Rimantas Stankevicius Progymnasium Programme of Inquiry 2026-2027



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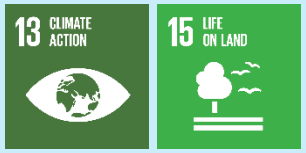
Sustainable Development Goals						
Grade	**Who we are**	**How we organize ourselves**	**Where we are in place and time**	**How we express ourselves**	**How the world works**	**Sharing the planet**
Grade 1						
Grade 2						
Grade 3						
Grade 4						

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Grade 1 (6 – 7 Year Olds)

Theme	Unit Title	Central Idea	Lines of Inquiry (Key Concepts)	Related Concepts	ATL Skills	Learner Profile
1. Who we are	Relationships and belonging	Rights and responsibilities help people belong to a community and build positive relationships.	• Rights and responsibilities in different communities. (**Form**) • How actions affect people's feelings. (**Causation**) • How responsible actions help build a positive community. (**Responsibility**)	Community, Relationships, Rights, Belonging.	Social, Communication, Self-management.	Knowledgeable, Principled.
2. How we organize ourselves	Representation, collaboration and decision-making	People's choices and community rules influence health and responsible living.	• Different professions and their role in the community. (**Function**) • Choices that help people stay healthy. (**Causation**) • Taking responsibility for one's own health and following the rules. (**Responsibility**)	Profession, Nutrition, Sport.	Self-management, Social, Communication.	Caring, Principled, Balanced.
3. Where we are in place and time	Natural and human drivers of movement, adaptation and transformation	Measuring time helps us understand how inventions and travel have changed people's lives.	• Inventions have changed people's lives and communication. (**Causation**) • Travel helps to spread ideas, traditions and people. (**Function**) • Communities develop as people make discoveries. (**Change**)	Time, Travel, Invention, Continuity.	Research, Thinking, Self-management.	Knowledgeable, Communicator, Balanced.

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Theme	Unit Title	Central Idea	Lines of Inquiry (Key Concepts)	Related Concepts	ATL Skills	Learner Profile
4. How we express ourselves	Inspiration, imagination, creativity	Festivals and traditions bring people together all over the world.	• Our traditions and experiences show who we are. (**Perspective**) • Creativity and art allow us to share feelings and ideas. (**Connection**) • Art and culture evolve and change over time. (**Change**)	Identity, Traditions, Values.	Communication, Social, Self-management.	Knowledgeable, Communicator, Open-minded.
5. How the world works	Diverse practices, methods and tools	Exploring the natural world helps us understand how science and technology affect the environment.	• The structure of the natural world and its laws. (**Form**) • How science and technology influence nature. (**Change**) • Responsible use of technology to protect the environment. (**Responsibility**)	Environment, Adaptation, Sustainability.	Research, Thinking, Social.	Knowledgeable, Communicator, Open-minded.
6. Sharing the planet	Nature, complexity, coexistence and wisdom	People's choices influence the health of the environment and quality of life.	• Characteristics of a healthy environment (air, water, nature). (**Form**) • Different perspectives on the right to live in a healthy environment. (**Perspective**) • Responsibility to care for the environment and share it with others. (**Responsibility**)	Water cycle, Biodiversity, Natural resources.	Research, Thinking, Communication.	Knowledgeable, Principled, Caring.

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Grade 2 (7 – 8 Year Olds)

Theme	Unit Title	Central Idea	Lines of Inquiry (Key Concepts)	Related Concepts	ATL Skills	Learner Profile
1. Who we are	Relationships and belonging	Different cultures and values influence mutual understanding and community.	• The ways cultures, traditions and values are expressed. (**Form**) • How people learn from different perspectives and experiences. (**Perspective**) • The ways respect and cooperation help build communities. (**Responsibility**)	Culture, Diversity, Respect.	Social, Thinking, Communication.	Open-minded, Thinker, Caring.
2. How we organize ourselves	Approaches to livelihoods and trade practice – intended and unintended consequences	People create organisations and systems to meet needs and support communities.	• The purposes and roles of different organisations in communities. (**Function**) • How systems, planning and organisation help people achieve goals. (**Connection**) • How people's choices influence organisations and businesses. (**Causation**)	Organisation, Cooperation, Structure.	Research, Thinking, Communication.	Principled, Risk-taker.
3. Where we are in place and time	Communities, heritage, culture and environment	Celebrations and traditions connect people to their culture, heritage and history.	• Celebrations and traditions in our families and communities. (**Connection**) • The similarities and differences between celebrations across cultures. (**Perspective**) • The historical origins and meanings behind celebrations. (**Causation**)	Heritage, Tradition, Continuity.	Social, Thinking, Communication.	Knowledgeable, Communicator, Balanced.

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Theme	Unit Title	Central Idea	Lines of Inquiry (Key Concepts)	Related Concepts	ATL Skills	Learner Profile
4. How we express ourselves	Inspiration, imagination, creativity	Creativity allows people to express ideas, emotions, cultures and values, shaping how we understand ourselves and the world around us.	• The ways people use creativity to express thoughts and emotions. (**Function**) • How creative expressions reflect cultures and values. (**Perspective**) • How creativity influences the way we see and understand the world. (**Change**)	Imagination, Communication, Creativity.	Thinking, Communication, Self-management.	Communicator, Thinker, Balanced.
5. How the world works	Discovery, design, innovation: possibilities and impacts	Innovations and technologies use the properties of materials to improve people's lives and affect the environment.	• The properties of materials that determine their uses. (**Form**) • How materials can be changed and what happens during these changes. (**Change**) • How people select and modify materials to solve problems and meet needs. (**Function**)	Innovation, Impact, Progress, Sustainability.	Research, Thinking.	Thinker, Inquirer, Caring.
6. Sharing the planet	Nature, complexity, coexistence and wisdom	Living organisms depend on habitats to meet their needs, while human choices can affect the balance and sustainability of these habitats.	• The characteristics and diversity of local and global habitats. (**Form**) • How habitats provide living organisms with what they need to survive. (**Connection**) • The responsibility of humans to protect habitats and biodiversity. (**Responsibility**)	Habitat, Biodiversity, Interdependence, Sustainability.	Research, Social, Self-management.	Thinker, Communicator, Balanced.

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Grade 3 (8 – 9 Year Olds)

Theme	Unit Title	Central Idea	Lines of Inquiry (Key Concepts)	Related Concepts	ATL Skills	Learner Profile
1. Who we are	Learning and growing	Exploring identity as an individual and a member of a community is important because it helps us understand our values, sense of belonging and role in society.	• What determines a person's identity. (**Form**) • How my environment (family, culture, traditions) shapes my identity. (**Perspective**) • My responsibility in creating a community that accepts different identities. (**Responsibility**)	Identity, Community, Culture, Values, Uniqueness, Diversity.	Self-management, Social, Communication.	Thinker, Caring, Open-minded.
2. How we organize ourselves	Representation, collaboration and decision-making	Communities organize themselves through government, agreements and symbols, which help maintain unity and order.	• How people come together to form communities, nations and states. (**Function**) • How a state is governed and why government is necessary. (**Responsibility**) • How symbols help people feel united. (**Connection**) • How states cooperate with one another. (**Perspective**)	Community, Nation, State and its symbols, Rules, Unity, Cooperation.	Social, Communication, Thinking.	Caring, Principled, Open-minded.
3. Where we are in place and time	Periods, events and artefacts	People's way of life has changed over time.	• How people's lives change over time. (**Change**) • How travel, discoveries and inventions influence people's lives. (**Connection**) • How different people and cultures experience change. (**Perspective**)	Time, Travel, Discoveries, Inventions, Culture, Technologies, Historical events.	Thinking, Research, Communication.	Inquirer, Thinker, Communicator.

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Theme	Unit Title	Central Idea	Lines of Inquiry (Key Concepts)	Related Concepts	ATL Skills	Learner Profile
4. How we express ourselves	Personal, social and cultural modes and practices of communication	People create and use various forms of expression to convey thoughts, feelings and ideas.	• Forms of self-expression. (**Form**) • How people express thoughts and feelings. (**Function**) • Why self-expression is important for communication and relationships. (**Connection**)	Styles, Emotions, Creativity, Collaboration, Communication, Relationships.	Communication, Social, Self-management.	Communicator, Open-minded, Risk-taker.
5. How the world works	Discovery, design, innovation: possibilities and impacts	Understanding the laws of nature allows us to create new technologies that change the world.	• Understanding the laws of nature helps us to create new technologies. (**Causation**) • Technologies created from the laws of nature solve problems and improve our lives. (**Function**) • New inventions are constantly changing the way we interact with the world. (**Change**)	Innovation, Discovery, Impact, Application, Evolution.	Thinking, Communication, Research.	Inquirer, Communicator, Risk-taker.
6. Sharing the planet	Pathways to just, peaceful and reimagined futures	The survival of organisms depends on their adaptation to the environment and their interactions with one another.	• How organisms adapt to different environments. (**Change**) • How interconnections help organisms survive. (**Connection**) • What happens when the connections within an ecosystem are disrupted. (**Causation**)	Adaptation, Survival, Habitat, Animal community, Food chain, Invasive species, Instinct.	Thinking, Research, Communication.	Inquirer, Thinker, Caring.

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Grade 4 (9 – 10 Year Olds)

Theme	Unit Title	Central Idea	Lines of Inquiry (Key Concepts)	Related Concepts	ATL Skills	Learner Profile
1. Who we are	Physical, emotional, social and spiritual health and well-being	Human rights and responsibilities shape our understanding of humanity.	• How human rights protect people, while responsibilities influence our behaviour. (**Function**) • How respect for human rights changes relationships between people and our view of humanity. (**Change**) • How human rights connect people and communities across the world. (**Connection**)	Justice, Equality, Dignity, Citizenship.	Thinking, Research, Social.	Communicator, Principled, Reflective.
2. How we organize ourselves	Interactions with and between social and ecological systems	Communities create systems, roles and rules to achieve common goals.	• How people take on roles and responsibilities within a community. (**Responsibility**) • How rules, structures and organisations help to coordinate activities. (**Form**) • How changes in systems and rules affect community life. (**Causation**)	Management, Interdependence, Sustainability.	Thinking, Research, Communication.	Risk-taker, Principled, Inquirer.
3. Where we are in place and time	Periods, events and artefacts	Understanding the past, places and communities helps us to understand people's lives and their impact on the present.	• Place and time shape people's experiences and ways of life. (**Connection**) • Events of the past influence the present world. (**Causation**) • Communities and their systems change over time. (**Change**)	Interdependence, Heritage, Diversity, Influence.	Thinking, Research, Self-management.	Inquirer, Knowledgeable, Risk-taker.

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Theme	Unit Title	Central Idea	Lines of Inquiry (Key Concepts)	Related Concepts	ATL Skills	Learner Profile
4. How we express ourselves	Intentions, perceptions, interpretations and responses	Creative expression helps us to understand the world and share our perspectives with others.	• Emotions, feelings and personal experiences are revealed through creativity. (**Form**) • Creativity helps us connect with others. (**Connection**) • Art shapes people's perception of the world. (**Perspective**)	Expression, Identity, Communication.	Research, Communication, Social.	Reflective, Open-minded, Communicator.
5. How the world works	Patterns, cycles, systems	Patterns, cycles and systems help people understand how the world works and predict changes.	• Patterns and cycles in nature and the world: day and night, the seasons, the water cycle, life cycles. (**Form**) • Systems and the interactions between their parts: the human body, ecosystems, technological systems. (**Function**) • How people explore, explain and use patterns and systems: scientific research, technology, decision-making, forecasting. (**Connection**)	System, Pattern, Interaction.	Thinking, Research, Self-management.	Thinker, Caring, Inquirer.
6. Sharing the planet	Rights, responsibilities and dignity of all	People share limited resources to sustain life on Earth.	• Community members help one another, solve problems and share information. (**Function**) • People contribute to the well-being of the community. (**Responsibility**) • The community cherishes traditions and customs. (**Connection**)	Collaboration, Conflict resolution, Personal resources.	Research, Social, Communication.	Caring, Thinker, Balanced.

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Theme	Unit Title	Central Idea	Lines of Inquiry (Key Concepts)	Related Concepts	ATL Skills	Learner Profile
7. PYP Exhibition (Who we are)	Physical, emotional, social and spiritual health and well-being	People's choices regarding communication and behaviour shape community dynamics and require personal responsibility.	• How communication and behaviour affect community relationships. (**Causation**) • Different causes and perspectives on bullying situations. (**Perspective**) • The role of personal responsibility in creating a safe community. (**Responsibility**) • How communities can initiate long-term positive change. (**Change**)	Community, Empathy, Respect, Safety.	Communication, Social, Research.	Caring, Principled, Reflective.