **Key concepts** Connection, Responsibility, Change **Related concepts** Appreciation, Duty, Transformation **Lines of inquiry** *How we care for our environments (Connection) (Appreciation) *Choices that help us look after our surroundings (Responsibility) (Duty) *Why we recycle (Change) (Transformation) **Subject focus** Language Mathematics, PSPE, Social Studies **Language Arts: Text Forms** Instructional **The unit is focused on** The interaction between the natural world and human societies	
Reception/ Year 1 - Cycle A (5-6 years old)	**Central idea** Relationships can have an impact on our well-being. **Key concepts** Function, Perspective **Related concepts** Cooperation, Consequences, Friendship **Lines of inquiry** - How we develop friendships (Function) (Friendship) - How relationship affects us (Perspective) (Consequences) - Reflecting on one's behavior with others (Perspective) (Cooperation) **Subject focus** PSPE, Social Studies, Language, PE **Language Arts: Text Forms** Poetry **The unit is focused on** Human relationships including friendships, and mental and social health		**Central idea** Stories can take on different forms and be told in many ways. **Key concepts** Form, Connection, Perspective **Related concepts** Structure, Audience, Beliefs & Values **Lines of inquiry** - Different ways to tell a story (Form) (Structure) - How we express ourselves through stories (Perspective, Creativity) - How we can connect to stories (Connection, Audience) **Subject focus** Language, The Arts, Social Studies, PSPE **Language Arts: Text Forms** Recount, Narrative **The unit is focused on** The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	**Central idea** Seasons impact the activities of living things. **Key concepts** Connection, Responsibility, Change **Related concepts** Pattern, Cycles, Impact **Lines of inquiry** *How we care for our environments (Connection) (Appreciation) *Choices that help us look after our surroundings (Responsibility) (Duty) *Why we recycle (Change) (Transformation) **Subject focus** Language Mathematics, PSPE, Social Studies **Language Arts: Text Forms** Instructional **The unit is focused on** The interaction between the natural world and human societies	**Central idea** People create goods and organise services for the community. **Key concepts** Form, Causation, Function **Related concepts** Systems, Roles, Needs **Lines of inquiry** *Goods and services in our community (Form) (Systems) *The need for goods and services (Causation) (Needs) *How our systems organise our community (Function)(Roles) **Subject focus** Language, Social Studies, Mathematics **Language Arts: Text Forms** Instructional **The unit is focused on** The interconnectedness of human-made systems and communities	**Central idea** Living things are shaped by their environment. **Key concepts** Connection, Form, Responsibility **Related concepts** Needs, Opinion, Stewardship **Lines of inquiry** - Our needs and needs of other living things (Connection) (Needs) - Habitats (Form) (Habitat) - Caring for our environment (Responsibility) (Stewardship) **Subject focus** Language, Science, Social Studies **Language Arts: Text Forms** Persuasion **The unit is focused on** Communities and the relationships within and between them
Year 2 (6-7 years old)	**Central idea** People have responsibilities in their communities **Key concepts** Connection, Causation, Responsibility **Related concepts** Identity, Impact, Respect **Lines of inquiry** *Communities we belong to (Connection) (Identity) *Decision-making in communities (Causation) (Impact) *Rights and responsibilities in communities (Responsibility) (Respect) **Subject focus** PSPE, Social Studies, Language **The unit is focused on** Rights and responsibilities	**Central idea** The outcome of journeys can impact individuals and their communities both locally and globally **Key concepts** Form, Function, Causation **Related concepts** Purpose, Geography, Effect **Lines of inquiry** - Types of journeys (Form) (Discovery) - Planning for a Journey (Function) (Geography) - Impact of journeys (Causation) (Effect) **Subject focus** Social Studies, Mathematics, Language **Language Arts: Text Forms** Recount **The unit is focused on** An orientation in time and place, journeys and explorations	**Central idea** Traditions can express shared beliefs and values. **Key concepts** Form, Perspective, Connection **Related concepts** Traditions, Beliefs and Values, Similarities and Differences **Lines of inquiry** *Traditions from different cultures (Form) (Tradition) *Reasons for traditions (Perspective) (Beliefs & Values) *Similarities and differences between various celebrations (Connection) (Similarities and Differences) **Subject focus** Social Studies, Language, Mathematics, Music, Visual Art, PE, LOTE-VIET(FL); LOTE-MT) LOTE-FRENCH (FL) **Language Arts: Text Forms** Poetry **The unit is focused on** The ways in which we discover and express ideas, feelings, nature, culture, beliefs and values	**Central idea** People can apply their understanding of forces to create change. **Key concepts** Form, Change, Function **Related concepts** Forces, Motion, Cause and Effect **Lines of inquiry** - Types of forces (Form) (Forces) - Effects of forces (Change) (Cause and Effect) - How properties of objects affect their motion (Function) (Motion) **Subject focus** Science, Mathematics, Language, PE **Language Arts: Text Forms** Instructional **The unit is focused on** How humans use their understanding of scientific principles	**Central idea** Products can go through changes before they are used and consumed. **Key concepts** Form, Change, Responsibility **Related concepts** Classification, Process, Sustainability **Lines of inquiry** * Resources and products (Form) (Classification) * The process of change (Change) (Process) * Impact of our use of products (Responsibility) (Sustainability) **Subject focus** Social studies, Language, Science **Language Arts: Text Forms** Persuasion **The unit is focused on** Economic activities and their impact on human kind and the environment	**Central idea** Living things depend on each other to survive. **Key concepts** Function, Causation, Responsibility **Related concepts** Characteristics, Interdependence, Conservation **Lines of inquiry** - Physical and behavioural characteristics (Function) (Characteristics) - How animals depend on their environment (Causation) (Interdependence) - Human impact on survival (Responsibility) (Conservation) Art connection **Subject focus** Science, Language, PSPE **Language Arts: Text Forms** Non-chronological report **The unit is focused on** Rights and responsibilities in the struggle to share finite resources with other people and with other living things.
Year 3 (7-8 years old)	**Central idea** The choices people make affect their health and well-being. **Key concepts** Change, Responsibility, Connection **Related concepts** Choice, Impact, Balance **Lines of inquiry** - Balanced lifestyles (Responsibility) (Balance) - Effects of choices on health (Change) (Choice) - Impact of environment on well-being (Connection) (Impact) **Subject focus** PSPE, LOTE (Viet-FL, FRENCH FL), LOTE (Viet/Korea- MT), Mathematics, Language, PE **Language Arts: Text Forms** Recount (1st person) **The unit is focused on** Personal, physical, and spiritual health	**Central idea** Migration leads to changes in people, geography and culture **Key concepts** Connection, Causation, Change **Related concepts** Geography, Settlement, Migration, Adaptation **Lines of inquiry** *Why humans migrate (Causation) (Migration) *Relationship between physical geography and settlement (Connection) (Geography, settlement) *How humans adapt to different environments (Causation) (Adaptation) **Subject focus** Social Studies, Mathematics, (ICT), Language **Language Arts: Text Forms** No POT **The unit is focused on** Migration of humankind	**Central idea** Artistic expression can promote identity and diversity **Key concepts** Connection, Perspective, Causation **Related concepts** Change over time, Identity, Respect **Lines of inquiry** * Artistic identity (Connection, Identity) * How culture affects artistic expression (Connection, respect) * Changes in artistic expression (Causation, Change over time) **Subject focus** Music, Visual Art, PSPE, Language **Language Arts: Text Forms** Poetry **The unit is focused on** Extending and enjoying our creativity	**Central idea** Human's curiosity leads to the understanding that Earth is part of a system called the universe. **Key concepts** Function, Causation, Connection **Related concepts** System, Magnetism, Gravity, Astronomy, Exploration **Lines of inquiry** * The relationships between Earth and celestial bodies in our solar system (Connection, System) * The Earth's physical properties and its movements (Causation, Magnetism and gravity) * Technology we use to study the universe (Function, Astronomy and exploration) **Subject focus** Science, Language **Language Arts: Text Forms** Non-chronological report **The unit is focused on** The natural world and its biological laws	**Central idea** People's needs and wants influence human systems. **Key concepts** Function, Responsibility, Causation **Related concepts** Community, Service, Fairness **Lines of inquiry** * Why community services are established (Causation, Community) * How individual needs and wants are met (Function, Services) * Fair trade (Responsibility, Fairness) **Subject focus** Social Studies, Language **Language Arts: Text Forms** Persuasion **The unit is focused on** Economic activities and their impact on humankind	**Central idea** Living things have requirements in order to grow, change and survive. **Key concepts** Form, Change, Causation **Related concepts** Classification, Transformation, Interdependence **Lines of inquiry** *Characteristics of living things (Form) (Classification) *Life cycles (Change) (Transformation) *Factors that affect survival (Causation) (Interdependence) **Subject focus** Science, Mathematics, (ICT), Language **Language Arts: Text Forms** Instructional **The unit is focused on** Communities and the relationships within and between them
Year 4 (8-9 years old)	**Central idea** Living things adapt to the changing nature of the environment. **Key concepts** Form, Change, Connection **Related concepts** Categories, Ecosystems, Physical/social adaptation **Lines of inquiry** Living things are grouped in a variety of ways (Form) [Categories] Environments change over time (Change) [ecosystems] How humans respond to changes in their environment (Change) [Physical/social adaptation] **Subject focus** Language, Science, PSPE **Language Arts: Text Forms** Non-chronological report **The unit is focused on** What it means to be human	**Central idea** Personal histories allow us to reflect on how the past and present are connected. **Key concepts** Connection, Causation, Perspective **Related concepts** Chronology, Impact, Evidence **Lines of inquiry** Personal histories (Connection) [Chronology] Influences of events (Causation) [Impact] Evidences that tell us about the past (Perspective) [Evidence] **Subject focus** Language, Social Studies, PSPE, (MT)Vietnamese, Korean **Language Arts: Text Forms** Recount **The unit is focused on** Personal histories	**Central idea** People's values and beliefs are reflected in their way of life. **Key concepts** Perspective, Form, Causation **Related concepts** Belief and Values, Culture, Choices **Lines of inquiry** Factors that affect beliefs and values (Causation) [Beliefs & Values] Similarities and differences between cultural beliefs (Form) [Culture] How people express their beliefs and values (Perspective) [Choices] **Subject focus** Language, Social Studies, PSPE, Visual ART, MUSIC (YEARLONG) **Language Arts: Text Forms** Poetry **The unit is focused on** Beliefs and values	**Central idea** Materials have a variety of properties, which determine how we use them. **Key concepts** Form, Change, Causation **Related concepts** Properties, Changes of State, Innovation **Lines of inquiry** Properties of materials (Form) [Properties] Changing properties of materials (Change) [Changes of state] How materials are selected for specific uses (Causation) [Innovation] **Subject focus** Language, Science, Mathematics, LOTE(Viet-FL, FRENCH) **Language Arts: Text Forms** Explanatory **The unit is focused on** The impact of scientific and technological advances on society	**Central idea** People can create and sustain organizations to support causes. **Key concepts** Responsibility, Connection, Function **Related concepts** Service, Interdependence, Impact **Lines of inquiry** Function of organisations (Function) [Service] The roles of people within organisations (Connection) [Interdependence] Successful organizations(Function) [Impact] **Subject focus** Language, Social Studies, PE **Language Arts: Text Forms** Discussion **The unit is focused on** The structure and function of organizations	**Central idea** Water is essential and used in various ways on Earth. **Key concepts** Change, Function, Responsibility **Related concepts** Cycle, Allocation, Sustainability **Lines of inquiry** LOI 1 The water cycle (Change) [Cycle] LOI 2 Accessibility to water (Function) [Allocation] LOI 3 Sustaining life on Earth (Responsibility) [Sustainability] **Subject focus** Language, Social Studies, Science, Mathematics **Language Arts: Text Forms** No POT **The unit is focused on** Access to equal opportunities
Year 5 (9-10 years old)	**Central idea** The human body is comprised of complex interdependent systems. **Key concepts** Form, Function, Connection **Related concepts** Classification, Systems, Consequences **Lines of inquiry** - Being human (Form) (Classification) - Body systems (Function) (Systems) - Behaviours that influence the functioning of body systems (Connection) (Consequences) **Subject focus** Science, PSPE, Mathematics, PE, Language **Language Arts: Text Forms** Explanatory **The unit is focused on** What is means to be human	**Central idea** History can be interpreted from various perspectives. **Key concepts** Form, Causation, Perspective **Related concepts** History, Consequences, Interpretation **Lines of inquiry** *Significant events (Form) (History) *Impact of significant events on societies (Causation) (Consequences) *Interpretations of significant events (Perspective) (Interpretation) **Subject focus** Social Studies, Language, MT Vietnamese/ Korean **Language Arts: Text Forms** Recount **The unit is focused on** The relationships between and the interconnectedness of individuals and civilizations, from local and global perspective	**Central idea** Stories are shared for different audiences and purposes. **Key concepts** Form, Perspective, Connection **Related concepts** Purpose, Audience, Analysis **Lines of inquiry** - Different forms of stories (Form, Purpose) - Engaging with a variety of audiences (Connection, Audience) - People's interpretation of stories (Perspective, Analysis) **Subject focus** Language, Social Studies, Visual Arts, MUSIC (YEARLONG), PE **Language Arts: Text Forms** Narrative and Poetry **The unit is focused on** Our appreciation of the aesthetic	**Central idea** Technological advancements can predict and manage changes to the Earth surface to enhance the quality of life. **Key concepts** Function, Causation, Change **Related concepts** Force and Energy, Human impact, Safety **Lines of inquiry** *Technological advancements (Function) (Safety) *The impact of natural disasters (Causation) (Force and Energy) *How technology impacts 'quality of life' (Change) (Human impact) **Subject focus** Science, Social Studies, Language (LOTE -VietFL) **Language Arts: Text Forms** Non-chronological report **The unit is focused on** The impact of scientific and technological advances on society and the environment	**Central idea** Media provides a way for people to share information and make connection. **Key concepts** Responsibility, Function, Connection **Related concepts** Digital citizenship, Networks, Source **Lines of inquiry** •Our responsibility in using technology (Responsibility) (Digital citizenship) •Virtual communities (Function) (Networks) • Evaluating information (Connection) (Source) **Subject focus** Mathematics, Language, PSPE, (ICT); LOTE (French) **Language Arts: Text Forms** Discussion **The unit is focused on** Interconnectedness of human made systems and communities	**Central idea** Access to justice can affects equality. **Key concepts** Perspective, Change, Responsibility **Related concepts** Equity, Justice, Citizenship **Lines of inquiry** *Basic human rights (Responsibility) (Equity) *Access to justice (Perspective) (Justice) *How humans can make a difference (Change) (Citizenship) **Subject focus** Social Studies, PSPE **Language Arts: Text Forms** Standalone focus **The unit is focused on** Peace and conflict
Year 6 (10-11 years old)	**Central idea** Different factors impact our lives. **Key concepts** Change, Connection, Perspective **Related concepts** Growth, Choices, Rituals **Lines of inquiry** Changes in the human body (Change) [Growth] How personal choices impact on us (Connection) [Choices] Rites of passage (Perspective) [Rituals] **Subject focus** Language, Social Studies, PSPE and Science, LOTE-Viet FL **Language Arts: Text Forms** Recount **The unit is focused on** Beliefs and values	**Central idea** Exploration can lead to discoveries, opportunities and new understandings. **Key concepts** Causation, Form, Perspective **Related concepts** History, Geology, Context **Lines of inquiry** Reasons for exploration (Causation, History) Natural geographical features (Form) (Geology) The consequences of exploration (Perspective, Context) **Subject focus** Language, Social Studies, Science, Mathematics (Shape and Space) **Language Arts: Text Forms** Explanatory (Possible connection with LOI 1) **The unit is focused on** The interconnectedness of individuals and civilisations from local and global perspectives.	**Central idea** People use different forms ofaesthetics to convey their uniqueness as human beings. **Key concepts** Form, Connection, Perspective **Related concepts** Structure, Relationship, Subjectivity **Lines of inquiry** * Different forms of aesthetics (Form, Structure) * Audience connection (Connection, Relationship) * Personal interpretation of the artist's message (Perspective, Subjectivity) **Subject focus** Language, Music, LOTE - French, Visual Art **Language Arts: Text Forms** Narratives, Poetry **The unit is focused on** The ways in which we reflect on, extend and enjoy our creativity.	**Central idea** Societies use energy in various forms to function in the environment. **Key concepts** Form, Function, Responsibility **Related concepts** Energy, Transformation, Sustainability **Lines of inquiry** Different forms of energy (Form) [Energy] How energy is used (Function) [Transformation] Sustainable energy practices (Responsibility) [Sustainability] **Subject focus** Language, Science, Mathematics (Data Handling) **Language Arts: Text Forms** Discussion **The unit is focused on** The impact of scientific and technological advances on society and the environment.	**Central idea** Societal decision making impacts on our lives. **Key concepts** Function, Causation, Responsibility **Related concepts** Systems, Power and Authority, Freedom **Lines of inquiry** How political systems function (Function) [Systems] How decision making practices affect societies (Causation) [Power and authority] The rights and responsibilities of citizenship (Responsibility) [Freedom] **Subject focus** Language, Social Studies **Language Arts: Text Forms** No POT **The unit is focused on** Societal decision making.	**Central idea** Our actions impact the sustainability of the Earth's natural features. **Key concepts** Causation, Change, Perspective **Related concepts** Features, Adaptation, Survival **Lines of inquiry** Environmental issues (Causation) [Features] Adapting to our environment (Change) [Adaptation] Our responsibility towards sustainability (Perspective) [Survival] **Subject focus** Social Studies, Science, Language LOTE - MT Vietnamese/ Korean, PE **Language Arts: Text Forms** Non-chronological report **The unit is focused on** Communities and the relationships within and between them