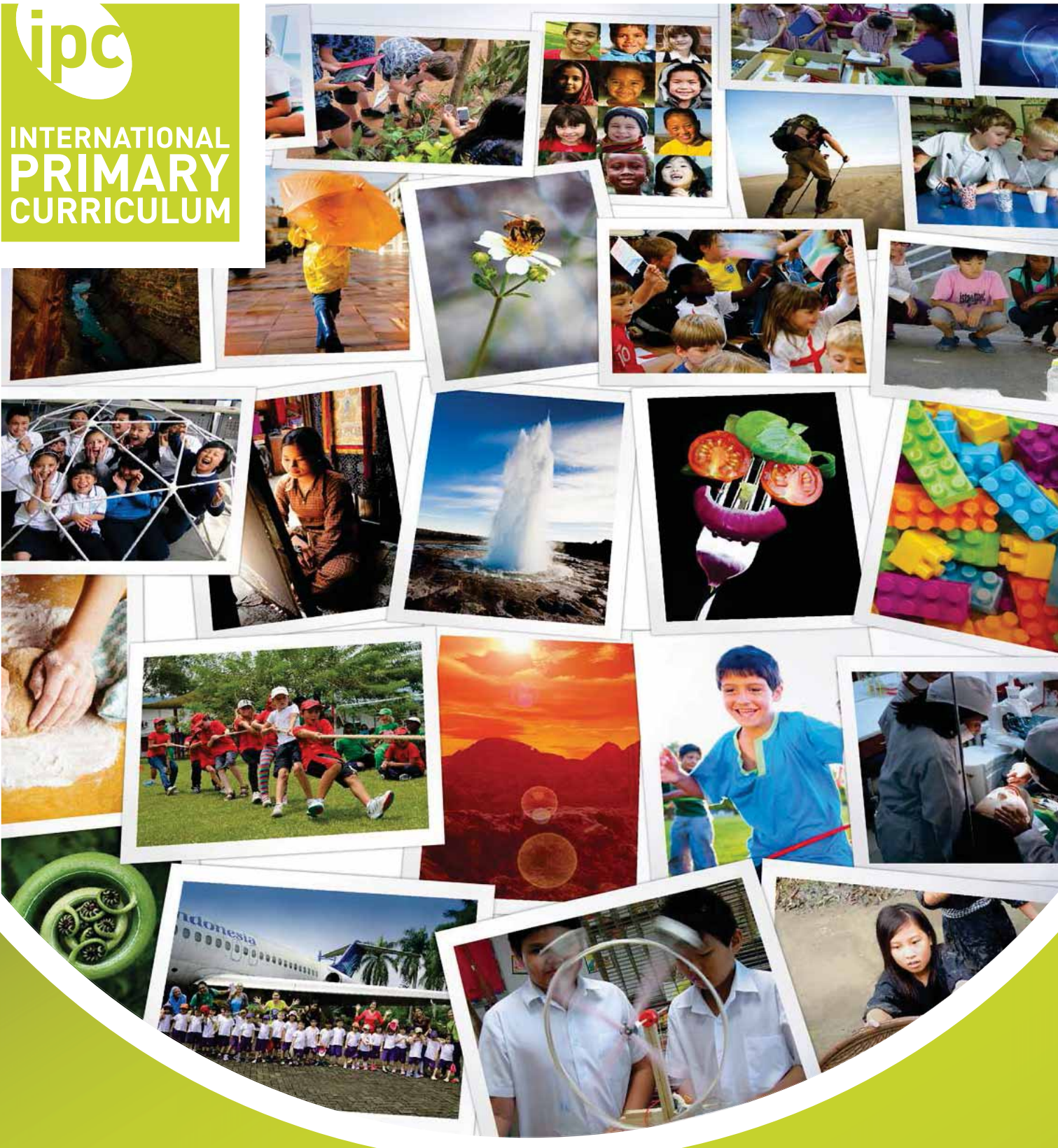


**ipc**  
**INTERNATIONAL  
PRIMARY  
CURRICULUM**



# THE INTERNATIONAL PRIMARY CURRICULUM

**GREAT  
LEARNING  
GREAT  
TEACHING  
GREAT  
FUN**

.....  
A curriculum for 3-12 year-olds from Fieldwork Education

# INTERNATIONAL MINDEDNESS



# Our World



# WELCOME ALL!

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**W**elcome to the International Primary Curriculum (IPC), an inspiring programme for children aged 3-12 years that helps to improve learning in three ways: academically, personally and internationally.

I was working as a teacher and school leader when I first came across the IPC. My school was committed to making sure our children and teachers were excited by learning, through topics that enabled them to experience the breadth and depth of different subject areas. We explored many curriculum options but none of them quite matched the vision that we had for our children; until we found the IPC.

One word can sum up my experience of using the IPC: transformational. My children started to think differently, question differently and learn differently. They became better enquirers, communicators and co-operators. They developed a greater sense of themselves and others, and were motivated to find out about the challenges and wonders in the world around them. The focus shifted from my teaching to the children's learning. It was no longer enough to have a lesson packed full of fun activities and fancy resources. I wanted to know what my children were learning and how, what progress had been made across their knowledge, skills and understanding and where they were heading next, day by day, lesson by lesson. Alongside the IPC's creative and learning-focused units of work, I used its rigorous assessment tools to inform my planning as well as empower my children to become lifelong, and life-wide, learners.

My experience of using the IPC is reflected by, and throughout, our 1,800 member schools in over 90 countries across the world. Each school has its own unique vision for the children in its care. Every IPC member school uses the structure and rigour of the IPC to help make this vision a reality, by building on the strengths of their context and country, whilst engaging the passion and enthusiasm of their teachers and children.

No matter where you are in the world, or what national standards you're working with, the IPC has the potential to transform the learning and teaching in your school. Thank you for taking the time to find out more about the IPC and how its approach can infuse your school with "Great learning, Great teaching and Great fun!"

**Sarah Brown**  
Head of IPC



“One word can sum up my experience of using the IPC: transformational.”

# OUR THREE GUIDING QUESTIONS

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Over the years that we have been designing and producing curricula, three key questions have guided all of our work:

## 1. What kind of world will our children live and work in?

Teaching and learning is exciting (and difficult) because it looks both forward and back. We look back because, in part, learning is about taking on the heritage of our culture and learning about what has made us who we are. We look forward because we know the world is going to be different than it was and we accept the challenge of making the best judgments we can about what that world will look like.

## 2. What kinds of children are likely to succeed in the world?

We are tasked with making the best predictions possible about the state of the world in the future. We have to do this because it guides our thinking about the kind of people children will need to be in the future. Their personal qualities and dispositions will be the key to whether they can make the best of their learning in the years to come.

## 3. What kinds of learning will our children need and how should they learn it?

A view about the future world and the personal qualities that will matter helps us decide the kind of learning children will need and what this learning should look like in school.

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# WHAT IS THE INTERNATIONAL PRIMARY CURRICULUM (IPC)?

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The IPC is one of the fastest-growing curriculum choices in the world today, with over 1,800 schools in over 90 different countries (December 2014). It is a comprehensive curriculum for 3-12 year olds, made up of over 130 exciting, engaging and globally relevant thematic units of work, which are designed around a clear process of learning and with specific learning goals for subject, personal and international learning.

With its own Assessment for Learning Programme, the IPC provides immediate support for teachers and learners through its comprehensive design and rigour, whilst being flexible enough for each school to adapt the planning and build on their own strengths.

The IPC also has an Early Years Programme designed for children from 3 to 5 years of age. This follows a developmental approach, providing teachers with a range of flexible learning activities to meet the learning needs of every individual child.



Each IPC unit of work is designed around one core purpose: improving children's learning. Our world-class writers have created a range of cross-curricular units based on globally relevant themes that excite children and teachers alike. They are designed to nurture children's personal qualities and develop international mindedness, and at the heart of these units are the IPC Learning Goals.

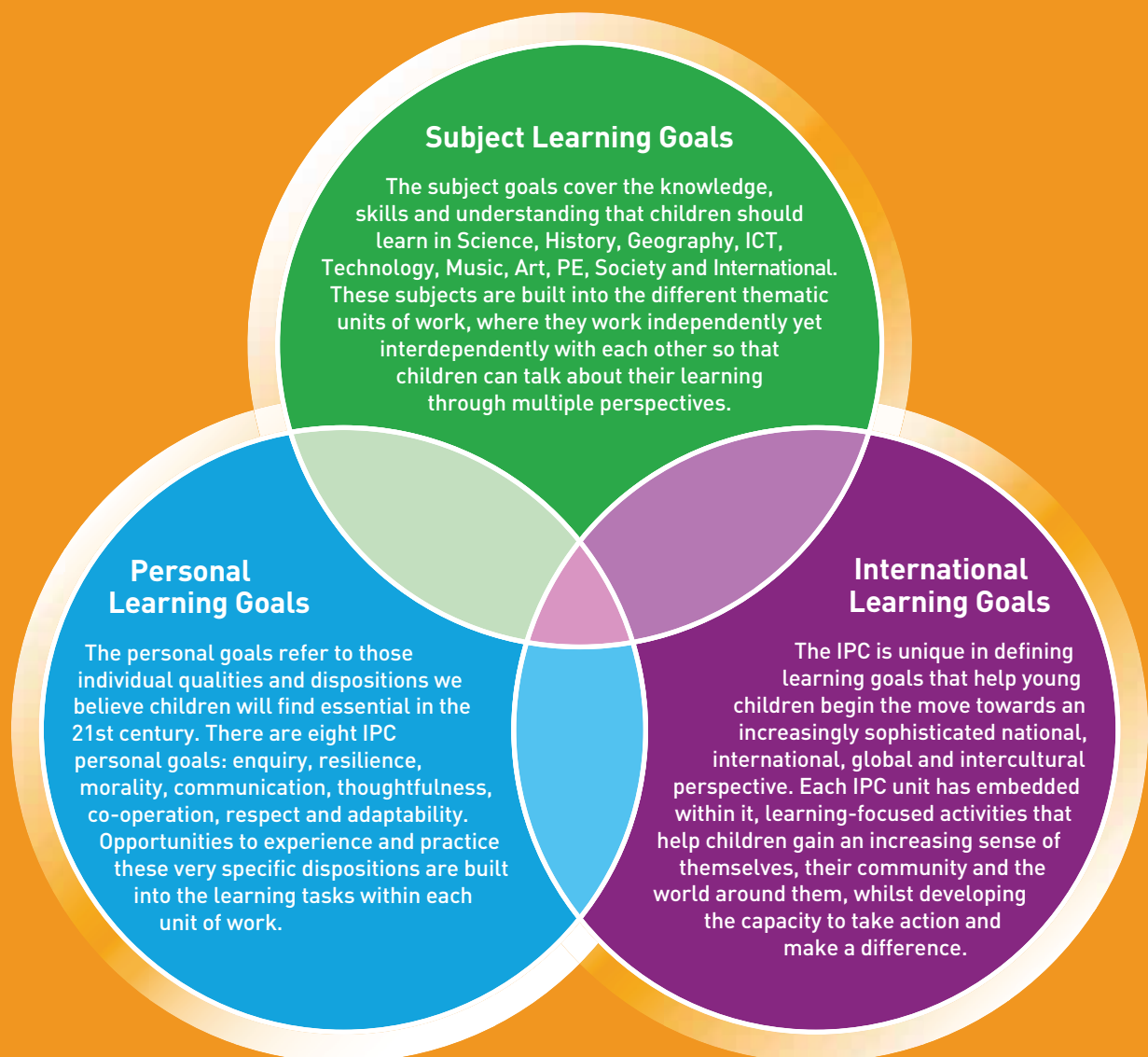
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# THE IPC LEARNING GOALS

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The IPC Learning Goals are the foundation of the IPC. The IPC Learning Goals define what children are expected to know, what they should be able to do, and the understandings they will develop in their academic, personal and international learning. The IPC Learning Goals are defined in each age phase: Milepost 1 (ages 5-7 years), Milepost 2 (ages 7-9 years) and Milepost 3 (ages 9-12 years). These learning goals guide learning and teaching and help to focus assessment. We believe that the IPC Learning Goals are equal to or exceed those of any curriculum in the world.

We have three types of Learning Goals:



# KNOWLEDGE, SKILLS AND UNDERSTANDING

The IPC Learning Goals are broken down into three different types of learning - knowledge, skills and understanding, an essential combination to ensure the most effective learning experience.

## Knowledge Learning Goals

Knowledge refers to factual information. Knowledge is relatively straightforward to teach and assess, even if it is not always that easy to recall. You can ask your children to research the knowledge they have to learn but you could also tell them the knowledge they need to know.

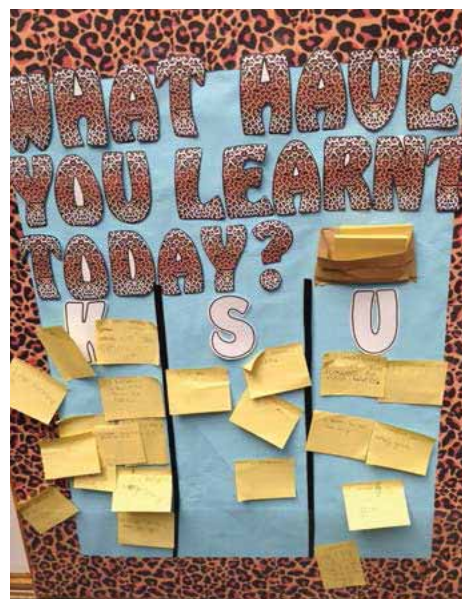
## Skills Learning Goals

Skills refers to things children are able to do. Skills have to be learned practically and need time to be practised. The IPC's Assessment for Learning Programme is based around the assessment of children's skills.

## Understanding Learning Goals

Understanding refers to the consideration of big ideas, the 'lightbulb' moment that we all strive for. Understanding is always developing. You can't teach understanding, but what our units do is provide a whole range of different experiences through which children's understandings can deepen.

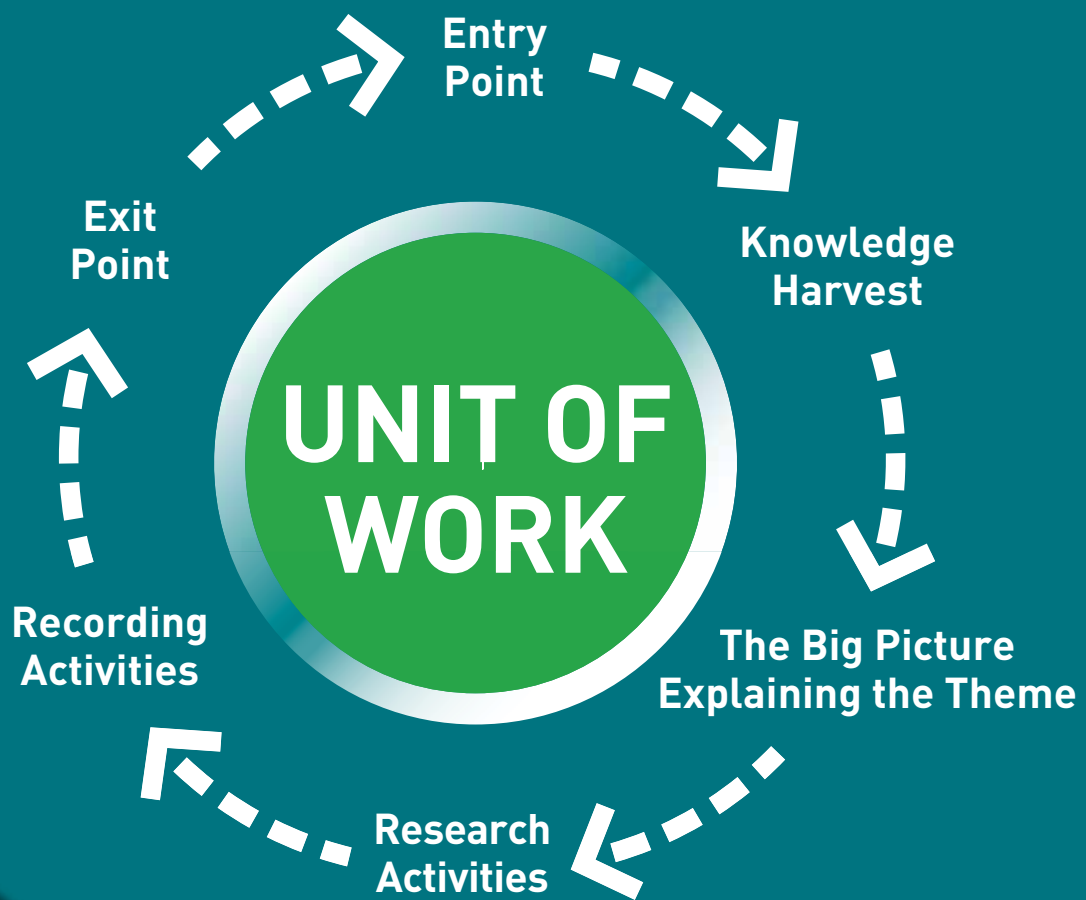
The balance of subjects and the coverage of knowledge, skills and understanding goals within each of these can be viewed and checked by our user-friendly Online Route Planner, which also allows our members to create route maps of their unit selections.



# TEACHING AN IPC UNIT

## the learning process

Every IPC unit follows a distinct learning process. This provides a structured approach to the way children learn ensuring that their learning is stimulating, purposeful and rigorous.





### Entry Point

An exciting, memorable event launches every IPC unit. The aim of the entry point is to get children excited about and engaged with the learning that's to follow.

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### Knowledge Harvest

This provides teachers with the chance to find out what children already know about the theme and helps them to personalise the unit by finding out what children want to learn and then tailoring their lessons accordingly. It reinforces connections between learning and allows children to take ownership of their learning.

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### Explaining the Theme

This provides teachers, children and parents with the big picture of the unit before it is launched so that connections between existing and future learning can be made.

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### Research Activities

Each subject area has planned research activities which are designed to make sure that children can access information in a way that is appropriate to them, drawing on a wide range of learning approaches such as role play, digital learning, library research and so on. IPC research activities are experiential and exploratory. Some are collaborative and others are designed to develop individual enquiry and resilience.

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### Recording Activities

The recording activities enable children to process and present the information they have gained in their research activities through a range of approaches which tap into their different strengths and interests, enabling them to get better at other ways of recording. This might involve learning through digital recording, drama, musical compositions, maps, graphs, experiments, art work and so on.

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### Exit Point

The exit point completes every unit. It helps children to draw on their learning from the unit, reminding them of all the connections between subjects that they have made, and creating time and opportunity to build their understanding of their learning. The exit point is an excellent opportunity to engage with the community and involve them in celebrating the learning that has been achieved.

# Saving the world

## The Big Idea

Rainforests once covered 20% of our world's surface. Now they cover only 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?

## Entry Point

Transform the classroom into an exciting rainforest scene using tissue-paper vines, plastic snakes, rainforest sounds, aromatherapy oils etc. After school, 'destroy' the children's rainforest in some way. Record their reactions when they arrive the next day – why do they think this has happened? Reassure them that as they learn more about the rainforest, they can restore parts of the damaged display.

By the end of the unit, they will be able to celebrate their thriving rainforest once again!

## Technology

In Technology we'll be finding out:

- How to plan and make our own tropical fruit drink

## Art

In Art we'll be finding out:

- About rainforest body art and painting our faces in a similar style
- How we can use art to create a rainforest scene

## Geography

In Geography we'll be finding out:

- About where rainforests are in the world
- Which rainforest products we use in our everyday lives
- About the lives of rainforest people and how they compare with our own
- How and why the rainforest is being destroyed
- Discovering the ways that people are trying to save the rainforest



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## Exit Point

Set up your rainforest café to share and celebrate the children's learning with parents and the community. Set up a rainforest art gallery, share your interactive learning presentations and science experiments, perform your rainforest musical, serve refreshments made with tropical fruits etc. Educate the community about the dangers facing this environment and show them how they can support organisations and charities that are involved in saving and sustaining rainforests.

## Physical Education

In Physical Education we'll be finding out:

- How to represent a rainforest scene using dance and mime

## Music

In Music we'll be finding out:

- How to represent a rainforest scene using music

## Science

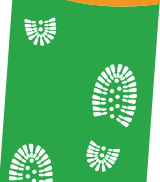
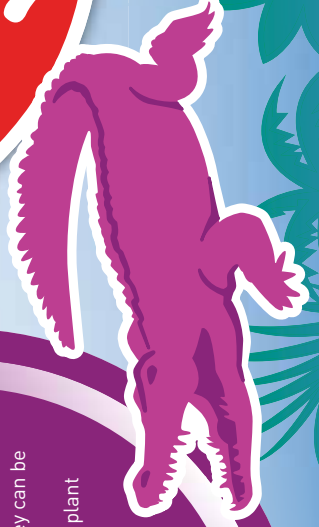
In Science we'll be finding out:

- About different rainforest animals and plants
- Where different animals and plants live in the rainforest
- About rocks and soils found on the forest floor
- About colour in the rainforest and how it is used by animals and plants
- Why plants have leaves and why they can be different
- About the best conditions to grow a plant
- About rainforest fruits and seeds
- How to grow our own rainforest plant from a seed

## International

In International we'll be finding out:

- How different countries and organisations are helping to save our rainforests



# EXAMPLES OF IPC UNITS



## All About Me (Early Years, age 3-5)

Tell the children that they are going to be finding out all about themselves, their new friends in the class and all of the exciting things they can do now that they are at school.

### They will:

- ✓ Play with bricks, blocks, sand and water
- ✓ Paint pictures of themselves
- ✓ Sing songs
- ✓ Listen to stories
- ✓ Count
- ✓ Learn everyone's name

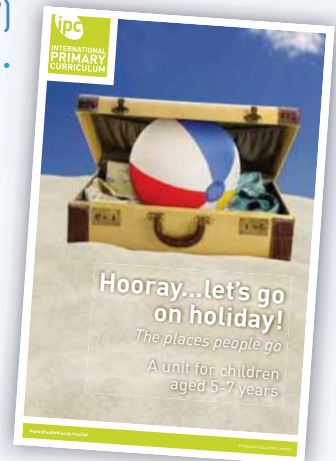
## Hooray... Let's go on holiday! (Milepost 1, age 5-7)

### The big idea

Holidays are special days when we take a rest from school and work. Our holidays in the past were very different from holidays today. Now that we can travel to all parts of the world and even space, who knows where we will go for our holidays in the future!

### Subject coverage

- ✓ Geography
- ✓ History
- ✓ Art
- ✓ ICT
- ✓ Society
- ✓ International





## Active planet (Milepost 2, age 7-9)

### The big idea

The tectonic plates that form the Earth's crust are always moving. Even the smallest movement can cause huge earthquakes, volcanoes and tsunamis that devastate communities across wide areas. If we can understand what is happening underground we can learn to predict and protect ourselves in the future.

### Subject coverage

- ✓ Geography
- ✓ Technology
- ✓ Science
- ✓ Music
- ✓ History
- ✓ Art
- ✓ Physical Education
- ✓ Society
- ✓ International

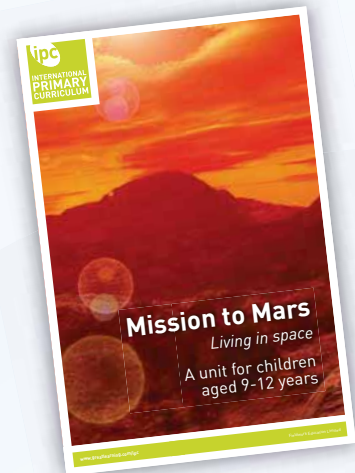
## Mission to Mars (Milepost 3, age 9-12)

### 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.

### Subject coverage

- ✓ Science
- ✓ Geography
- ✓ Technology
- ✓ History
- ✓ Physical Education
- ✓ Society
- ✓ International



# HOW DO WE JOIN THE IPC?

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**A**t this stage, you will most likely have had many discussions and carried out much of the thinking about implementing curriculum change in your school.

We recognise that selecting and implementing a new curriculum should be a decision that is considered with a full understanding of your school's local context and with the needs of your children and your teachers at heart. We are here to help you through that decision-making process and are ready to listen and support you and your school as you take your first steps toward joining the IPC.

Joining the IPC is straightforward and we offer a simple pricing structure with no hidden costs.

If you would like to learn more about the IPC contact us through our website [www.greatlearning.com/ipc](http://www.greatlearning.com/ipc) or email us at [info@greatlearning.com](mailto:info@greatlearning.com).

We will connect you to your regional IPC expert from the IPC learning team, who will be happy to support and help you to explore the IPC further for your school and answer any questions you may have.

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# ABOUT FIELDWORK EDUCATION

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In 1984, two headteachers and long term colleagues, David Playfoot and Martin Skelton, founded Fieldwork Education. Their goal was to offer the best help to schools they could, help they felt hadn't been available to their own schools, and help that was firmly rooted in best practice and research but that was also practical, accessible and jargon free.

Something else was important too. Even as far back as 1984, they recognised that improving learning was what schools were all about and that everything else in school should be judged on how well it contributed to children's and students' learning. *Improving learning* soon became the mission statement of Fieldwork Education and the defining characteristic of all of the early training work we carried out.

Fieldwork Education has grown and changed since those early days, although our passion for improving learning remains as strong as ever. We now have long-term relationships with schools, working with them over time to build capacity and improve learning for everyone.

We have developed the fastest-growing independent primary curriculum in the world. The IPC is now used by schools in over 90 countries where thousands of children experience "Great learning, Great teaching and Great fun". We have also developed a range of assessment and evaluation tools, all – as you might expect – focused on learning. From IPC Self-Review and Accreditation, to our Assessment for Learning Programme to our transformational Looking for Learning Process and the Looking for Learning Toolkit.

The International Middle Years Curriculum (IMYC) represents the latest piece in our programme of learning-focused support for schools. We are constantly thrilled and inspired by the support we get from schools and the feedback they give us about all aspects of our work.



*“ There is real depth to the IPC. The learning goals and the learning process are the real strengths of IPC. It does a great job of making the learning goals explicit so we all know where we’re heading for. And it takes us through a learning process that immediately engages children and helps them to see a purpose to what they’re learning. ”*

**Principal of Elementary,  
SJI International School, Singapore**

*“ What a difference the IPC has made to the whole school! It not only meets the thematic, creative approach and develops thinking skills but it also focuses on discrete subjects, approaching them in a cross-curricular way which helps to create links between the subjects and, as a result, gives children purpose and meaning to their learning. We’ve seen such a change in the children. Now they are engaged in their learning, they’re switched on to learning, they are going home talking about their learning and this feeling is universal across the school; teachers included. ”*

**Principal, British School of Stavanger, Norway**

*“ Classrooms have changed beyond comparison. There are role play areas in every room based on their present IPC theme. Work displays are completely different; you can see the group involvement and the ownership everyone is taking. There’s a constant flow of new and creative ways to approach subjects. ”*

**Deputy Headteacher, Forest  
Lodge School, Leicester**

*“ You get these amazing ideas, which are stimulating and exciting to work with that form the teaching framework of the unit. I have the reassurance that learning objectives are being met but there’s also room for me to be creative and enthused about what I’m teaching as well as make the unit suit the needs of my children. I love that the IPC can be adapted to meet the needs of every child. This challenging curriculum really does engage and promote independent learning, contributing towards the fun and active classroom environment that I’m in today. ”*

**Year 1 teacher, Kingsmead Primary School,  
Hackney, London, UK**



*“ We had an amazing time during our Time and Place, Earth and Space entry point, jumping back and forth across different time zones. We joined Denver in the early hours of the morning. Kathmandu just before tea. Then we jumped across many time zones to Wellington. We also got to move around the sun as planet Earth and track the different time zones as they moved from night to day. ”*

**Oakhurst Community Primary School,  
Swindon, England**

*“ The IPC has definitely changed our approach to learning. We now focus on a theme for six weeks of learning and discovery which means much deeper progression of knowledge, skills and understanding that's all connected. ”*

**Headteacher, Oshwal Academy,  
Mombasa, Kenya**

*“ The IPC is making teaching and learning exciting for everyone in our school. It actively engages our pupils in their learning and provides a flexible learning structure. It provides good coverage of areas of the curriculum through a thematic approach and this has really helped my teachers. ”*

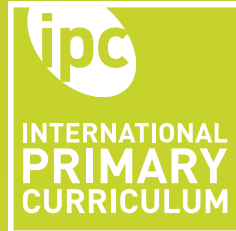
**Headteacher, Kirkhill  
Nursery/Primary, Aberdeen**

*“ It's a curriculum that has total relevance for today's children. It's skill-based rather than knowledge based; a curriculum that encourages lifelong learning. It ignites creativity within our teachers and totally engages our children, even our 25% SEN children because it meets their kinaesthetic learning needs. Our SATs are way up and the IPC is very much a part of that. We thought we couldn't afford it but once I'd seen the IPC in action, I knew that as a school we had to have it. It wrapped up everything that I believed was important. After three years working with it I still believe it's been worth every penny. ”*

**Headteacher, Warren Farm Primary School,  
Kingstanding, Birmingham**

*“ The curriculum helps children want to learn. It has ignited a passion for learning both at school and at home. ”*

**KS1Leader, SS Simon and Jude's CE Primary  
School, IPC Accredited at Mastering level**



## INTERNATIONAL PRIMARY CURRICULUM

18 King William Street, London, EC4N 7BP  
T: +44 (0)20 7531 9696 F: +44 (0)20 7531 1333  
E: [info@greatlearning.com](mailto:info@greatlearning.com)

[www.greatlearning.com/ipc](http://www.greatlearning.com/ipc)

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