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)
Developing 21st Century Learners

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.
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.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
<th>Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>What children will know</td>
<td>What children will be able to do</td>
<td>What children will understand</td>
</tr>
</tbody>
</table>
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**
- **Thoughtfulness**
- **Cooperation**
- **Respect**

- **Communication**
- **Adaptability**
- **Resilience**
- **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.
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.
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

Chocolate unit – Milepost 2

Circus Unit – Milepost 1

The Magic Toymaker – Milepost 1

Investigators – Milepost 3
The Knowledge Harvest

- 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
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!

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.
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

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

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