



**Fieldwork  
Education**  
Improving Learning

# Welcome to the International Primary Curriculum



# Why the change?



- ‘Joined-up’ EYFS to Year 6
- Purposeful and engaging
- Coverage and progression
- ‘Metacognition’ and ‘Self-regulation’
- Parent engagement
- Links to school values
- International mindedness
- Oracy opportunities
- Application of English and Maths skills

And...

- Simple, but accurate assessment
- Strong science units
- Supports teachers

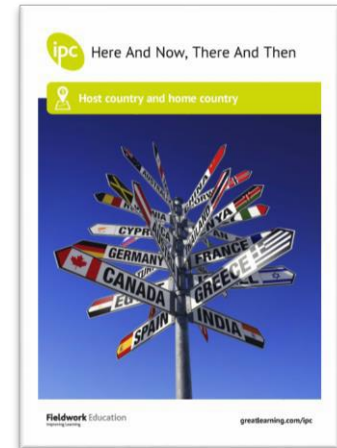
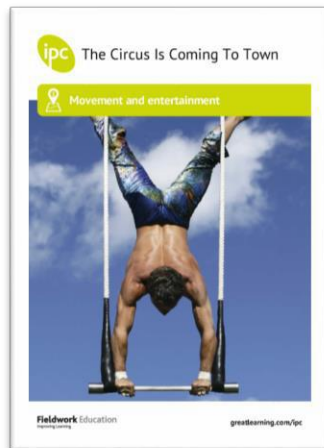
- **A philosophy** (what we believe)
- **A pedagogy** (an approach to teaching and learning)
- **A process** (which honours how children learn best in this age group)

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

# The Programmes

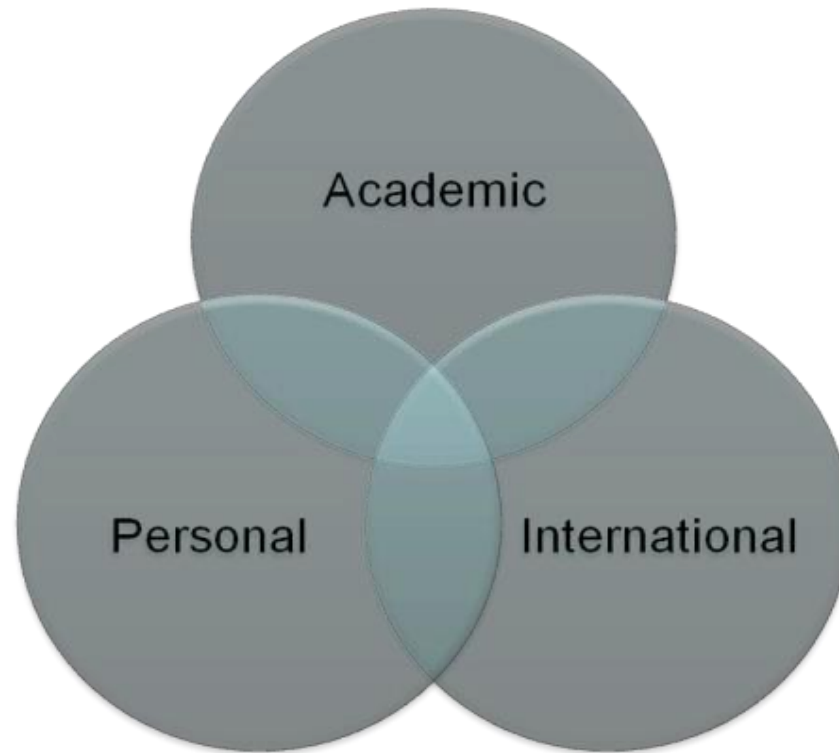


- Main Programme:
  - Milepost 1* (Y1 / Y2)
  - Milepost 2* (Y3 / Y4)
  - Milepost 3* (Y5 / Y6)
- Assessment for Learning Programme
- Specialist Skills Programmes (Art, Music, PE, ICT & Computing)
- NOT English, Maths or Religious Education



# Learning for the 21<sup>st</sup> Century

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.

<b>Knowledge</b>	<b>Skills</b>	<b>Understanding</b>
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.

Personal Learning Goals – School Values	
<b>Resilience</b> (Determination)	<b>Morality</b> (Responsibility)
<b>Cooperation</b> (Everyone Together)	<b>Communication</b> (Aspiration)
<b>Thoughtfulness</b> (Achievement / Responsibility)	<b>Adaptability</b> (Achievement / Determination)
<b>Enquiry</b> (Achievement)	<b>Respect</b> (Mutual Respect)

**Dare to DREAM**

Determination – Responsibility – Everyone Together – Aspiration & Achievement – Mutual Respect

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'.



Links with:

- Rights Respecting Schools (UNICEF CRC)
- Promoting British Values (e.g. tolerance and respect)



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



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

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.



## A Day in the Life (Milestone 1)

### The Big Idea

It can be fun to imagine what we want to do when we grow up. The world is full of lots of different and exciting jobs. But we should remember to celebrate the things we can do now – the hobbies and interests that we enjoy, and the learning we do at school to help us achieve our goals.



## Saving the World (Milestone 2)

### The Big Idea

Rainforests once covered 14% of our world's surface. Now they cover less than 5%. Every second, an area of the rainforest the size of a football field is being destroyed. Some scientists believe that, if we lose our rainforests, we might put our whole planet at risk. What will we do to help save the rainforest?

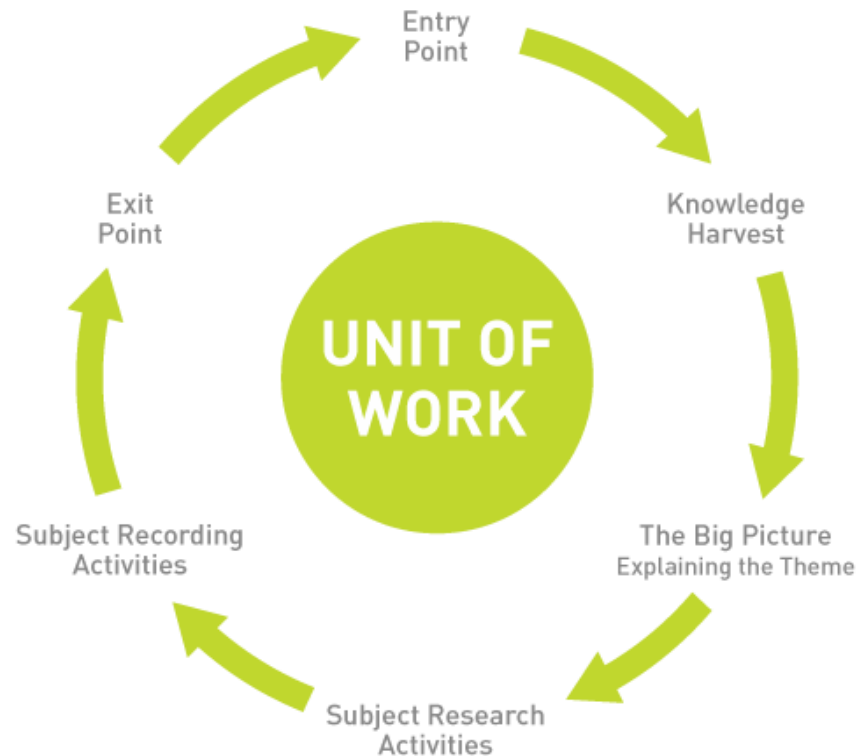


## Mission to Mars (Milestone 3)

### The Big Idea

One day, humans may need to leave Earth and settle on another planet. Mars is our most likely destination – a world that we believe once harboured life and, with our intervention, may do so again in the future.

# 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

# 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

## 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



<b>Beginning</b>	<b>Developing</b>	<b>Mastering</b>
<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



<b>I'm getting used to it</b>	<b>I'm getting better</b>	<b>I'm really getting it!</b>
<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>

# How you can get involved!



- Look out for the information about the next IPC unit
- Join in with entry and / or exit points
- Talk to your children about their learning

# Questions?

