

Vilnius st. Kristoforo progymnasium

Programme of Inquiry

2025–2026

Grade	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	Where We Are In Time & Place An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; relationships between and interconnectedness of individuals and civilization, from local to global perspectives	How We Express Ourselves An inquiry into the ways in which we discover and express our 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	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	Sharing the Planet 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
PYP1	<u>Title: Personality</u> Central Idea: Our personality, emotions, and relationships help us understand ourselves and our place in the community. <u>Key Concepts:</u> Causation Responsibility Perspective <u>Related Concepts:</u> Emotions Values Communication	<u>Title: Then and now</u> Central Idea: People explore the past to understand who they are, where they came from, and how it influences the present. <u>Key Concepts:</u> Connection Change Perspective <u>Related Concepts:</u> Time History Traditions	<u>Title: I speak not only in words</u> Central Idea: People use art and creativity to express their thoughts and feelings. <u>Key Concepts:</u> Form Connection Perspective <u>Related Concepts:</u> Creativity Emotions Expression <u>Lines of Inquiry:</u>	<u>Title: Why and how everything is going?</u> Central Idea: Nature changes and affects our lives. <u>Key Concepts:</u> Change Causation Function <u>Related Concepts:</u> Observation Investigation Impact <u>Lines of Inquiry:</u> 1. Natural phenomena and their	<u>Title: Together we live better: how does work our community?</u> Central Idea: Community members have different roles and work together to create a good life for everyone. <u>Key Concepts:</u> Responsibility Connection Function <u>Related Concepts:</u> Rules	<u>Title: Forest</u> Central Idea: Forests are vital to both people and nature, so they need to be understood and protected. <u>Key Concepts:</u> Connection Responsibility Function <u>Related Concepts:</u> Ecology (ekologija) connections (ryšiai) change (pokytis) <u>Lines of Inquiry:</u>

	<u>Lines of Inquiry:</u> 1. Recognizing personal traits and emotions. 2. The importance and diversity of relationships with others. 3. The significance of values and community norms. <u>ATL</u> Social skills Self-management skills Communication skills <u>Learner Profile</u> Caring Balanced Communicator	<u>Lines of Inquiry:</u> 1. How can we learn about the past? 2. Why is it important to know your family history? 3. How does the past influence our present life? <u>ATL</u> Social skills Communication skills Thinking skills <u>Learner Profile</u> Inquirer Thinker Caring	1. Different forms of self-expression (e.g., drawing, music, dance, acting) 2. How art helps us express our emotions 3. How culture influences our creativity? <u>ATL</u> Thinking skills Social skills Self-management skills <u>Learner Profile</u> Communicator Open-minded Reflective	- characteristics (e.g., seasons, weather). 2. Changes in nature and their cyclical patterns. 3. Human activity and adaptation to natural conditions. <u>ATL</u> Research skills Thinking skills Communication skills <u>Learner Profile</u> Inquirer Thinker Reflective	Community Cooperation <u>Lines of Inquiry:</u> 1. How does collaboration help solve problems? 2. What is a community and who is part of it? <u>ATL</u> Social skills Communication skills <u>Learner Profile</u> Communicator Caring Principled	1. How do forests and trees affect nature and human life? 2. How and why do people protect forests? 3. What makes up a forest? <u>ATL</u> Thinking skills Communication skills Social skills <u>Learner Profile</u> Inquirer Thinker Principled
PYP2	<u>Title: Strengthening the Community</u> <u>Central Idea:</u> By understanding ourselves, we can better understand others and collaborate. <u>Key Concepts:</u> Perspective, Function, Connection, Responsibility, Form <u>Related Concepts:</u>	<u>Title: Learning to Understand the Past</u> <u>Central Idea:</u> Our past shapes who we are today and helps us understand the world around us. <u>Key Concepts:</u> Change, Perspective, Connection, Form <u>Related Concepts:</u> History,	<u>Title: Time</u> <u>Central Idea:</u> We express ourselves differently depending on how time and we ourselves change. <u>Key Concepts:</u> Connection, Form, Reflection, Perspective, Function <u>Related Concepts:</u> Self-expression,	<u>Title: Understanding Materials</u> <u>Central Idea:</u> People explore materials to understand their properties and how they change. <u>Key Concepts:</u> Form, Change, Connection, Causation, Function <u>Related Concepts:</u> Properties, Nature, Environment, Technology	<u>Title: How Money is Earned</u> <u>Central Idea:</u> People create businesses to provide goods and services to the community. <u>Key Concepts:</u> Function, Responsibility, Form, Causation <u>Related Concepts:</u> Change, Responsibility,	<u>Title: Water</u> <u>Central Idea:</u> Water is a source of life. <u>Key Concepts:</u> Form, Function, Causation, Responsibility <u>Related Concepts:</u> Ecology, Connections, Change <u>Lines of Inquiry:</u> Properties of water.

	Identity, Relationships, Community, Emotions <u>Lines of Inquiry:</u> How can different people see the world differently? How are our personal traits connected to our relationships with others? What does it mean to be a responsible member of a community? <u>ATL:</u> Self-management, Communication, Social Skills <u>Learner Profile:</u> Communicator, Caring, Balanced	Culture, Passage of Time <u>Lines of Inquiry:</u> How do things change over time? How do past events affect the present and the future? How do people view historical events differently? <u>ATL:</u> Thinking, Research, Communication <u>Learner Profile:</u> Inquirer, Knowledgeable, Thinker, Open-minded	Emotions, Creativity, Identity, Change, Attitude <u>Lines of Inquiry:</u> How do feelings and thoughts change over time? How do we express ourselves in different life situations? How have people expressed themselves in different time periods (past and present)? <u>ATL:</u> Self-management, Communication <u>Learner Profile:</u> Thinker, Communicator, Open-minded	<u>Lines of Inquiry:</u> Exploring the properties of materials. How materials change under different conditions? How people use materials in everyday life? <u>ATL:</u> Thinking, Research, Communication <u>Learner Profile:</u> Inquirer, Knowledgeable, Caring	Connection <u>Lines of Inquiry:</u> What is the difference between goods and services, and how do businesses provide them? Why are entrepreneurial qualities and planning important? What impact do businesses have on the community and the environment? <u>ATL:</u> Thinking, Communication, Social Skills <u>Learner Profile:</u> Principled, Caring, Thinker, Reflective, Risk-taker	Water as a source of life. How to use water sustainably? <u>ATL:</u> Thinking, Research, Communication <u>Learner Profile:</u> Thinker, Communicator, Inquirer
PYP3	<u>Title:</u> Community <u>Central Idea:</u> Activities and systems of different communities. <u>Key Concepts:</u> Form Responsibility Function	<u>Title:</u> Human Development <u>Central Idea:</u> Energy, technology, and business influence the development of people and nations. <u>Key Concepts:</u> Change	<u>Title:</u> Adaptation <u>Central Idea:</u> People, history, and nature shape our country. <u>Key Concepts:</u> Form, Responsibility Perspective Connection	<u>Title:</u> World changes <u>Central Idea:</u> The world changes due to people, history, and natural phenomena. <u>Key Concepts:</u> Causation Form Change	<u>Title:</u> Creating ourselves <u>Central Idea:</u> We organize our lives and create our identity. <u>Key Concepts:</u> Function Connection	<u>Title:</u> Lithuania in the world <u>Central Idea:</u> One world – many neighbours. <u>Key Concepts:</u> Responsibility Causation

	<u>Related Concepts:</u> Daily activities Community Diversity Systems <u>Lines of Inquiry:</u> 1. The organism as a whole of systems. 2. The balance of the rights and responsibilities. 3. Language systems. <u>ATL</u> Social Communication Thinking <u>Learner Profile:</u> Open-minded Caring Principled Communicator	Causation Function Connection <u>Related Concepts:</u> Time Technology Business <u>Lines of Inquiry:</u> 1. Energy sources. 2. Lithuania and the world. 3. Market and business. <u>ATL</u> Research Thinking Communication <u>Learner Profile:</u> Risk-taker Knowledgeable Thinker	<u>Related Concepts:</u> Expression, Adaptation Nation Influence <u>Lines of Inquiry:</u> 1. Adaptation to the environment. 2. The journey of Lithuanian state. 3. Personalities who shaped our nation. <u>ATL</u> Social Research Thinking <u>Learner Profile:</u> Inquirerer Reflective Communicator	Perspective <u>Related Concepts:</u> Cause and effect Citizenship Climate <u>Lines of Inquiry:</u> 1. Key historical events in Lithuania. 2. How do materials work? 3. Various units of measurement. <u>ATL</u> Research Thinking Social <u>Learner Profile:</u> Inquirerer Knowledgeable Thinker	Reflection Responsibility <u>Related Concepts:</u> Schedule Identity Healthy lifestyle <u>Lines of Inquiry:</u> 1. Physical and emotional health. 2. Single, yet diverse Lithuania. 3. Lithuanians in the world. <u>ATL</u> Self-management Social Thinking <u>Learner Profile:</u> Balanced Caring Reflective Communicator	Perspective Reflection <u>Related Concepts:</u> Sustainability Union Planet <u>Lines of Inquiry:</u> 1. A clean planet. 2. The globe – a model of Earth. 3. Lithuania – a part of the world. <u>ATL</u> Self-management Social Communication <u>Learner Profile</u> Open-minded Principled Knowledgeable
PYP4	<u>Title:</u> Values <u>Central Idea:</u> By understanding ourselves and others, we learn to live in a community and take responsibility for our actions. <u>Key Concepts:</u> Form Connection Responsibility	<u>Title:</u> We Then and Now <u>Central Idea:</u> Personal and community discoveries and experiences shape our understanding of place and time. <u>Key Concepts:</u> Connection Perspective	<u>Title:</u> What Can I Tell Without Words? <u>Central Idea:</u> Creative expression helps us communicate our thoughts, emotions, and identity in different forms. <u>Key Concepts:</u> Form	<u>Title:</u> Nature Helps People <u>Central Idea:</u> Natural processes and technologies support humans in creating, solving problems, and adapting to their environment. <u>Key Concepts:</u> Causation Form	<u>Title:</u> Systems and Agreements <u>Central Idea:</u> Systems and agreements help people work together, make decisions, and share responsibilities within a community. <u>Key Concepts:</u> Function	<u>Title:</u> The World – Our Shared Responsibility <u>Central Idea:</u> Cooperation and responsibility help people address challenges related to resource use and the protection of living organisms.

Perspective <u>Related Concepts:</u> Identity, values, function, roles, community, emotions, culture, family, virtuality. <u>Lines of Inquiry:</u> 1. My identity and self-expression. 2. Relationships with family, friends, and the community 3. The concept of health and well-being. 4. The expression of values in everyday life and cultures. 5. Responsible behavior in the real and virtual world. <u>Approaches to Learning (ATL):</u> • Social skills: Group work, polite. Communication • Thinking skills: Evaluation, reflection, problem solving. • Self-management skills: Goal setting, emotional regulation. • Research skills: Gathering	Change Function <u>Related Concepts:</u> History, traditions, innovation, technology, travel, maps, community <u>Lines of Inquiry:</u> 1. Family or community histories and traditions. 2. Travel and its impact on human experience. 3. Exploring places through texts, images, and numbers. <u>Approaches to Learning (ATL):</u> • Social skills: Listening and collaboration in discussions, book clubs, and conversations. • Communication skills: The ability to narrate, describe, and clearly express ideas orally and in writing. • Thinking skills: Analyzing information from	Perspective Reflection <u>Related Concepts:</u> Creativity, art, expression, emotions, identity <u>Lines of Inquiry:</u> 1. Forms of creative self-expression (visual arts, creations, texts, movement). 2. How art and creativity reveal emotions and attitudes. 3. The creative process – from idea to outcome. <u>Approaches to Learning (ATL):</u> • Communication skills: Modes of expression – verbal, written, visual, non-verbal. • Social skills: Collaboration in group projects, self-confidence during performances. • Thinking skills: Creative thinking, justifying choices. • Self-management skills: Following a	Connection Function <u>Related Concepts:</u> Energy, cause and effect, environmental protection, investigation, technology, process, structures, materials <u>Lines of Inquiry:</u> 1. Natural cycles and phenomena (e.g., the water cycle, seasons, energy). 2. How people use science and technology to solve problems. 3. Human impact on the environment and responsible behavior. <u>Approaches to Learning (ATL):</u> • Thinking skills: Analyzing cause and effect, problem solving. • Research skills: Observations, experiments, information gathering. • Self-management skills: Planning work for investigations and projects.	Responsibility Perspective <u>Related Concepts:</u> Structure, system, community, decisions, time, activity, agreements <u>Lines of Inquiry:</u> 1. How communities function (e.g., school, city, family). 2. Ways of distributing responsibilities and making decisions. 3. How agreements and rules help people live together. <u>Approaches to Learning (ATL):</u> • Social skills: Group work, conflict resolution, leadership. • Communication skills: Discussion, presenting arguments, seeking consensus. • Research skills: Gathering information about how communities function.	<u>Key Concepts:</u> Connection Causation Responsibility <u>Related Concepts:</u> Environmental protection, resources, interdependence, conflict, health, peace, decision-making, collaboration <u>Lines of Inquiry:</u> 1. Connections between people, nature, and animals. 2. Conflicts arising from the use of limited resources. 3. Actions that support sustainable living with the environment. <u>Approaches to Learning (ATL):</u> • Research skills: Gathering information about living systems and human impact. • Thinking skills: Analyzing problems and
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	information about oneself and others. • Communication skills: Presenting, discussing, letter writing. <u>Learner Profile:</u> Caring Reflective Communicator Open-minded	texts, images, and maps. • Research skills: Gathering information from various sources (e.g., interviews, museum websites, legends). • Self-management skills: Time planning and following a work sequence (e.g., when creating presentations or descriptions). <u>Learner Profile:</u> Inquirer Communicator Open-minded	work plan from beginning to end when creating an artwork. • Research skills: Collecting information about art forms, artists, and their ways of expression. <u>Learner Profile:</u> Reflective Risk-taker Balanced	• Communication skills: Clear presentation, explanation, description. • Social skills: Organizing teamwork during projects. <u>Learner Profile:</u> Inquirer Thinker Principled	• Self-management skills: Taking responsibility for group roles, time management. • Thinking skills: Analyzing structures, evaluating the consequences of decisions. <u>Learner Profile:</u> Communicator Principled Open-minded	proposing solutions. • Social skills: Creating group agreements, active listening. • Communication skills: Clearly presenting ideas, using visual and digital tools. • Self-management skills: Responsible planning, sustainable behavior. <u>Learner Profile:</u> Caring Inquirer Reflective
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