

IPC Parent Workshop

Tuesday 21st November

8.45am – 9.15am



Question: What do you think are the top 3 most important attributes you would want your child to develop during their Primary school career?
Record your answers on the magic whiteboard and circle your top choice.

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



IPC 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.

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.**

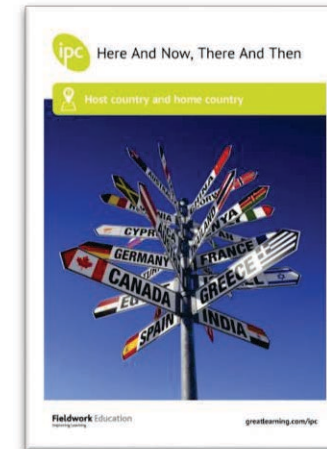
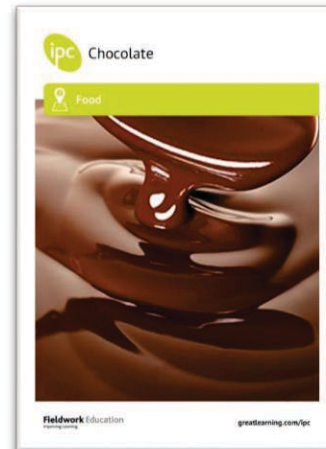
- Includes over 130 thematic units
- Taught in over 90 countries
 - International schools
 - UK state schools and academies
 - Dutch national schools
 - Special Education schools
 - Shell schools
 - British Schools of America



The Programmes



- 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 **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

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:

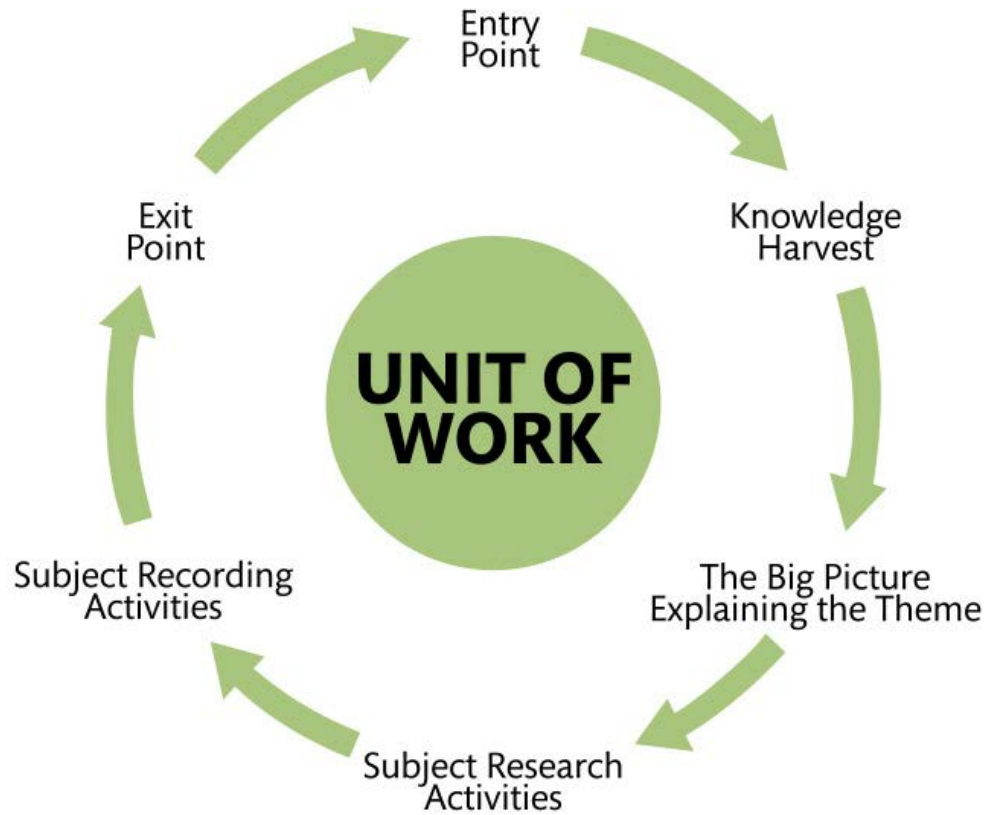
- specific skills assessment for Mileposts 1, 2 and 3
 - a system that provides learning advice
 - a rubric (success criteria) for teachers and children
 - tracking through **beginning, developing** and **mastering**
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Sample Teacher Rubric



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>

The IPC teaching structure



Our IPC 8 Learning Goals



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

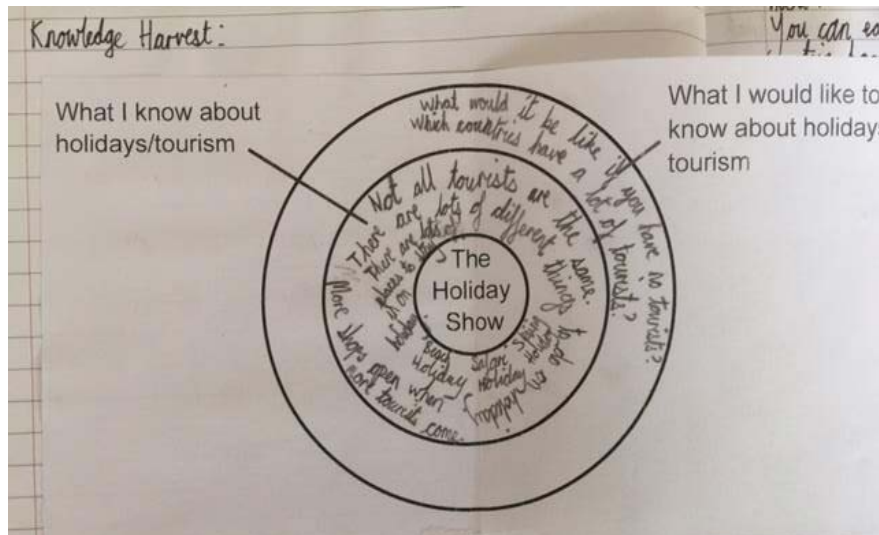
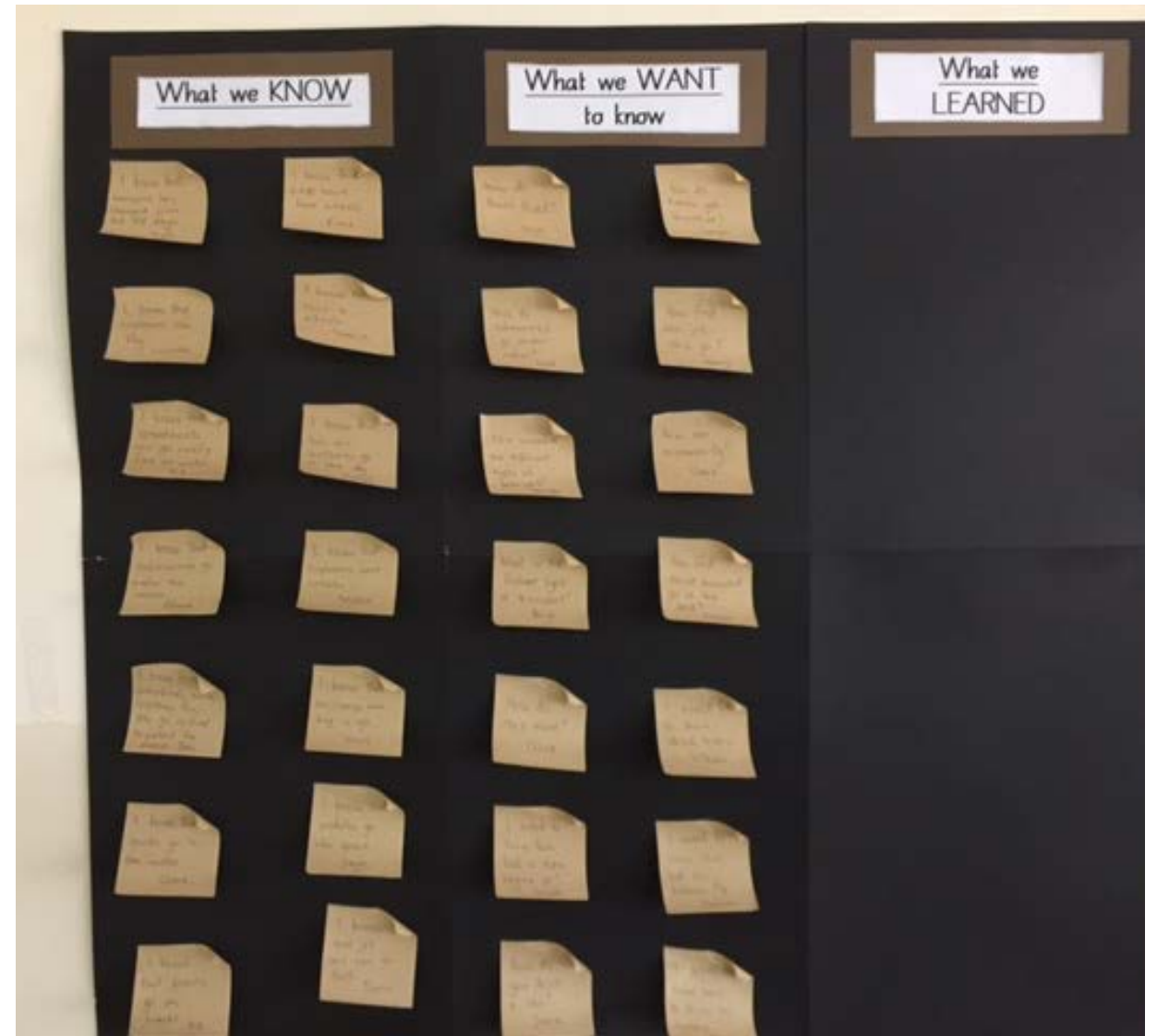


Investigators – Milepost 3





- What do children already know?
- Helps to make connections with previous learning



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!

IN ART

You will
Learn about the first ever art forms!

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

IN History

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

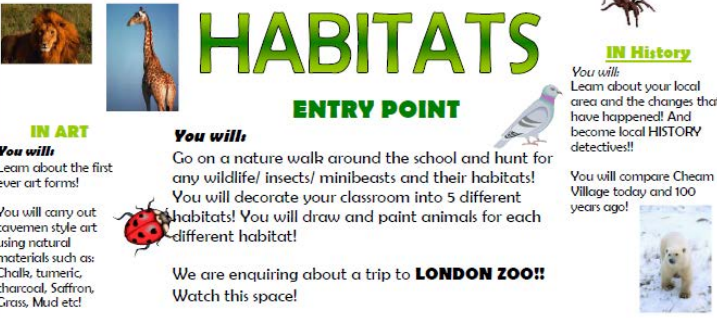
You will compare Cheam Village today and 100 years ago!

HABITATS

ENTRY POINT

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!



The Great, The Bold and The Brave

Big Idea

The history of western civilisation begins with the Greeks and the Romans. Their expanding empires helped to spread ideas about architecture, food, entertainment, literature, science, medicine and politics across the globe. As their empires ended, other cultures rose to prominence, absorbing and passing on their own ideas and cultures – creating the world we know today.

Explaining the theme (outcomes)

Art:

3.03 Be able to use a wide variety of materials, forms and techniques to express their emotions, observations and experiences

3.04 Be able to communicate through visual and tactile forms

History:

3.10 Be able to find out about aspects of the past from a range of sources


3.11 Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied

3.14 Be able to describe how the history of one country affects that of another

3.17 Be able to place the events, people and changes in the periods they have studied into a chronological framework

International:

3.05 Be able to explain how the lives of people in one country or group are affected by the activities of other countries or groups



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.



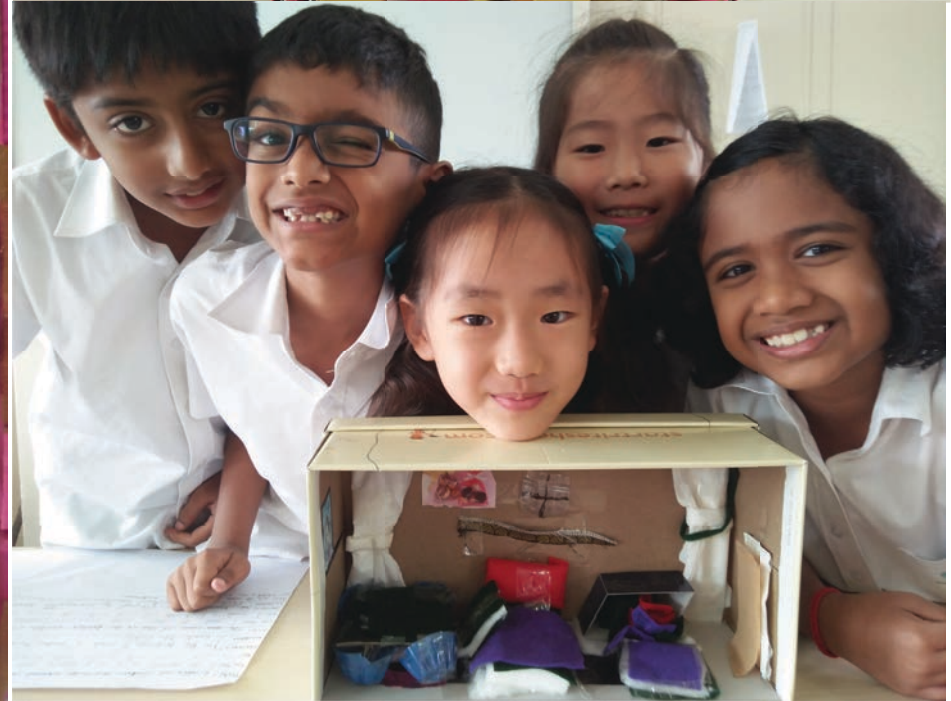
Pictures, Paintings and Photographs - Milepost 2



IPC in Action at DCIS: MilePost 1



IPC in Action at
DCIS: MilePost 2



IPC in Action at DCIS: MilePost 3



IPC displays across the school

 **IPC Learning Goals**

INTERNATIONAL MINDFULNESS IS...

Be Ambitious






International mindfulness is when you give value to the school through your knowledge and culture.
Anay, Year 5

International Minded is when people from different countries work together.
Frankie, Year 3

I like to learn lots of things about different places.
Sabrina, Year 1


I am not the same having seen the moon shine on the other side of the world.

  **IPC Learning Goals** 


COOPERATION IS...

Be Ambitious



You can show co-operation by helping others and working as a team when you need to.
Lukas, Year 6

I cooperate when I am working in a team.
Sunny, Year 1



I cooperate well by listening to the ideas of my team mates.
Thao, Year 2

Alone we are smart. Together we are brilliant.