Welcome to the IPC
The International Primary Curriculum (IPC) is an internationally-minded, thematic, cross-curricular and rigorous teaching structure used in over 85 countries.
The International Primary Curriculum

✓ An international, up to date, comprehensive and future oriented curriculum programme

✓ Aimed at primary aged children (3-12) growing up in the 21st Century

✓ It nurtures a love of learning and encourages the necessary key skills and personal qualities

www.internationalprimarycurriculum.com
Why our children need the IPC?

1. **Work is changing**
   The muscle economy is being replaced by the knowledge economy
2. Careers are changing
Lifelong careers are giving way to a portfolio of jobs
Why our children need the IPC?

3. The world is changing

- National boundaries are diminishing
- Internationalism is here
- International understanding is vital
Why our children need the IPC?

4. Education is changing
   ✓ National Curricula
   ✓ International Curricula
   ✓ New research into how we learn
New ways of Learning

- Multiple intelligences
- Brain research
- Emotions in learning
- Memory and learning styles
Howard Gardner
Harvard Graduate School of Education
Professor of Neurology
1984 – “Testing intelligence without IQ tests”
MI Theory
Howard Gardner – we need to broaden our notion of what can be considered intelligence

The eight intelligences

Language - linguistic, musical
Personal - interpersonal, intrapersonal
Object - kinesthetic, logical, visual, naturalist
Isn’t anything staying the same?

✓ Core values
✓ Honesty
✓ Respect
✓ Cooperation
✓ Sharing
The IPC and the brain-friendly learning

- Reflected in methodology and structure
- How units are organised
- Underlies all activities
- Clear use of BFL approaches
- Learning units
The brain is divided into three parts: the cerebrum, which controls the body's movements; the brainstem, which controls various functions like breathing and heart rate; and the cerebellum, which controls the body's coordination and balance.

The cerebrum is the largest part of the brain and controls the voluntary movements and thought processes. It contains the cerebral cortex, which allows you to think, make sense of the things you can see, hear, and smell.

The cerebellum is the smaller part of the brain and is responsible for coordination and balance.

The brainstem connects the brain with the rest of the body and is responsible for controlling involuntary functions like breathing and heart rate.

The spinal cord extends from the brainstem to the lower part of the body and is responsible for transmitting messages between the brain and the rest of the body.

Sensory neurons collect information from the senses and send it to the brain. The brain processes this information and sends it back to the body via motor neurons. Motor neurons carry messages from the brain to the muscles and other parts of the body.
...to produce a 21st Century curriculum which extends knowledge, skills and understanding, develops personal attributes and supports an international perspective in a way that responds to revised ideas about learning.
Define as clearly as possible what the vast majority of children are expected to learn

3 types
- Subject
- Personal
- International
The IPC Learning Goals

- Early Years – 3 to 5 years
- Milepost 1 – 5 to 7 years
- Milepost 2 – 7 to 9 years
- Milepost 3 – 9 to 12 years
✓ Knowledge
Children will know ....

✓ Skills
Children will be able to...

✓ Understanding
Children will understand....
Subject Goals

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

- PE
- Science
- Society
- Technology
- Additional Language
Personal Goals

- Enquiry
- Adaptability
- Resilience
- Morality
- Communication
- Thoughtfulness
- Cooperation
- Respect
International Goals

✓ National
✓ International
International Goals

✓ Knowledge and understanding beyond own nationality
✓ Understanding of the independence and interdependence of people cultures and countries
✓ A degree of focus on the host country
✓ A degree of focus on the home country
The IPC Units of Work

1. Basic information
2. Learning targets
3. Entry point
4. Knowledge harvest
5. Explaining the theme
6. Big picture
7. Unit activities
8. Resources
9. Parents letters
International Goals

- Researching activities
- Recording activities
- International Activities
- Extension Activities
Researching and Investigating
Recording work – mathematical logical

✓ Holidays Unit
✓ Milepost 1
The Basic Information

- Duration: 90 minutes
- An IPC Unit – takes between 5-10 weeks
- Subjects: Learning, International, Assessment
entry point

- Wow factor
- Motivation for learning – the hook!
- ‘Inspire learning through passion for subject’
- ‘Make learning enjoyable’
First of all we took a trip to Spain...

Here we all are at the departure lounge. We are waiting for our flight to be announced.

Mrs B checks us in and weighs our luggage.

We wave goodbye from the plane.

Mrs F greets us from the plane in the arrivals lounge, checking our details and offering Sangria.
Entry Point – Rainforest Unit
The Knowledge Harvest

✓ Takes place after the Entry Point
✓ What do we already know?
✓ Helping to make connections with previous learning
The Knowledge Harvest
What do you already know about the IPC?

What would we like to know?

Discuss with a partner

Make connections
Explaining the Theme

- For teachers and children
- Giving children the big picture
- Display
- Parents letters

INVESTIGATING RIVERS

We will be learning about rivers and how they influence lives of people and the environment around them.

- IN GEOGRAPHY, WE’LL BE FINDING OUT
  - How the shape of a river is always changing
  - How it changes the land through which it flows
  - What happens when it floods
  - What uses people make of rivers.

- IN SCIENCE, WE’LL BE FINDING OUT
  - Where water comes from
‘A display for learning’
‘Good schools everywhere are increasingly recognizing the importance of learning how to learn. By using these innovative and well structured units, primary teachers can inspire their pupils to understand and improve their own learning.’
‘The IPC provides a comprehensive and ready to use progression of activities, enabling teachers to concentrate on effective facilitating and delivery rather than having to spend time on planning what to do and how to do it. Teachers are freed from the most ongoing, time-consuming and sometimes stressful process.’
Draft letter to parents

- What children are learning
- What activities
- How you can help / support
IPC Parents – how you can be involved

✓ Look at parent’s information letter
✓ Supply resources from home and host country
✓ Respond to requests for help
✓ Talk to the children about their learning
✓ Remember that children should enjoy learning
Thank you very much