

Criteria for reviewing a school's programme of inquiry	
Central ideas	There are six central ideas for all grade/year levels (other than 3–5 year olds).
	There are at least four central ideas at each grade/year level for 3–5 year olds including “Who we are” and “How we express ourselves”.
	Each central idea is written as one sentence.
	The PYP key concepts have been identified (no more than three) for each unit of inquiry.
	Central ideas are written in a neutral voice that does not convey a specific or particular value of an individual.
	Central ideas are written in such a way to invite student inquiry, so that a range of responses is possible.
	Central ideas are relevant to the transdisciplinary themes under which they have been placed.
	Central ideas are written in such a manner as to develop conceptual understanding supported by the identified PYP key concepts.
	Central ideas are globally significant addressing the commonalities of human experience.
Lines of inquiry	Three or four lines of inquiry have been identified for each unit.
	The lines of inquiry are written as statements or phrases, not questions, topics or tasks.
	The lines of inquiry develop understanding of the central idea.
	The lines of inquiry offer opportunities to develop understanding through multiple perspectives.
	The lines of inquiry develop understanding of aspects of the designated transdisciplinary theme.
	The lines of inquiry are relevant to the experience of the students within a particular developmental range.
	Within the unit, the lines of inquiry are distinctive yet connected to one another.
	The lines of inquiry are written in such a manner as to develop conceptual understanding supported by the identified PYP key concepts and related concepts.
Balance and articulation within the programme of inquiry	All eight PYP key concepts are represented at each grade/year level.
	There is a balance of PYP key concepts used throughout each transdisciplinary theme.
	The related concepts are derived from the subject areas and connect to the PYP key concepts.
	All the planned science and social studies content is incorporated into the programme of inquiry.
	The school has mapped its subject-specific scope and sequences with its programme of inquiry.
	Two or three PYP subject area focuses are recorded for each unit.
	All PYP subject areas are represented within the programme of inquiry at each grade/year level.
	There is a balance of PYP subject areas identified to support understanding of each transdisciplinary theme.
	All aspects of the descriptions of the transdisciplinary themes are explored at some point in the programme of inquiry.
	The PYP subject areas identified will support students' understanding of the central idea.
	The units throughout the programme of inquiry challenge and extend students' understanding.

Figure 4