

inside government

**Janice Ireland,
Deputy Director,
IPC**



INTERNATIONAL
PRIMARY
CURRICULUM

The International Primary Curriculum

An Exciting, Engaging and Real Way to Learn



Helping Children Develop Academically, Personally and Internationally

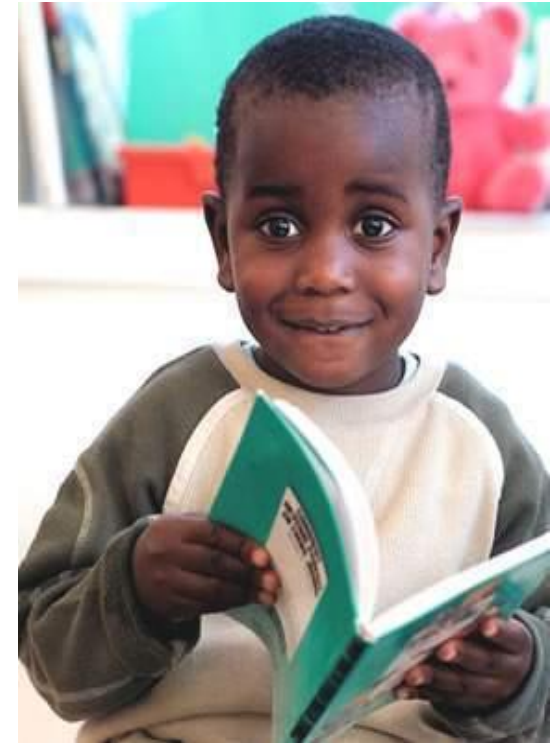
In this session you will be introduced
to –

The thinking behind the IPC

The academic, international and
personal learning goals of the IPC

The structure of the IPC

The IPC Assessment for Learning
Programme



The Background to IPC

- Started in 1998.
- 3 years of piloting and research
- In collaboration with University of Bath
- Built on solid principles
- Continuously evolving
- Supported by Advisory Board – chaired by Professor Jeff Thompson



Camps Hills School, Herts

A Global Community of Learners

900 schools

59 countries

International Schools

UK State and Independent Schools

Academies

Special Education

ESL / EAL Schools

British Schools of America

US Charter Schools

Shell Schools



The Growth of The IPC

- ✓ 1st UK state school in 2003
- ✓ Now over 600 UK schools:
primary, secondary and special
- ✓ Used in over 60 Local
Authorities, including learning
networks in:
 - ✓ Islington
 - ✓ Warwickshire
 - ✓ Knowsley
 - ✓ Hertfordshire
 - ✓ Newport
 - ✓ Wrexham
- ✓ **Endorsed and praised by
Ofsted, Estyn, and HMI in
inspection reports**



What Ofsted tells us...

The school chose to use the International Primary Curriculum (IPC) to **motivate and inspire pupils**, and it certainly does this.

The planning of topics is monitored carefully, and **all statutory National Curriculum requirements are met.**

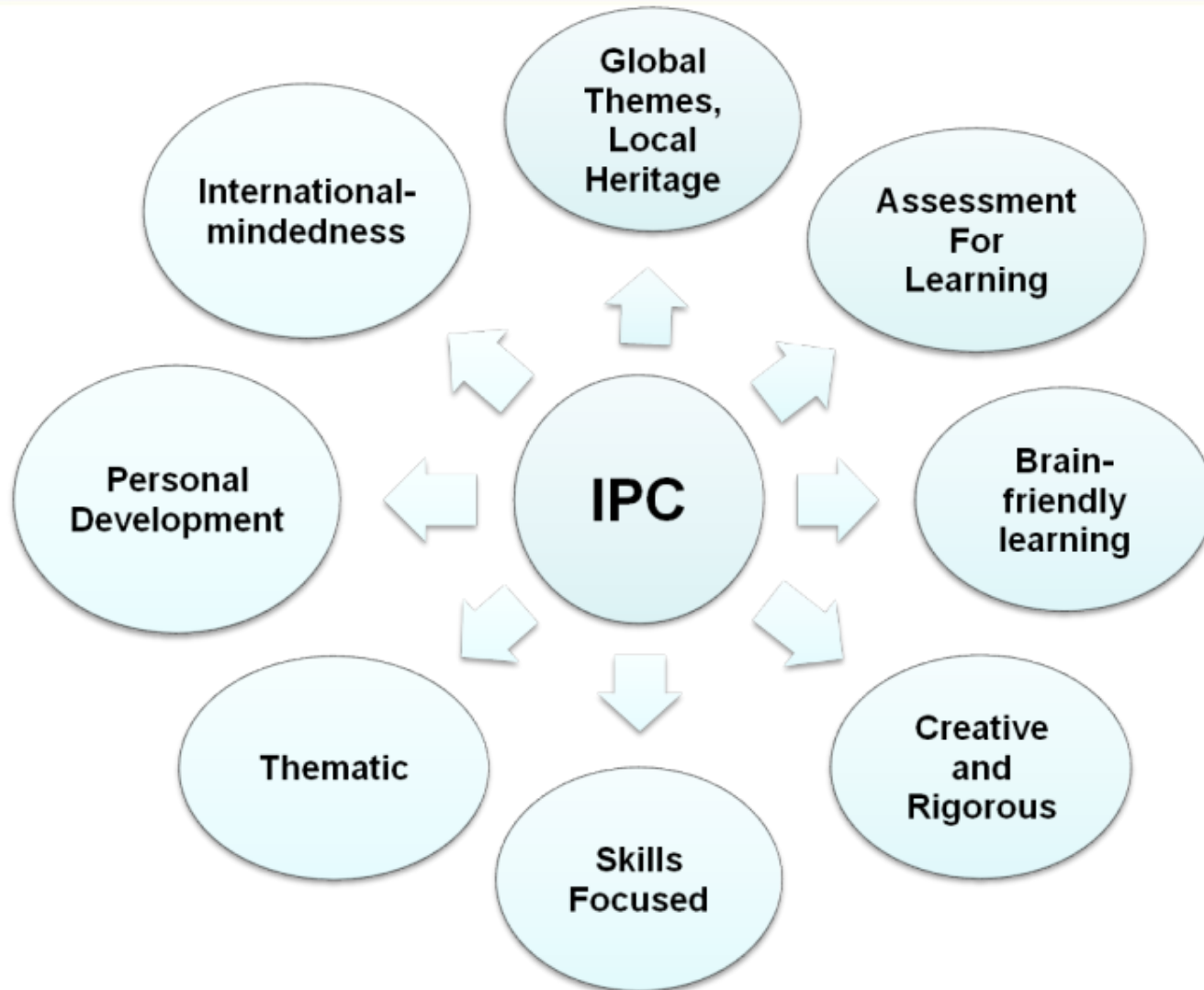
Literacy is developed through the IPC, mathematics is taught as a discrete subject, and information and communication technology is used extensively throughout the school, **preparing pupils well for their future economic well-being.**

The International Primary Curriculum has been introduced to combine many foundation subjects, **relating learning to real life** situations and introducing an international dimension.

This has been an important factor in developing pupils' interest and desire to learn as well as **promoting personal development.**

Ludgvan PS, Cornwall

Benefiting Learning with IPC



Academic Learning Goals

- ✓ Preparing children for a portfolio of jobs
- ✓ Balance of skills, knowledge and understanding
- ✓ Applying skills in real life situations to demonstrate knowledge and understanding
- ✓ Clear subject learning goals



International Learning Goals– Independence and Interdependence

- ✓ Develops international understanding
- ✓ Diversity: similarity is celebrated- as well as difference
- ✓ Activities in each unit focus on international learning goals
- ✓ Making international connections –
independence and interdependence



Not simply *'food, flags and festivals'*



Personal Learning Goals

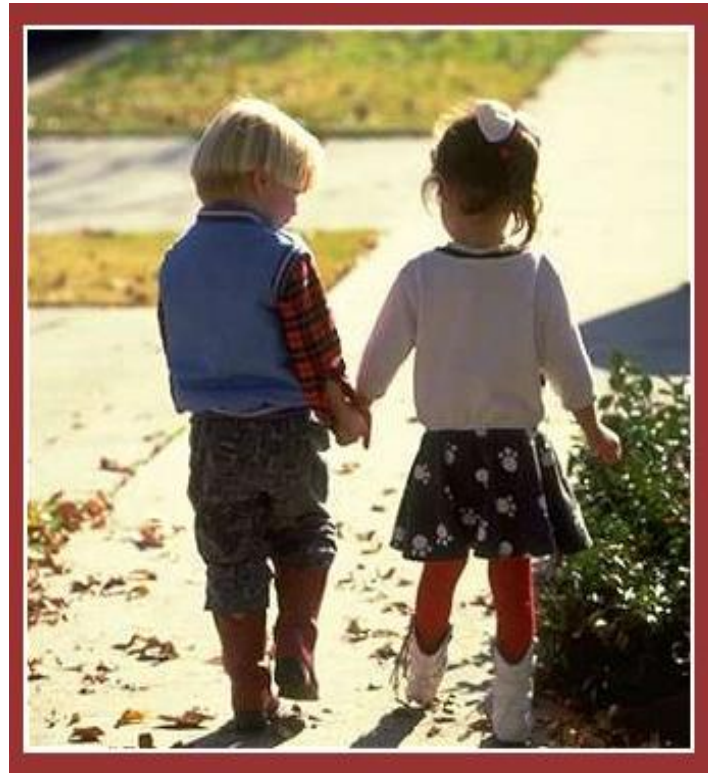
Children should be taught in such a way that they develop the personal qualities of:

Enquiry

Thoughtfulness

Cooperation

Resilience



Communication

Adaptability

Respect

Morality

A Learning Environment to Support Success

The International Primary Curriculum:

- encourages every child to discover and celebrate their own talents and strengths
- helps teachers to create a safe learning environment in which every child can succeed



The Structure of The IPC

Early Years Programme (age 3-5)

Main Programme

Milepost One (age 5-7)

Milepost Two (age 7-9)

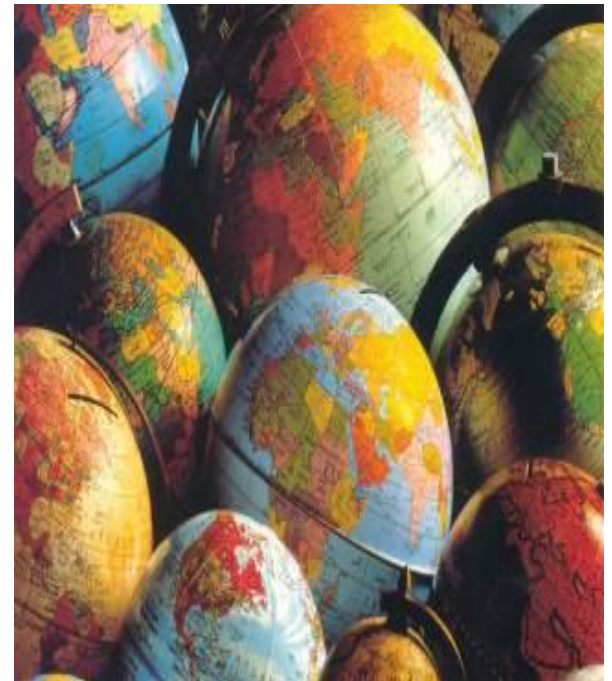
Milepost Three (age 9-12)

Assessment for Learning

(age 5-12)

Specialist Skills Programme

(age 5-12)



Thematic Units of Work

Over 100 thematic units of work, including:

Early Years Units:

- Up and Away
- Treasure
- Shopping
- Let's Pretend

Milepost 1:

- Dressing Up (Clothes)
- Time Detectives
- Circus
- We are what we eat

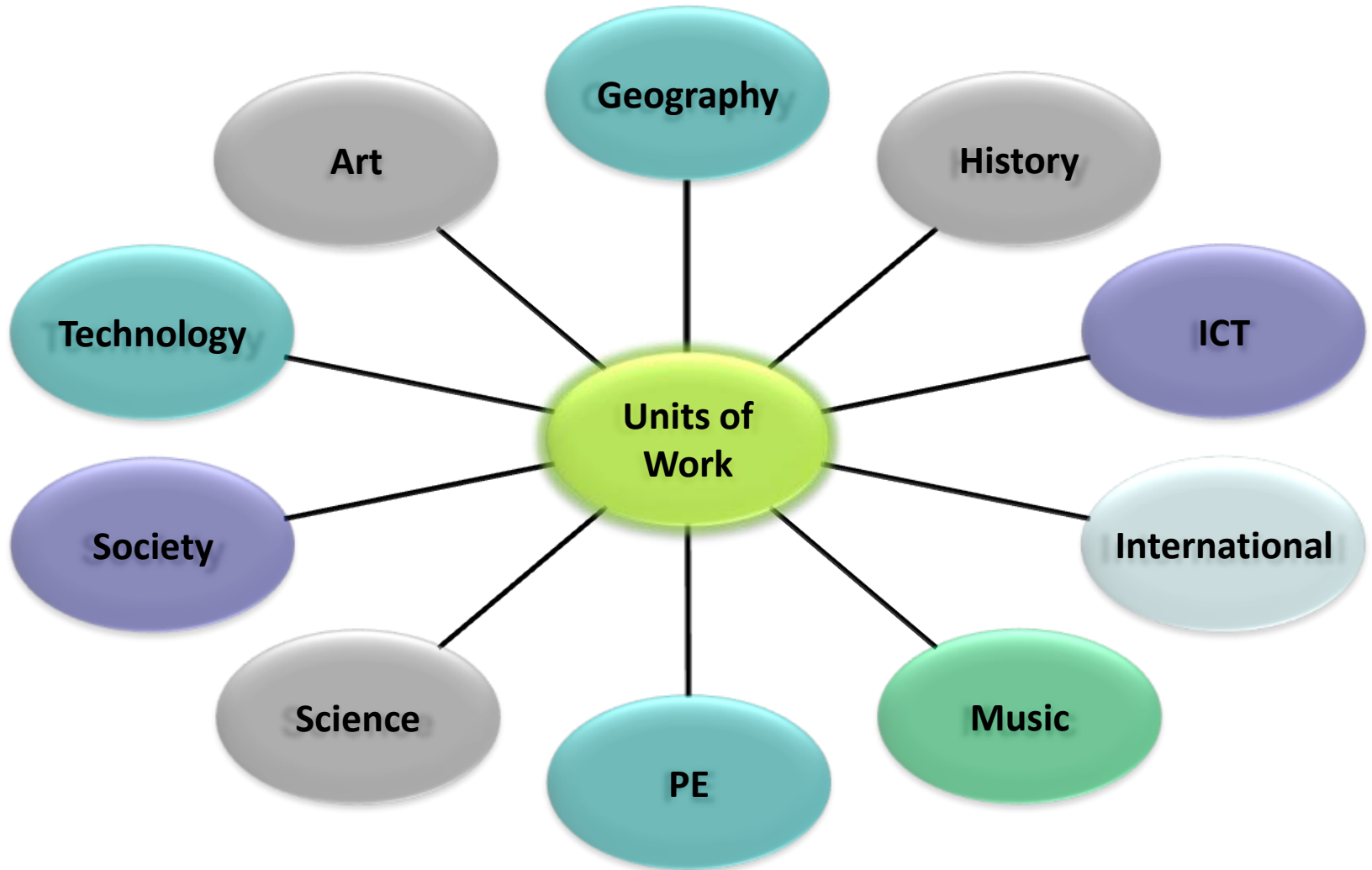
Milepost 2:

- The Active Planet
- Explorers and Adventurers
- Fashion
- How does it work?

Milepost 3:

- Mission to Mars
- Building a Village
- Making the News
- Fit for Life

Subject Integration



Independence and Interdependence of Subjects

This unit of work is intended to last about 8 weeks (or 9 weeks if the Exit Point Activity is chosen).

- 1 week on the Entry Point, Knowledge Harvest and Explaining the Theme
- 1½ weeks on geography
- 1 week on art
- 2 weeks on science
- ¾ week on technology
- ¾ week on music
- ¾ week on PE
- ¼ week on the separate international task

- (1 week on the Exit Point Activity)

Entry Point



The WOW Factor!

A great 'leveler'

Knowledge Harvest



IPC Tasks - Research and Record

The IPC identifies intelligence as a process: the process of **what** the brain does with information it receives

Research

Learning Styles affect how information gets into your brain

Record

Intelligence affects what you do with information in the brain



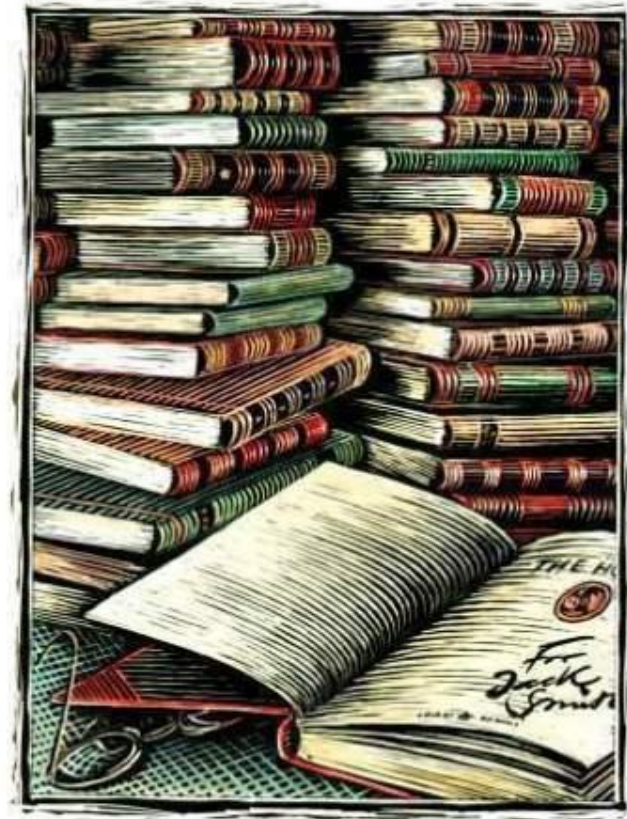
Researching



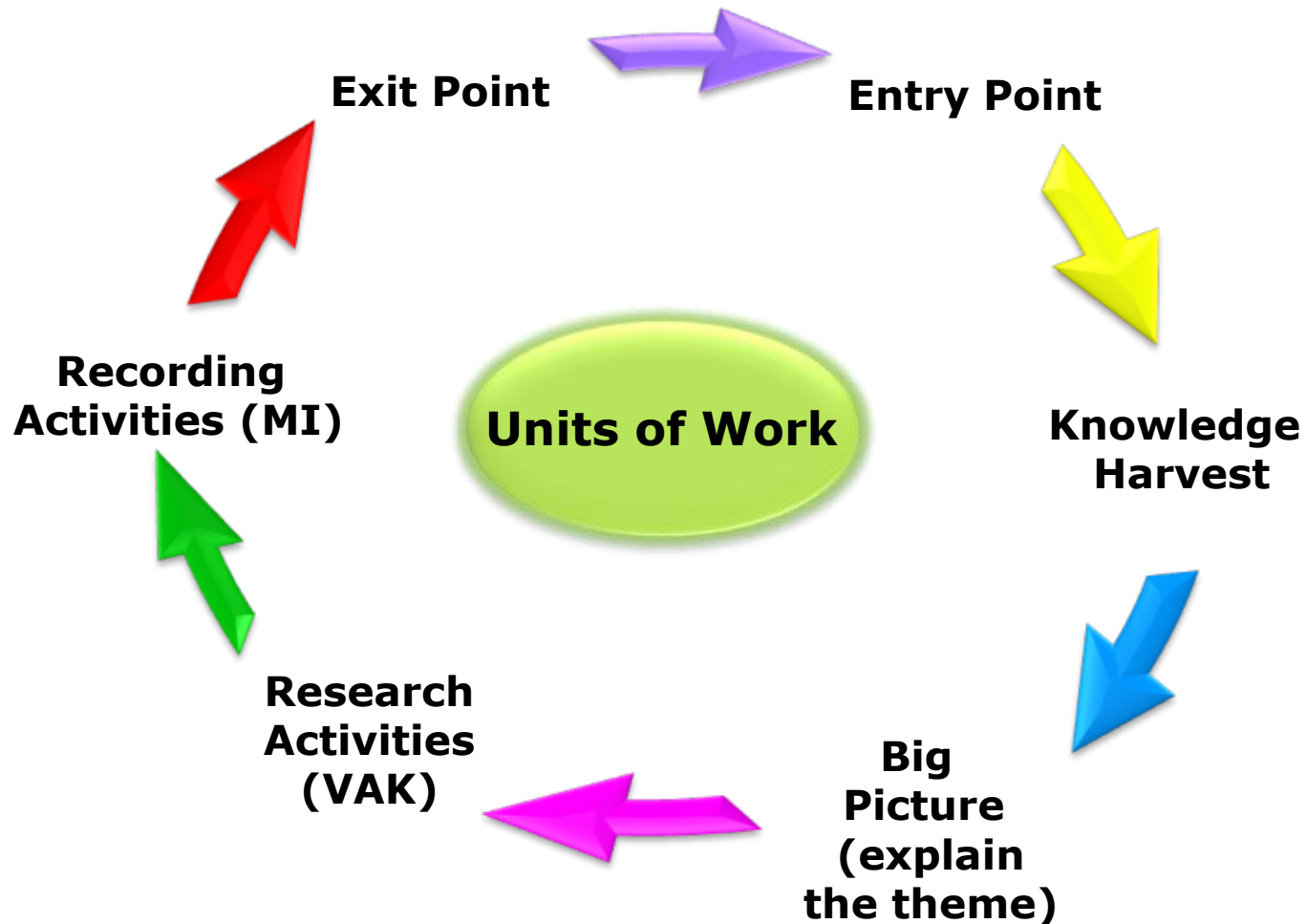
A Toolkit for Teachers

“Chocolate has a long history. The Aztecs and Amazon Indians already had a chocolate drink when the first Europeans arrived. They crushed the seeds of the cacao tree...”

The Chocolate Unit Mile Post 2



A Process of Learning



IPC Assessment for Learning

A window into children's
learning

The Big Picture View

It's good to tell her how high she has jumped.

(Assessment of learning - Summative)

It's much better to help her jump higher.

(Assessment for learning - Formative)



Assessment Mile Post 1 - 3

- ✓ Skills based - over a milepost
- ✓ Rubrics for teachers and children
- ✓ Classroom based advice to help children to improve
- ✓ Online Database



Teacher's 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> |

Children's Rubric

| I'm getting used to it | I'm getting better | I'm really getting it! |
|--|--|---|
| <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> |

Learning Advice

How to progress **from Beginning to Developing:**



Suggest the following to the children:

- ✓ Look at objects on a table
- ✓ Try to draw where they are in relation to one another
- ✓ Only draw objects on your map which don't move - don't include cars or animals, etc.

Online Database

International Primary Curriculum - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Home Search Favorites

International Primary Curriculum
great learning, great teaching, great fun

A new primary curriculum for the 21st century

- Update your details
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Class and Pupil Skills

School Year: 2005/2006

Select a class below for an overview of the skill levels each pupil has achieved in a subject area. Click the skill level heading for details of the scenarios, rubrics and teaching and learning advice.

Pupil Skills | Pupil Skill Detail | Class Skills | Pupil Targets for Development

Class: Class 2 | Mispost: All Misposts | Subject: Science

| Class2 - Science Skills | | | | | | | Teacher: Mr Fisher | | | | | | | | | | | | | | | | | | |
|-------------------------|----|----|----|----|----|----|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| Pupil | 1C | 1D | 2A | 2B | 2C | 2D | 2E | 2F | 2G | 2H | 2I | 2J | 2K | 2L | 2M | 2N | 2O | 2P | 2Q | 2R | 2S | 2T | 2U | 2V | |
| Alex Garcia | M | M | M | M | D | B | | | | | | | | | | | | | | | | | | | |
| Francois Lafobe | M | M | M | D | D | B | | | | | | | | | | | | | | | | | | | |
| Martin Matthews | M | M | M | D | B | | | | | | | | | | | | | | | | | | | | |
| Graham Edwards | M | M | M | D | D | B | | | | | | | | | | | | | | | | | | | |

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Local intranet

A Global Community of Learners

*"For the first time in my
34 years of teaching I
feel I'm part of a
learning community..."*

Peter Pretlove, Head of
Bransgore Primary School,
Hampshire



Email: janice@greatlearning.com

Thank you very much

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