



The Aga Khan Academy, Hyderabad  
 Programme of Inquiry (WORD) 2013-14

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<i>An inquiry into the nature of the self; beliefs &amp; values; personal, physical, mental, social &amp; spiritual health; human relationships including families, friends, communities &amp; cultures; rights &amp; responsibilities; what it means to be human.</i>	<i>An inquiry into orientation in place &amp; time; personal histories; homes &amp; journeys; the discoveries, explorations &amp; migrations of humankind; the relationships between &amp; the interconnectedness of individuals &amp; civilizations, from local &amp; global perspectives.</i>	<i>An inquiry into the ways in which we discover &amp; express ideas, feelings, nature, culture, beliefs &amp; values; the ways in which we reflect on, extend &amp; enjoy our creativity; our appreciation of the aesthetic.</i>	<i>An inquiry into the natural world &amp; its laws; the interaction between the natural world (physical &amp; biological) &amp; human societies; how humans use their understanding of scientific principles; the impact of scientific &amp; technological advances on society &amp; on the environment.</i>	<i>An inquiry into the interconnectedness of human-made systems &amp; communities; the structure &amp; function of organisations; societal decision-making; economic activities &amp; their impact on humankind &amp; the environment.</i>	<i>An inquiry into rights &amp; responsibilities in the struggle to share finite resources with other people &amp; with other living things; communities &amp; the relationships within &amp; between them; access to equal opportunities; peace &amp; conflict resolution.</i>

**AK Strands:**

Pluralism
Cultures
Ethics
Governance & Civil Society
Economics for development

**GRADE 1**

<b>Who we are</b>	<b>Where we are in place and time</b>	<b>How we express ourselves</b>	<b>How the world works</b>	<b>How we organize ourselves</b>	<b>Sharing the planet</b>
<b>About Me 1</b>	<b>Homes 3</b>	<b>Stories 6</b>	<b>Forces 5</b>	<b>Food 4</b>	<b>Animals 2</b>
<b>Central idea:</b> Understanding oneself and others helps people to shape and develop their identity.	<b>Central idea:</b> Cultural and local conditions influence the homes people live in.	<b>Central idea:</b> Stories can be told in different ways to engage an audience and communicate meaning.	<b>Central idea:</b> People apply their understanding of forces to solve problems.	<b>Central idea:</b> Foods go through a process of change before they are consumed.	<b>Central idea:</b> People's interaction with the environment has an impact on animals.
<b>Key concepts:</b> Form, Connection, Reflection	<b>Key concepts:</b> Form, Connection, Perspective	<b>Key concepts:</b> Perspective, Reflection, Function	<b>Key concepts:</b> Form, Function, Causation	<b>Key concepts:</b> Change, Causation, Function	<b>Key concepts:</b> Connection, Form Responsibility
<b>Related concepts:</b> Sequences, growth, senses relationships, roles and responsibilities, family, identity, traditions.	<b>Related concepts:</b> Culture, identity, structure, amenities, settlements, family.	<b>Related concepts:</b> Creativity, subjectivity, opinion, sequences, empathy, communication, imagination.	<b>Related concepts:</b> forms of energy, magnetism properties, movement.	<b>Related concepts:</b> Systems, processes, sequences, transformation, role, systems	<b>Related concepts:</b> growth, adaptation, interdependence, environment, life-cycles, transformation, survival.
<b>Lines of Inquiry:</b> -What it means to be "ME" -how relationships are made and maintained -Similarities and differences between ourselves and others	<b>Lines of Inquiry:</b> -Different types of homes - How homes reflect values and culture - Factors that determine the type of home people live in	<b>Lines of Inquiry:</b> -What makes an effective story -The role of storytelling - How stories are created and shared	<b>Lines of Inquiry:</b> -Different types of forces -How forces affect our world -How understanding forces helps us to solve problems	<b>Lines of Inquiry:</b> -Where food comes from -Why foods are processed -Ways in which foods are processed	<b>Lines of Inquiry:</b> -Animals in the environment -Interaction among humans, animals and the environment -Our responsibility towards animals
<b>AK Strand:</b> Pluralism	<b>AK Strand:</b> Cultures	<b>AK Strand:</b> Cultures	<b>AK Strand:</b> Economics for development	<b>AK Strand:</b> Economics for development	<b>AK Strand:</b> Ethics
<b>Subject Focus:</b> Social Studies, PSE, Drama	<b>Subject Focus:</b> Social Studies, Science	<b>Subject Focus:</b> Language, The Arts	<b>Subject Focus:</b> Science, PE, Music	<b>Subject Focus:</b> Science, Social Studies	<b>Subject Focus:</b> Science, PSE
<b>TD skills:</b> Self management	<b>TD Skills:</b> Research	<b>TD skills:</b> Communication	<b>TD Skills:</b> Thinking	<b>TD skills:</b> Social	<b>TD skills:</b> Research

**GRADE 2**

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Children's rights 3</b>	<b>Weather 2</b>	<b>Communication 4</b>	<b>Light and Sound 5</b>	<b>Transport 6</b>	<b>Plants 1</b>
<b>Central idea:</b> Children have rights and responsibilities that enable them to participate in community life.	<b>Central idea:</b> Weather and climate of a place are changing constantly and impact people's daily lives.	<b>Central idea:</b> People use a variety of signs and symbols to communicate ideas and information.	<b>Central idea:</b> Humans use their understanding of light and sound in a variety of ways.	<b>Central Idea:</b> Transportation systems develop over time to meet the needs of a community.	<b>Central idea:</b> Plants are essential for sustaining life on earth.
<b>Key concepts:</b> Connection, Responsibility, Perspective	<b>Key concepts:</b> , Causation, Change, Form	<b>Key concepts:</b> Connection, Function, Perspective	<b>Key concepts:</b> Form, Causation, Reflection	<b>Key concepts:</b> Change, Function, Connection	<b>Key concepts:</b> Change, Function, Responsibility
<b>Related concepts:</b> Citizenship, diversity, rights, responsibilities, equality, interdependence, values	<b>Related concepts:</b> Movement, sequences, pattern, impact, transformation, climate, adaptation, seasons	<b>Related concepts:</b> Networks, interdependence, communication, pattern, systems, role	<b>Related concepts:</b> Properties, change of state, use of materials, structure, evidence	<b>Related concepts:</b> Geography, services, settlement, regions, impact, systems, transportation Pollution, technological advances, efficiency, power	<b>Related concepts:</b> Plants, ecosystems, adaptation, interdependence, environment, behaviour, growth
<b>Lines of Inquiry:</b> -Importance of Children's rights - Responsibilities that go with the rights -How and why children's rights are denied	<b>Lines of Inquiry:</b> -Changing weather and climate patterns - Factors that cause weather and climate patterns - Impact of weather and climate on our lives	<b>Lines of Inquiry:</b> -Verbal and non-verbal communication -Communication systems used in the past and present -Use of signs and symbols as means of communication	<b>Lines of Inquiry:</b> -Sources of light and sound -Properties of light and sound -The use of light and sound in our daily lives	<b>Lines of Inquiry:</b> - Role of different transportation systems - Development of transportation systems over time - Transportation systems and the environment	<b>Lines of Inquiry:</b> -The role of plants in our lives -Characteristics of plants -Our responsibility towards plants in the environment
<b>AK Strand:</b> Governance & civil society	<b>AK Strand:</b> Economics for development	<b>AK Strand :</b> Cultures	<b>AK Strand:</b> Pluralism	<b>AK Strand:</b> Economics for development	<b>AK Strand:</b> Ethics
<b>Subject Focus:</b> Social Studies, PSPE	<b>Subject Focus:</b> Science, Social Studies, Maths	<b>Subject Focus:</b> Language, Maths, The Arts, Social Studies	<b>Subject Focus:</b> Science, Music, PSE	<b>Subject Focus:</b> Social studies, Maths, Science	<b>Subject Focus:</b> Science, Social Studies
<b>TD skills:</b> Self management	<b>TD skills:</b> Social	<b>TD skills:</b> Communication	<b>TD skills:</b> Research	<b>TD Skills:</b> Thinking	<b>TD skills:</b> Research

**GRADE 3**

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Balanced Choices 3</b>	<b>Our heritage 1</b>	<b>Visual Arts 6</b>	<b>Materials Matter 2</b>	<b>Economics 4</b>	<b>Water 5</b>
Central idea: The choices people make affect their physical, mental, social and spiritual health.	<b>Central idea:</b> Understanding the culture, history and geography of where people live helps them value their heritage.	<b>Central idea:</b> People can explore and communicate ideas and emotions through Visual Arts.	<b>Central idea:</b> The ways in which materials behave determine how people use them.	<b>Central Idea:</b> Economic activities are determined by people's role as producers and consumers.	<b>Central idea:</b> The ways in which people use water affect life on earth.
<b>Key concepts:</b> Causation, Responsibility, Reflection	Key concepts: Change, Causation, Responsibility	<b>Key concepts:</b> Form, Perspective, Function	<b>Key Concepts:</b> Form, Change, Function	<b>Key concepts:</b> Function, Responsibility, Connection	<b>Key concepts:</b> Connection, Responsibility, Function
<b>Related concepts:</b> Behaviour, body control, challenge, competition, systems, flexibility, leisure, spatial awareness	<b>Related concepts:</b> Geography, landscape, settlement, impact, consequences, values, heritage	<b>Related concepts:</b> Self- expression, perspective, pattern, similarities, differences, communication, role	<b>Related concepts:</b> Properties, structure, transformation, behaviour, role, change of state, chemical and physical changes	<b>Related concepts:</b> Subjectivity, prejudice, opinion, sequences, cooperation, employment, production, transportation	<b>Related concepts:</b> Resources, water cycle, sustainability, conservation, consumption, distribution, pollution
<b>Lines of Inquiry:</b> - Leading a balanced lifestyle -Factors that impact health and well being --Choices we make in our daily lives and their consequences	<b>Lines of Inquiry:</b> - Changes in our physical environment -Historical influence on the local culture -Ways in which we can respect and preserve our heritage.	<b>Lines of Inquiry:</b> -The different forms of Visual Art -The role of Art in culture and society -How Art is unique and personal	<b>Lines of Inquiry:</b> -Properties and classification of materials and matter. -Changes that materials undergo -Manipulation and application of materials	<b>Lines of Inquiry:</b> -Different types of economic activities -The role of supply and demand -Our responsibility as consumers and producers	<b>Lines of Inquiry:</b> -The properties and use of water - Impact of human activities on the environment -The importance of sustainable actions
<b>AK Strand:</b> Ethics	<b>AK Strand:</b> Cultures	<b>AK Strand:</b> Pluralism	<b>AK Strand:</b> Economics for development	<b>AK Strand:</b> Economics for development	<b>AK Strand:</b> Governance & Civil Society
<b>Subject Focus:</b> PSPE, The Arts, Science	<b>Subject Focus:</b> Social Studies, Music	<b>Subject Focus:</b> Visual Art, Language	<b>Subject Focus:</b> Science	<b>Subject Focus:</b> Social Studies, Maths	<b>Subject Focus:</b> Science, Social Studies, PSE
<b>TD Skills:</b> Self management	<b>TD skills:</b> Research	<b>TD Skills:</b> Communication	<b>TD skills:</b> Research	<b>TD skills:</b> Social	<b>TD skills:</b> Thinking

**GRADE 4**

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Leaders 1</b>	<b>Migration 4</b>	<b>Performing Arts 6</b>	<b>Machines 2</b>	<b>Natural Hazards 3</b>	<b>Ecosystem 5</b>
<b>Central idea:</b> People’s beliefs and values determine their choice of leaders and role models who influence them in many ways.	<b>Central idea:</b> Human migration is a response to different factors and builds dynamic communities.	<b>Central idea:</b> The Performing Arts are a combination of self-expression and collaboration.	<b>Central Idea:</b> Understanding how machines work leads to technological advancements.	<b>Central Idea:</b> Human beings have devised ways to prepare for and cope with natural hazards.	<b>Central idea:</b> The balance of an ecosystem is affected by the interdependence of the living and non-living elements in it.
<b>Key Concepts:</b> Reflection, Perspective, Responsibility	<b>Key concepts:</b> Perspective, Causation, Change	<b>Key concepts:</b> Perspective, Function, Form	<b>Key concepts:</b> Connection, Function , Form	<b>Key concepts:</b> Causation, Responsibility , Connection	<b>Key concepts:</b> Connection, Causation, Responsibility
<b>Related Concepts:</b> Values, Initiative ,identity, authority, diversity, roles, leadership	<b>Related concepts:</b> Relationships, networks, interdependence ,impact, settlements, population, regions	<b>Related concepts:</b> Self-expression, creativity, interpretation, techniques, interpretation, imagination	<b>Related concepts:</b> Mechanics, efficiency, power, systems, mechanics, physics, technology	<b>Related concepts:</b> Climate, geography, consequences, tectonic plate movement, geography, geology, networks	<b>Related concepts:</b> Biodiversity, adaptation, ecosystems, conservation, habitat, ecology, organisms
<b>Lines of Inquiry:</b> -Characteristics of leaders - Factors that influence our choice of leaders and role models. -How we can nurture leadership in ourselves	<b>Lines of inquiry:</b> - Reasons why people migrate - Migration throughout history - The effects of migration on communities and individuals	<b>Lines of inquiry:</b> - the role of various Performing Arts in our lives - Forms and structures found in different art genres - The qualities needed in an individual or group in order to create a performance	<b>Lines of inquiry:</b> · The principles and types of simple and compound machines · Inventions which use the principles of simple machines -The application of simple machines in our lives	<b>Lines of inquiry:</b> - Reasons why natural hazards occur -The impact of natural hazards on the environment and on living things -How people cope with natural disasters	<b>Lines of Inquiry:</b> -ways in which organisms and environment of an ecosystem are interdependent - Effects of balance and flux in a system - How human interaction with the environment can affect the balance of systems
<b>AK Strand :</b> Ethics, Governance & Civil Society	<b>AK strand:</b> Pluralism	<b>AK strand:</b> Cultures/ Pluralism	<b>AK Strand:</b> Economics for development	<b>AK Strand:</b> Governance & Civil Society	<b>AK Strand:</b> Ethics
<b>Subject Focus:</b> Social Studies, PSPE	<b>Subject Focus:</b> Social Studies	<b>Subject Focus:</b> The Arts, Language	<b>Subject Focus:</b> Science, Maths	<b>Subject Focus:</b> Social Studies	<b>Subject Focus:</b> Science, Social Studies
<b>TD skills:</b> Social	<b>TD Skills:</b> Social	<b>TD skills:</b> Communication	<b>TD skills:</b> Thinking	<b>TD skills:</b> Research	<b>TD skills:</b> Self-management

**GRADE 5**

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Human Systems 3</b>	<b>Civilisations 5</b>	<b>Traditions 1</b>	<b>Structures 2</b>	<b>Governance 6</b>	<b>Sustainability 4</b>
<b>Central Idea:</b> The effective interactions among body systems contribute to healthy living.	<b>Central Idea:</b> Examining ancient civilisations help people understand and reflect on their past.	<b>Central Idea:</b> Rituals, traditions and artefacts of different cultures are expressions of their beliefs and values.	<b>Central Idea:</b> The design of buildings and structures is dependent upon the environmental factors and human ingenuity.	<b>Central Idea:</b> Government systems enable the functioning of society and impact the quality of lives of citizens.	<b>Central Idea:</b> People can make choices to support the sustainability of the Earth's energy resources.
<b>Key concepts:</b> Function, Responsibility Connection	<b>Key concepts:</b> Change, Connection, Reflection	<b>Key concepts:</b> Perspective, Reflection, Function	<b>Key concepts:</b> Form, Perspective, Causation	<b>Key concepts:</b> Responsibility, Form, Causation	<b>Key concepts:</b> Form, Change, Responsibility
<b>Related concepts:</b> Systems, responsibility, body control, body form, growth, strength and endurance, biology	<b>Related concepts:</b> Civilization, chronology, history, migration, progress, timeline	<b>Related concepts:</b> Beliefs, prejudice, culture, identity, spirituality, diversity, artefacts, diversity, family, identity	<b>Related concepts:</b> Properties, man-made, density, landscapes, properties and use of materials, structures	<b>Related concepts:</b> Governments, justice and legislation, citizenship, fair play, leadership, roles systems, authority, rights	<b>Related concepts:</b> Transformation, conservation, forms of energy, power, sustainability, pollution, efficiency, physics
<b>Lines of Inquiry:</b> -Body systems and their functions -How these systems are interconnected -Making informed choices to keep our bodies healthy	<b>Lines of Inquiry:</b> -Development of ancient civilizations -Ways in which different civilisations are interconnected -The relevance of examining past civilizations	<b>Lines of Inquiry:</b> -What constitutes a culture -How artefacts symbolize beliefs and values -Rituals and traditions as cultural expressions.	<b>Lines of Inquiry:</b> -Different forms of buildings and structures -Factors that influence the design and construction of a building -The use of scientific principles in construction	<b>Lines of Inquiry:</b> -Different forms of government systems -Impact of the government on the lives of citizens -The rights and responsibilities of citizenship	<b>Lines of inquiry:</b> -The different forms of energy sources -How energy is transformed and consumed -Sustainable energy practices
<b>AK strand:</b> Ethics	<b>AK Strand:</b> Cultures	<b>AK strand:</b> Pluralism	<b>AK strand:</b> Economics for development	<b>AK strand:</b> Governance & Civil Society	<b>AK strand:</b> Economics for development
<b>Subject Focus:</b> Science, PSPE	<b>Subject Focus:</b> Social Studies	<b>Subject Focus:</b> Language, Social Studies	<b>Subject Focus:</b> Social studies, Science, Maths	<b>Subject focus:</b> Social Studies, PSE	<b>Subject Focus:</b> Science
<b>TD skills:</b> Self-management	<b>TD skills:</b> Social	<b>TD skills:</b> Social	<b>TD skills:</b> Thinking	<b>TD skills:</b> Communication	<b>TD skills:</b> Research

**GRADE 6**

Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<b>Changes in us 2</b>	<b>Exploration 4</b>	<b>The Media 1</b>	<b>Technology 5</b>	<b>Organisations 3</b>	<b>Exhibition 6</b>
<b>Central idea:</b> Understanding the changes within oneself helps people make better decisions.	<b>Central idea:</b> Exploration leads to discovery and develops new understandings.	<b>Central idea:</b> The use of the media influences the decisions and opinions of individuals and societies.	<b>Central idea:</b> Advanced and emerging technology has an impact on society.	<b>Central Idea:</b> People initiate action as individuals or in groups to seek solutions to problems.	<b>Central Idea:</b> <i>To be developed with students</i>
<b>Key concepts:</b> Change, Connection, Responsibility	<b>Key concepts:</b> Change, Form, Causation	<b>Key concepts:</b> Form, Perspective, Reflection	<b>Key concepts:</b> Responsibility, Function, Connection,	<b>Key concepts:</b> Causation, Responsibility, Function	<b>Key concepts:</b> Causation, Responsibility, Perspective, Form, Function, Connection, Change
<b>Related concepts:</b> Systems(reproductive,nervous) physiology,diversity,biology, growth	<b>Related concepts:</b> discovery, exploration, innovation, chronology, civilisation, history, progress	<b>Related concepts:</b> Communication, perspective, subjectivity, truth, beliefs, opinion, prejudice, networks	<b>Related concepts:</b> Technological advances, physics, robotics, artificial intelligence, programming	<b>Related concepts:</b> Consequences, impact, beliefs, opinion, prejudice, rights, citizenship, values, justice, initiative	<b>Related concepts:</b> <i>To be identified</i>
<b>An inquiry into:</b> -The reversible and irreversible chemical changes that occur all around us -Ways to maintain health and hygiene during puberty -The role of a balanced lifestyle in puberty	<b>Lines of Inquiry:</b> - Explorations in the past and present -The development and use of navigational tools -The influence of exploration on people's lives	<b>Lines of Inquiry:</b> -The different kinds of media and their roles -The role of art, music and language in media -The impact of media in our lives	<b>Lines of Inquiry:</b> -Modern technological advances -Impact of technology in our lives -Application of robotics and artificial intelligence	<b>Lines of Inquiry:</b> -The role of volunteers and nonprofit organisations -The different types of actions taken -The impact of nonprofit organisations	<b>Lines of Inquiry:</b> <i>To be developed</i>
<b>AK strand:</b> Cultures	<b>AK strand:</b> †Cultures	<b>AK strand:</b> Ethics	<b>AK strand:</b> Economics for development	<b>AK strand:</b> Governance & civil society	<b>AK strand:</b> Pluralism
<b>Subject Focus:</b> Science, PSE	<b>Subject Focus:</b> Social Studies, Science, Maths	<b>Subject Focus:</b> Language, The Arts	<b>Subject Focus:</b> Science	<b>Subject Focus:</b> Social Studies	<b>Subject Focus:</b> <i>All subjects</i>
<b>TD skills:</b> Social	<b>TD skills:</b> Research	<b>TD skills:</b> Communication	<b>TD skills:</b> Thinking	<b>TD skills:</b> Self-management	<b>TD skills:</b> Social, Communication, Research, Self-management, Thinking