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**.

Fast facts

- 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 **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

Academic

Personal

International

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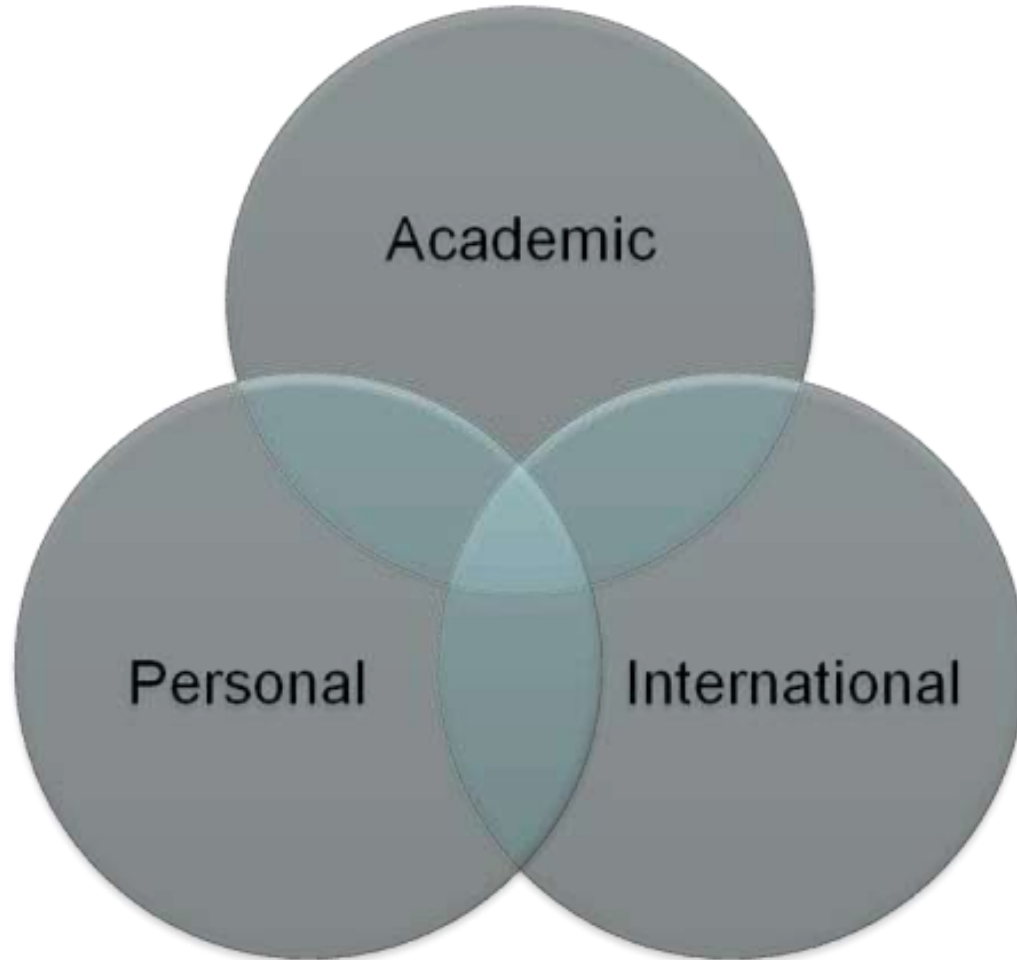
The IPC **Subject Learning Goals** are the foundation on which the IPC was built. The learning goals cover the knowledge, skills and the understandings that children will develop.

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

Personal Learning

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**

International Learning

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.

Thematic Units

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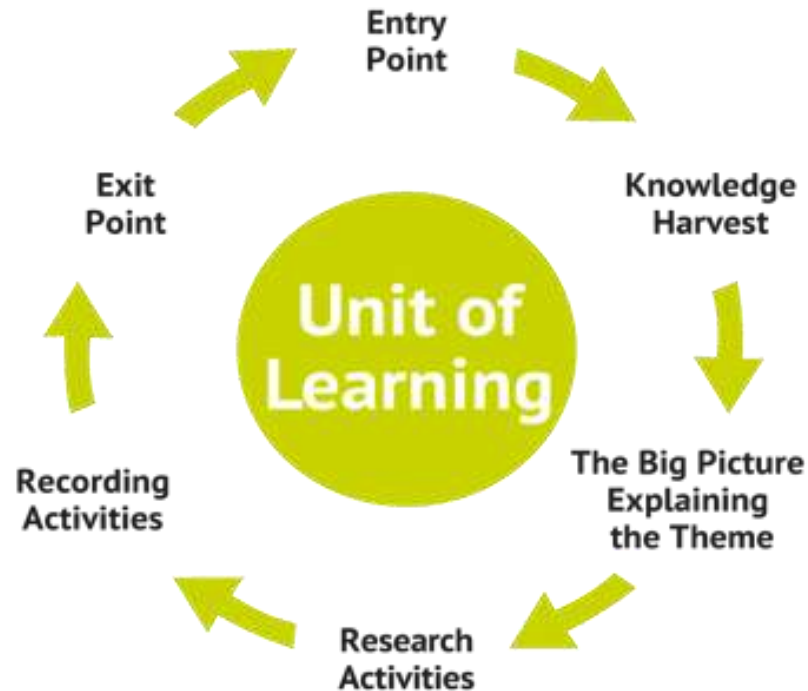
There is a distinct learning process with every IPC unit, providing a structured approach to make sure that children's learning experiences are as stimulating and rigorous as possible.

Entry Point

- Wow factor!

- Motivation for learning – the hook

- Inspire learning through passion for the theme

- Makes learning fun

The Magic Toymaker – Milepost 1

Circus Unit – Milepost 1

Chocolate unit – Milepost 2

Investigators – Milepost 3

The Knowledge Harvest

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

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

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

Assessment for Learning

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

Sample Children's Rubric

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

Peer Assessment

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

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