

# The International Primary Curriculum

## An Overview

I have put this document together to help you understand the approach of the International Primary Curriculum. Some of this detail has been taken from our website, where you can find further information. The IPC helps teachers to help children learn in a fun, engaging and exciting way. It inspires children to learn for their future, whilst arming them with skills that are transferable to their next school, their first job, and to a life of connecting with other cultures and/or countries. We recognise that the children of today require a range of skills, knowledge and understanding and in an ever changing world, the ability to develop a high level of international mindedness is hugely important. Careful research has been undertaken to ensure that the IPC is a very forward thinking 21st century curriculum of the highest standard. Currently there are schools using the IPC in over 90 countries.

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### **We know that children learn best when they want to learn.**

That's why the IPC has over 130 different thematic units of learning; all child-friendly, modern-day topics appealing to all ages of primary children.

The theme enables young children to remain motivated through the Learning of Science, Geography, History and so on. It also allows them to make purposeful links and connections throughout their learning and to see how their subject learning is related to the world they live in. Within each theme, the IPC suggests many ideas for collaborative learning, for active learning, for learning outside the classroom, for role play, and for children learning from each other.

Each IPC unit incorporates a range of subjects including Science, History, Geography, ICT, Art and PE and provides many opportunities to link language arts and mathematics. Each subject then has a number of learning tasks to help teachers to enable children to achieve a range of IPC learning goals.

Within the IPC Main Programme, each unit is appropriate for one of three different age-groups – we call these age-groups '**Mileposts**'.

- Five to seven year olds – Milepost 1
- Seven to nine year olds – Milepost 2
- Nine to twelve year olds – Milepost 3

### We also provide an Early Years Curriculum for children aged between 3 and five years old.

The IPC Early Years programme is primarily designed for children between the ages of 3 to 5 years old. It was written by practicing early years specialists and provides the same mix of practical, rigorous support for teachers and exciting, appropriate work for children as the IPC main programme for 5 to 12 year olds. The Early Years programme also helps children to become familiar with the IPC learning process for each unit and better prepare them for progression to the IPC main programme. Based on the very best early years practice, the IPC Early Years units of work help children to develop in a way which is wholly appropriate for their age.

We are currently revising the Early Years Curriculum for the most up to date research – please contact for details.

The IPC utilises a core principle that a curriculum is not just a 'collection of facts' to be learned to pass a test but rather a means of carefully defining the knowledge, skills and understandings that children need to learn and then to use this as a guide for planning all the learning, teaching and assessments that happen within a school - the learning goals of IPC are at the heart of this process.

### **The Learning Goals are the foundation on which the International Primary Curriculum is built.**

The Learning Goals define what children might be expected to know, what they might be able to do and the understandings they might develop as they move through school. Well written learning goals guide teaching and learning and help to focus assessment and evaluation. We believe that the IPC Learning Goals are equal to or exceed those of any curriculum in the world.

The IPC contains Learning Goals for:

- every subject of the curriculum,
- for personal development
- and for the development of international understanding.

The subject goals cover the knowledge (the facts and information children might learn), the skills (those practical abilities children need to be able to do) and the understandings (the deeper awareness of key concepts which develops over time).

There are subject learning goals for:

Art	Music
Geography	Physical Education
History	Science
Information and Communication Technology (ICT)	Society
Language Arts	Technology
Mathematics	

Some examples of subject goals are the following:

#### **Language Arts Learning Goals (Milepost 1)**

- Know the basic structure elements of word structure
- Be able to recognize and use nouns, verbs, adjectives and adverbs

#### **History Learning Goals (Milepost 2)**

- Know about the main events, dates and characteristics of the past societies they have studied
- Be able to gather information from simple sources
- Understand that the past can be considered in terms of different time periods

#### **Music Learning Goals (Milepost 3)**

- Know how a number of musicians – including some from their home country and the host country – combine musical elements within a structure
- Be able to compose musical pieces combining musical elements within a structure
- Understand that musicians use music to express emotions and experiences

Although the IPC does not set out to ‘teach’ the explicit technical skills of Language Arts and Maths (spelling, grammar, multiplication tables etc), it offers many opportunities for children to apply their Language and Maths knowledge and skills within the course of the Units of Work and thus includes Learning Goals for these subjects. Most schools will use the IPC to enrich and complement the Language Arts/Mathematics taught separately, usually through a more formal programme offering standardised assessment and testing, whether these be a UK based or a local requirement.

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### Planning with the International Primary Curriculum

The IPC will stand alone or complement other local curriculum requirements. For any schools wishing to follow the English National Curriculum, the IPC has been updated to address the new requirements for 2014, including suggested routes and new units.

The most effective use of the IPC takes place when schools plan their units into a two year cycle, aided by the online routeplanner.

These screenshots show how by dragging and dropping selected units into the routeplanner, you can see from the grid how effective your chosen collection of units will be at giving coverage of the IPC Learning Goals for that Milepost.

You can easily identify any missing Learning Goals. You will then have a complete overview for a two year cycle, and can also plan in any opportunities for additional links to learning within your school, and of course spot good chances to link mathematics and language arts further.

**Fieldwork Education** **IPC Route Planner**

MyTestplan Exit

Curriculum Units: All Subjects Save and Previous Save and Continue Save and Exit

**2015/16**

**Term 1**

- Active Planet (Earthquakes and volcanoes)
- Brainwave (The art of learning)
- Bright Sparks! (Electricity)
- Chocolate (Food)
- Different Places, Similar Lives
- Digital Gamers (ICT and computing)
- Do You Live Around Here? (Habitats)
- Explorers and Adventurers (Discovering)
- Fashion (Popular culture)
- Feel The Force! (Forces)
- Brainwave (The art of learning)
- Different Places, Similar Lives
- Digital Gamers (ICT and computing)

**Term 2**

- Footprints From The Past (Before)
- Gateways To The World (Airports)
- How Humans Work (Human body)
- Inventions That Changed The World (How)
- Land, Sea And Sky (Habitats)
- Saving The World (Rainforests)
- On Tap (Water)

**Report** Print Report Edit Route Plan Delete

You can check the coverage of your subjects as well as the learning goals covered in the report below.

**Subject Coverage**

	Art	Brain...	Geogr...	History	ICT	Intern...	Music	Physi...	Science	Society	Techn...
Coverage:	100%	0%	100%	100%	100%	100%	85%	57%	89%	100%	100%
Knowledge	100%	0%	100%	100%	100%	100%	100%	0%	89%	100%	100%
Skill	100%	0%	100%	100%	100%	100%	80%	75%	87%	0%	100%
Understanding	0%	0%	100%	100%	100%	0%	100%	50%	100%	100%	0%

**Subject Timings**

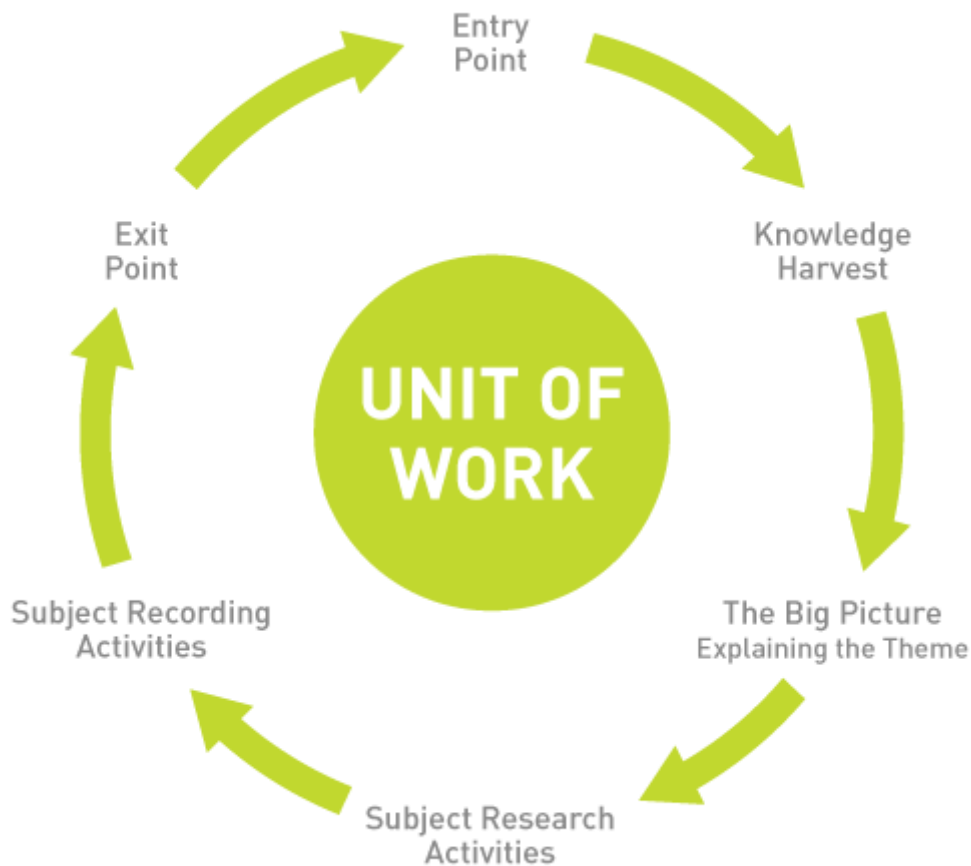
	Art	Brainw...	Geogr...	History	ICT	Interna...	Music	Physic...	Science	Society	Techn...
Hours	58.0	16.0	90.0	101.0	26.0	49.0	4.0	8.0	104.0	50.0	66.0
Weeks	7.25	2.00	11.25	12.63	3.25	5.67	0.50	1.00	12.00	6.25	8.25

**Learning Goals**

Learning Goals	Brainwave (The art of learning)	Bright Sparks! (Electricity)	Different Places, Similar Lives	Digital Gamers (ICT and computing)	Footprints From The Past (Before)	Inventions That Changed The World (How)	Living Together (Community)	Material World (Grouping and classifying)	On Tap (Water)	Saving The World (Rainforests)	Scavengers And Settlers (Early civilisation)	The Generation Game (Young people)
<b>Art</b>												
<b>K</b> 2.1 Know how a number of artists – including some from their home country and the host country – use forms, materials and processes to suit their purpose												
<b>K</b> 2.2 Know about some of the work of artists in the host country												
<b>S</b> 2.3 Be able to use art as a means of self expression												
<b>S</b> 2.4 Be able to choose materials and techniques which are appropriate for their task												
<b>S</b> 2.5 Be able to explain their own work in terms of what they have done and why												
<b>S</b> 2.6 Be able to talk about works of art, giving reasons for their opinions												
<b>Geography</b>												
<b>K</b> 2.1 Know how particular localities have been												

### The IPC Learning Process

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.



### The IPC Self Review Document (2<sup>nd</sup> Edition published in March 2015)

The Self Review document is an element of the programme which is used by the school to evaluate its own strengths and weaknesses within each of the 9 key principles behind the IPC, ensuring best practice. These are as follows:

**Improving Learning**

**Rigorous Learning**

**Shared Vision**

**Learning Process of the IPC**

**Classroom Practices**

**Independent yet Interdependent Subjects**

**International Mindedness**

**Assessment**

**Development and Importance of Knowledge, Skills & Understanding**

This also forms the basis upon which schools may apply for an optional IPC Accreditation award.

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