



Welcome to the International Primary Curriculum



What is the IPC?

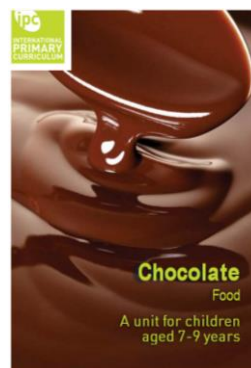
- **A philosophy** (what we believe)
- **A pedagogy** (an approach to teaching and learning)
- **A process** (which honours how children learn best in this age group)

Our philosophy, pedagogy and process are aimed at **improving children's learning.**

- Includes over 130 thematic units
- Taught in over 90 countries
 - International schools
 - UK state schools and academies
 - Dutch national schools
 - Special Education schools
 - Shell schools
 - British Schools of America



- Main Programme:
 - Milepost 1 (5-7 years)
 - Milepost 2 (7-9 years)
 - Milepost 3 (9-12 years)
- Assessment for Learning Programme
- Specialist Skills Programmes (Art, Music, PE, ICT & Computing)



The IPC **extends** knowledge, skills and understanding, **develops** personal attributes and **supports** an international perspective in a way that **responds** to revised ideas about learning.

Types of Learning



The IPC **Subject Learning Goals** are the foundation on which the IPC was built. The learning goals cover the knowledge, skills and the understandings that children will develop.

Knowledge	Skills	Understanding
What children will know	What children will be able to do	What children will understand

The IPC **Personal Learning Goals** underpin each unit – they represent the attributes that we believe children will find essential in the 21st Century. They help children to develop those qualities that will enable them to be at ease with the continually changing context of their lives.

Enquiry

Communication

Thoughtfulness

Adaptability

Cooperation

Resilience

Respect

Morality

The IPC's **International Learning Goals** help children begin the move towards an increasingly sophisticated national, international, global and intercultural perspective and develop a sense of 'international mindedness'.

Each unit has embedded within it, across the different subjects, learning-focused activities that help children start developing a global awareness and gain an increasing sense of themselves, their community and the world around them, as well as inspiring positive action and engagement with global issues.



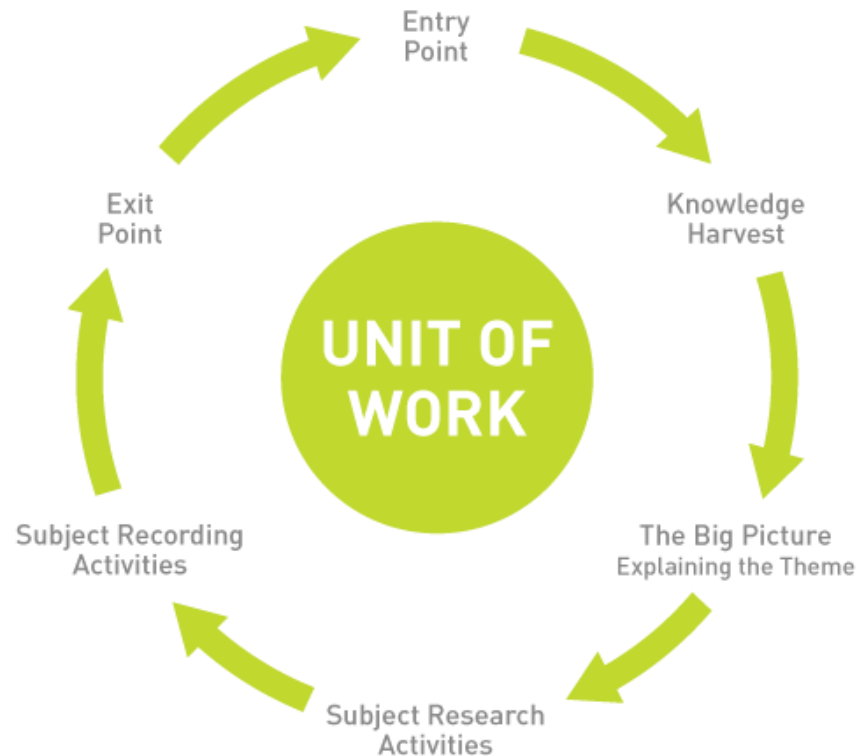
- Art
- Geography
- History
- ICT
- Language Arts
- Mathematics



- Science
- PE
- Technology
- Music
- Society
- International

Our units are organised around a theme, which helps children to see how subjects are both ‘independent’ and ‘interdependent’ enabling them to see ‘the big picture’ of their learning, make connections through and across different subjects, and talk about a theme from multiple perspectives.

The IPC Process of Learning



There is a distinct learning process with every IPC unit, providing a structured approach to make sure that children's learning experiences are as stimulating and rigorous as possible.

Entry Point

- Wow factor!
- Motivation for learning – the hook
- Inspire learning through passion for the theme
- Makes learning fun



The Magic Toymaker
– Milepost 1



Chocolate unit – Milepost 2

Circus Unit – Milepost 1



Investigators – Milepost 3



Explaining the Theme

- Gives children the 'big picture' of their learning
- Shared with parents at the start of a unit to help support the learning at home

IN Geography

You will
Working in groups and making posters!

- Be researching about Thailand and its tsunamis, Japan and earthquakes, India and living on the river banks, Egypt in the city
- You will learn how habitats are affected by their location
- How they sustain and protect their habitats against natural disasters!



IN SCIENCE

You will:


- Carry out investigations

Know about the processes and conditions that have an effect on living things and their habitats

Know about the living things that are supported by different environments


Know about ways in which animals and plants are suited to different environments

You will design a safe enclosure for an animal at the zoo with a special alarm!



HABITATS


ENTRY POINT



IN ART

You will
Learn about the first ever art forms!


You will carry out cavemen style art using natural materials such as: Chalk, turmeric, charcoal, Saffron, Grass, Mud etc!



You will:

Go on a nature walk around the school and hunt for any wildlife/ insects/ minibeasts and their habitats! You will decorate your classroom into 5 different habitats! You will draw and paint animals for each different habitat!

We are enquiring about a trip to **LONDON ZOO!!**
Watch this space!



IN History

You will:
Learn about your local area and the changes that have happened! And become local HISTORY detectives!!

You will compare Cheam Village today and 100 years ago!

Researching and Recording



Each IPC unit has a research activity and a recording activity. **Research activities** always precede the recording activities. During research activities, children use a variety of methods and work in different group sizes to find out a range of information.

During the **recording activities**, children interpret the learning they have researched and have the opportunity to demonstrate, share and explain their learning in different ways.



Exit Point – when the learner becomes the teacher!



Mission to Mars - Milepost 3

The exit point has two main purposes: to help children pull together their learning from the unit and to celebrate the learning that has taken place.



Pictures, Paintings and Photographs - Milepost 2

It isn't enough to assume that children are learning. We need some way of measuring improvements in learning.

Our programme supports teachers in assessing, and children in self-assessing, their progress with key skills from the IPC Learning Goals. It provides:

- specific skills assessment for Mileposts 1, 2 and 3
- a system that provides learning advice
- a rubric (success criteria) for teachers and children
- tracking through **beginning, developing** and **mastering**

Sample Teacher Rubric



Beginning	Developing	Mastering
<p>The child can make a simple map or plan with some identifiable features in pictorial form.</p> <p>The features are not in their correct relative positions.</p>	<p>The child independently produces a map with three or more identifiable features in correct relative positions.</p> <p>Features may be shown as pictures or symbols.</p>	<p>The child independently produces a map with most features in the correct position relative to one another.</p> <p>They use symbols rather than pictures to identify features and may include a simple key.</p>

Sample Children's Rubric




I'm getting used to it	I'm getting better	I'm really getting it!
<p>I made a map using pictures to show different places and objects.</p> <p>I needed some help from my teacher to put them in the right places on the map.</p>	<p>I worked on my own to draw my map.</p> <p>I used some pictures and some symbols to show the different places and features.</p> <p>I know that I drew some of them in the correct place.</p>	<p>I completed my map by myself.</p> <p>I used symbols to show where different places are and a key to show what the symbols mean.</p> <p>I drew most of them in the correct place.</p>

Children use the rubrics to self and peer assess, putting them in charge of their own learning.

Assessment of P.E. Task

Learning Target 1.2: Be able to perform simple activities with control and coordination.

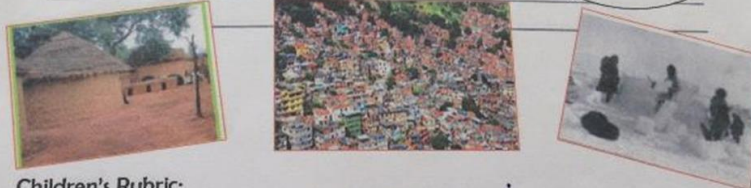


How did I learn?

<p>I'm getting used to it I can do things like throw, catch, pump and hop. Sometimes I use my balance and have to practice new movements a bit before I can do them well.</p> <p>Beginning</p> <p><input type="radio"/></p>	<p>I'm getting better I can do things like throw, catch, jump and hop quite well. I don't usually use my balance. I like learning new movements but have to practice them before I can do them well.</p> <p>Developing</p> <p><input checked="" type="radio"/></p>	<p>I'm really getting it I can move in lots of different ways when other children have more trouble. I can do this help.</p> <p>Mastering</p> <p><input type="radio"/></p>
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Name: Hamish **Date:**

✓ A super understanding shown Tasfiyah 😊



Children's Rubric:

<p>I am getting used to it. I can answer the questions my teacher gives me if I have some help. I find it difficult to think of questions on my own. My teacher tells me that I can give information in at least 1 way.</p>	<p>I am getting better I can find answers to questions given by my teacher, but I need some help if I have to think of the questions myself. My teacher tells me I am able to give information in more than one way.</p>	<p>I am really getting it. I can find answers to questions and I can present the information in at least 3 different ways. I have started to ask and answer my own questions.</p>
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HISTORY

I can collect information from simple picture sources!

I'm getting used to it
I can use one source to find out something if my teacher helps me with the questions. I also need some help to find the answers from the source.

I'M GETTING BETTER
I can use a few different sources to find the answers to my questions. Sometimes my teacher tells me what to find out and where to find it, but often I think of these things myself.

I'M REALLY GETTING IT
I can use many sources to answer lots of questions that my teacher has set. But I can also write and answer my own questions. I am beginning to discover which source is the most useful for each piece of research.

How you can get involved!

- Look out for the parent information letter to find out about the next IPC unit
- Supply resources from home and host country if available
- Join in with entry and exit points
- Talk to your children about their learning