Parents' Guide to the IPC

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- The IPC at Charter International School
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- Understanding
- Placement and Subjects
- The IPC Process
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- The Sustainable Development Goals (SDGs)
- Parent Involvement

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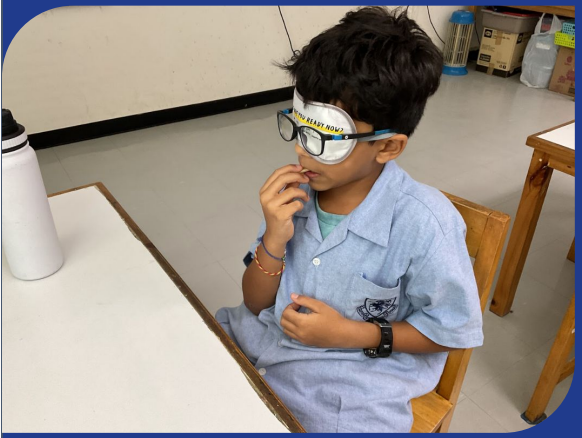
“The jobs and careers for our youngest children have yet to be invented. If we do not change the way we educate our children then we are not preparing them for their futures!”



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The International Primary Curriculum (IPC)

The International Primary Curriculum (IPC) is a comprehensive, thematic curriculum for learners aged 5-11 years.

IPC is a globally recognised curriculum (adopted in more than 90 countries at over 3,000 schools worldwide). It enables students to adapt the curriculum into the national curriculum of different countries (especially great if they move between countries often)

The IPC is comparable to the International Baccalaureate (IB PYP) and there's a seamless fit when you change schools.

It is a comprehensive curriculum based on the English National Curriculum, adapted for international schools, with an inquiry-based approach to learning.

The IPC is implemented for 5 to 11-year-olds, with a creative, thematic approach to teaching and encourages students to research and ask questions.

Students are assessed in subjects such as Art, Geography, History, Computing, Music, Physical Education, Science, Technology and International.

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The thoughtfully designed IPC units have many benefits, including comprehensive learning and parental involvement.

The IPC curriculum is flexible, and can be adapted to your child’s level of understanding and interests.

Additionally, it encourages collaboration and reflection, and can be integrated with other curricula to ensure your child’s learning needs are met.

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The IPC at Charter International School

Our Vision

Aim

Charter International School strives to provide high quality education to enable all students to achieve their full potential.

Mission

Charter International School provides an international education in a safe, nurturing environment. The school develops students holistically to become independent, active, self-motivated learners. Our students will becomes responsible citizens who are internationally minded, critical thinkers, effective communicators and academically successful.

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The IPC is made up of 3 parts:

- Milepost 1 - ages 5-7 years; Year 1 & Year 2 (Key Stage 1)
- Milepost 2 - ages 7-9 years; Year 3 & Year 4 (Lower Key Stage 2)
- Milepost 3 - ages 9-11 years; Year 5 & Year 6 (Upper Key Stage 2)

How do children learn?

Central to the International Primary Curriculum is the belief in, and commitment to, the holistic development of learners through enjoyable academic, personal and international learning that prepares them for opportunities and challenges now and in the future.

Across the IPC, knowledge, skills and understanding are all considered valuable. All of the knowledge learning goals start with ‘to know’, all of the skills learning goals start with ‘to be able to’ and all of the understanding learning goals start ‘understand’.

Knowledge

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Knowledge

Definition: We think of knowledge as ‘knowing that’

Goals: All knowledge goals start with ‘know’.

Characteristics of knowledge: Knowledge can be new or consolidated. Knowledge is continually expanding and can change as new discoveries are made.

Skills

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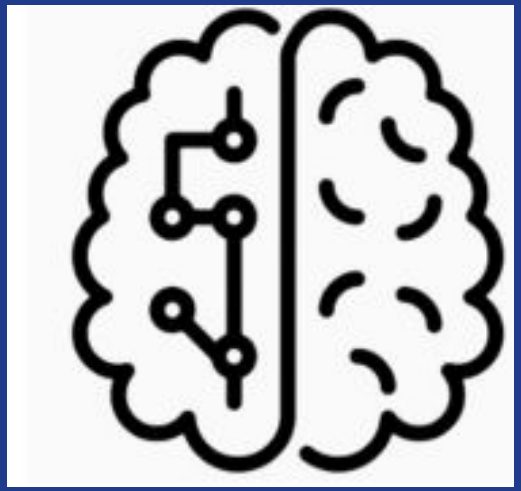
Skills

Definition: We think of skills as ‘being able to do something’

Goals: All Skills goals start with ‘Be able to’.

Characteristics of Skills: Skills are learnt in a practical way, they can be new or consolidated. We define developmental stages of acquiring skills as ‘Beginning, Developing, Mastering and Innovating’.

Understanding



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Understanding

Definition: We think of understanding as making meaning

Goals: Understand goals start with ‘Understand’.

Characteristics of Understanding: Understanding is personal, and connections have to be made actively by the learner in order to make meaning.

Multiple opportunities should be offered for learners to develop and demonstrate their understanding. Understanding includes components of knowledge, skills and experience.

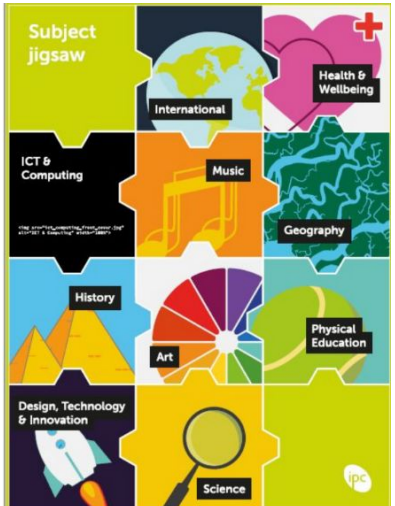
The IPC Main Programme

The IPC incorporates the following subjects into thematic, high interest units:-

Art **Design Technology & Innovation** **Science**

History **Geography** **Health & Wellbeing**

Computing **International**



All of the above subjects have a set of Learning Goals (outcomes) for knowledge, skills and understanding.

Every IPC unit follows a set process - The process to facilitate learning:

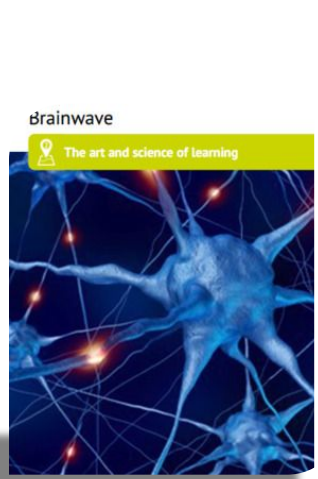
- **Entry Point –** WOW factor, the hook to get the children engaged, motivated and inspired
- **Knowledge Harvest –** Finding out what the children already know, want to know (taking ownership of their learning) and what they think they know (highlighting any misconceptions). The Knowledge Harvest also helps with teachers forward planning
- **Explaining the Theme –** This helps explain what the children will be learning about in each of the subjects that the unit covers. Although children are; learning in a thematic way, we do not want them to lose track of becoming mini scientists, artists, historians etc. This also allows them to see how the subjects connect

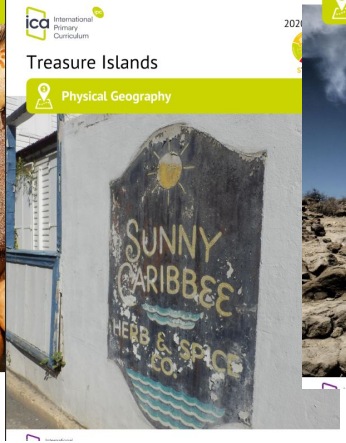
Every IPC unit follows a set process - The process to facilitate learning:

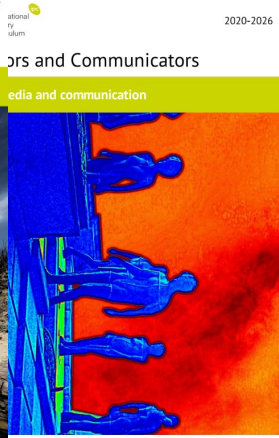
- **Research, Record, Reflect –** This is where the block subject learning starts, we have created several research, record and reflect activities for each subject, each activity has been written with specific learning goals in mind, they are clearly identified per task. The tasks can be personalised and adapted; it is the learning goals that they cover that are the main outcome. Time should also be given for reflection and the opportunity to discuss and record answers relating to the reflective question
- **Exit Point –** A celebration of everything that has been learn throughout the theme

There are ideas in every unit for all the above stages. IPC is a tool for teachers to then adapt and personalise and make it work for their children, their school, their community.

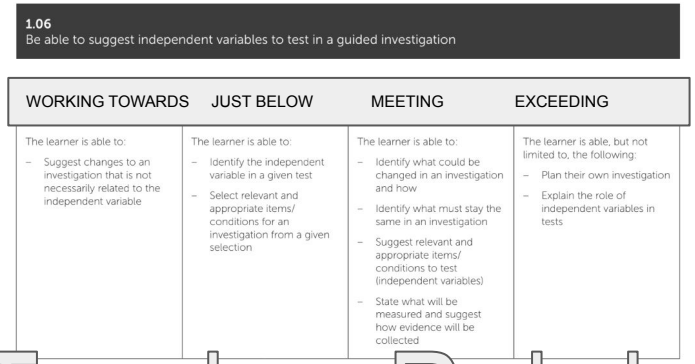
Units can last anything between 3-11 weeks long, so the number of units a class would complete really does depend on which units they select. To help with coverage and breadth of subjects we have created a route planner. This allows teachers to see immediately what coverage per subject they get for knowledge, skills and understanding, by simply dragging and dropping their units into the necessary term.







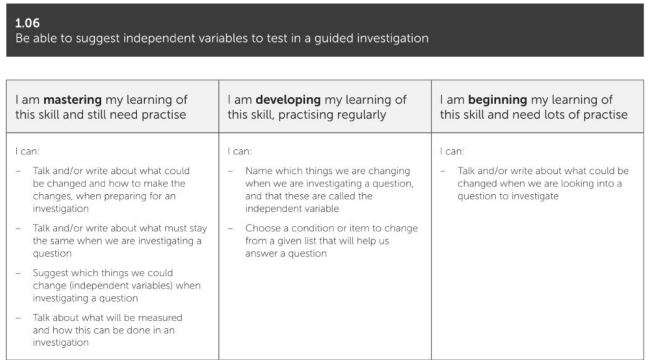
The Assessment for improving learning toolkit is an integral part of the curriculum. Our core documents provide advice around assessing knowledge, skills and understanding. The toolkit itself provides rubrics for the identified key skills in a four-tier approach of ‘Working Towards’, ‘Just Below’, ‘Meeting' & 'Exceeding'. There are rubrics in teacher speak and child speak for every key skill we have identified, along with next steps advice to help teachers set the necessary goals for children to progress.



1.06
Be able to suggest independent variables to test in a guided investigation

WORKING TOWARDS	JUST BELOW	MEETING	EXCEEDING
The learner is able to: – Suggest changes to an investigation that is not necessarily related to the independent variable	The learner is able to: – Identify the independent variable in a given test – Select relevant and appropriate items/ conditions for an investigation from a given selection	The learner is able to: – Identify what could be changed in an investigation and how – Identify what must stay the same in an investigation – Suggest relevant and appropriate items/ conditions to test (independent variables) – State what will be measured and suggest how evidence will be collected	The learner is able, but not limited to, the following: – Plan their own investigation – Explain the role of independent variables in tests

Teacher Rubric



1.06
Be able to suggest independent variables to test in a guided investigation

I am **mastering** my learning of this skill and still need practise	I am **developing** my learning of this skill, practising regularly	I am **beginning** my learning of this skill and need lots of practise
I can: – Talk and/or write about what could be changed and how to make the changes, when preparing for an investigation – Talk and/or write about what must stay the same when we are investigating a question – Suggest which things we could change (independent variables) when investigating a question – Talk about what will be measured and how this can be done in an investigation	I can: – Name which things we are changing when we are investigating a question, and that these are called the independent variable – Choose a condition or item to change from a given list that will help us answer a question	I can: – Talk and/or write about what could be changed when we are looking into a question to investigate

Student Rubric

1.06
Be able to suggest independent variables to test in a guided investigation

WORKING TOWARDS	JUST BELOW	MEETING	EXCEEDING
The learner is able to: – Suggest changes to an investigation that is not necessarily related to the independent variable	The learner is able to: – Identify the independent variable in a given test – Select relevant and appropriate items/ conditions for an investigation from a given selection	The learner is able to: – Identify what could be changed in an investigation and how – Identify what must stay the same in an investigation – Suggest relevant and appropriate items/ conditions to test (independent variables) – State what will be measured and suggest how evidence will be collected	The learner is able, but not limited to, the following: – Plan their own investigation – Explain the role of independent variables in tests

MP1 to MP2

2.06
Be able to plan an investigation changing only one independent variable

WORKING TOWARDS	JUST BELOW	MEETING	EXCEEDING
The learner is able to: – Identify what is being measured in a test – Pose questions related to science learning – Suggest items/conditions that could be tested – Follow a scaffold/template to plan an investigation	The learner is able to: – Pose a question that can be investigated – Pose a question that helps them learn about the world – Identify what will be measured/observed/ surveyed in order to answer a given question – Find things out through investigations – Plan parts of a given investigation indicating controlled variables	The learner is able to: – Ask a question and plan an investigation to help answer it – Plan an investigation identifying the independent variable – Describe the relationship between the independent variable and the results they will record – Explain why there is only 1 independent variable in their test – Prioritise which independent variables to test focusing on those most relevant to the investigation question	The learner is able, but not limited to, the following: – Create safe investigations to pursue their own interests – Describe the extent to which a test is fair – Explain the difference between independent and dependent variables – Explain the connection between independent and dependent variables

1.06
Be able to suggest independent variables to test in a guided investigation

I am **mastering** my learning of this skill and still need practise	I am **developing** my learning of this skill, practising regularly	I am **beginning** my learning of this skill and need lots of practise
I can: – Talk and/or write about what could be changed and how to make the changes, when preparing for an investigation – Talk and/or write about what must stay the same when we are investigating a question – Suggest which things we could change (independent variables) when investigating a question – Talk about what will be measured and how this can be done in an investigation	I can: – Name which things we are changing when we are investigating a question, and that these are called the independent variable – Choose a condition or item to change from a given list that will help us answer a question	I can: – Talk and/or write about what could be changed when we are looking into a question to investigate

2.06
Be able to plan an investigation changing only one independent variable

I am **mastering** my learning of this skill and still need practise	I am **developing** my learning of this skill, practising regularly	I am **beginning** my learning of this skill and need lots of practise
I can: – Ask a question and suggest how to investigate it – Plan an investigation choosing the thing that will be changed (independent variables) – Explain the connection between the thing that will change and the information that we are collecting – Talk about why it is important to only change one thing at a time, the independent variable, when we are investigating a question – Choose which are the right things to change first because they will help to answer the question that we are investigating	I can: – Ask questions that we could investigate – Ask questions about the world around us – Talk about what information we can collect that will help us to answer a question – Find answers to questions by testing things and collecting information – Talk and/or write about the controlled variables, the things to keep the same when we are investigating	I can: – Choose what information I need so that we can answer the question – Ask questions about the science we have been learning – Talk about what can be tested and investigated – Fill in the blanks on a written plan for how to investigate a question

2.06
Be able to plan an investigation changing only one independent variable

WORKING TOWARDS	JUST BELOW	MEETING	EXCEEDING
The learner is able to: – Identify what is being measured in a test – Pose questions related to science learning – Suggest items/conditions that could be tested – Follow a scaffold/template to plan an investigation	The learner is able to: – Pose a question that can be investigated – Pose a question that helps them learn about the world – Identify what will be measured/observed/ surveyed in order to answer a given question – Find things out through investigations – Plan parts of a given investigation indicating controlled variables	The learner is able to: – Ask a question and plan an investigation to help answer it – Plan an investigation identifying the independent variable – Describe the relationship between the independent variable and the results they will record – Explain why there is only 1 independent variable in their test – Prioritise which independent variables to test focusing on those most relevant to the investigation question	The learner is able, but not limited to, the following: – Create safe investigations to pursue their own interests – Describe the extent to which a test is fair – Explain the difference between independent and dependent variables – Explain the connection between independent and dependent variables

MP2 to MP3

3.06
Be able to plan a fair (test) investigation

WORKING TOWARDS	JUST BELOW	MEETING	EXCEEDING
The learner is able to: – Recognise when a test is unfair – Annotate a given plan of a fair test identifying the controlled and independent variables	The learner is able to: – Discuss the issues that might make a test unfair – Take resources into consideration when planning a test – List most of the equipment needed – Complete a chart listing what changes and what stays the same in an investigation (controlled and independent variables) – Plan an investigation using provided resources to answer a given question	The learner is able to: – Address issues at the planning stage to make a test as fair as possible – Be realistic when planning methods and resources for an investigation – List tools and units for measuring – List equipment needed – Describe when a test is not fair and explain why – Annotate their plan of a fair test identifying the controlled and independent variables	The learner is able, but not limited to, the following: – Seek out and use models/ simulations to investigate question it is not possible to answer in the classroom – Describe how accuracy of measurement impacts on how fair a test is

2.06
Be able to plan an investigation changing only one independent variable

I am **mastering** my learning of this skill and still need practise	I am **developing** my learning of this skill, practising regularly	I am **beginning** my learning of this skill and need lots of practise
I can: – Ask a question and suggest how to investigate it – Plan an investigation choosing the thing that will be changed (independent variables) – Explain the connection between the thing that will change and the information that we are collecting – Talk about why it is important to only change one thing at a time, the independent variable, when we are investigating a question – Choose which are the right things to change first because they will help to answer the question that we are investigating	I can: – Ask questions that we could investigate – Ask questions about the world around us – Talk about what information we can collect that will help us to answer a question – Find answers to questions by testing things and collecting information – Talk and/or write about the controlled variables, the things to keep the same when we are investigating	I can: – Choose what information I need so that we can answer the question – Ask questions about the science we have been learning – Talk about what can be tested and investigated – Fill in the blanks on a written plan for how to investigate a question

3.06
Be able to plan a fair (test) investigation

I am **mastering** my learning of this skill and still need practise	I am **developing** my learning of this skill, practising regularly	I am **beginning** my learning of this skill and need lots of practise
I can: – Talk through my plans with others and make changes to make the test as fair as possible – Talk about how to investigate a question and what things we will need, making sure that these are things that we have and can actually do in school – Make a list of the tools that we will need and the information they will help us collect – Make a list of all the equipment that we will need and use this to prepare for the investigation – Talk about how fair or unfair my test was – Make a plan for a fair test and show which thing will stay the same and which things will change, naming these as the controlled and independent variables	I can: – Talk about what might make a test unfair – Choose only accessible resources when planning an investigation – Write/draw a list of the equipment that we will need – Make a list showing which thing will stay the same and which things will change, naming these as the controlled and independent variables – Make a plan using the things that we have been given to investigate a given question	I can: – Say when a test is unfair – Add information onto a plan of a fair test, showing which things are staying the same and which things are changing, naming these as the controlled and independent variables

The Sustainable Development Goals (SDG) Challenge Series

The SDG Challenge Series aims to further develop learner agency and global competence through the provision of exciting and relevant challenges that are linked to the Sustainable Development Goals. The SDG Challenge Series outlines global issues for learners to respond to, requiring problem solving and the application of all the Personal Learning Goals.

The SDG Challenge Units are not milepost specific, the suggested tasks can be adapted to suit the age and context of the learners involved. Schools are encouraged to create their own tasks to strengthen the connections between the focus SDG and the home and host countries of the learners.

The Sustainable Development Goals (SDG) Challenge Series

How can parents become involved?

- Look out for the parent information letter to find out about the next IPC unit
- Supply resources, such as photos and books from your home countries
- Join in with Entry and Exit Points
- Talk to your children about their learning
- Support your children in taking action in response to their learning
- Share your knowledge, skills and understanding with groups of students
- If you have an interesting hobby or profession that aligns with a unit, offer to give a talk to students


Any Questions

Please scan the QR to give feedback