

Charlestown Community Primary School



Curriculum Policy KS1 and KS2

2015 - 2016

Curriculum Statement: September 2014

Our curriculum aims to give all the children the knowledge, skills and understanding to achieve to their full potential academically, socially and emotionally. This takes place in the context of a safe and nurturing school environment where each individual child is known and each individual child's learning journey is unique to them.

We aim to give the children the necessary skills to prepare them for life in modern British Society. We aim for our curriculum to reflect both the context of the school and the experiences of the children and the wider world in which we live. This enables the children to be aspirational, to fulfill their potential and reach the highest of expectations that we have of them.

Our priority is to enable the children to succeed in the 21st century by providing a rich, relevant and exciting curriculum. In doing so the children will develop a lifelong love of learning. Reading for information and pleasure, writing for different purposes, being able to apply their mathematical skills to real life situations, being able to explain, analyse and persuade is at the heart of what we do.

Our approach to delivering a creative curriculum ensures that we fully implement the National Curriculum. We follow a theme-based approach to learning in the belief that children learn best when logical connections are made between different aspects of their work. We develop this through using the INTERNATIONAL PRIMARY CURRICULUM and learning challenges in which children investigate and explore to find the answers to questions. The International Primary Curriculum and learning challenges aim to encourage the children to have enquiring minds, to take ownership of their own learning, fostering independence and developing the following personal goals which also reinforce British Values :

- Enquiry
- Adaptability
- Resilience
- Morality
- Communication
- Thoughtfulness
- Co-operation
- Respect

At Charlestown Community Primary School we believe that learning is an active collaboration between home and school. In addition to regular homework such as reading, spelling, handwriting and learning number facts (tables and number bonds) we

encourage parents to become involved in their children's Research Journals which are linked the half termly International Primary Curriculum Unit and Learning Challenges.

A Brief overview of the International primary Curriculum (IPC):

The International Primary Curriculum (IPC) is an internationally minded curriculum that is used in over 65 countries around the world. The IPC provides opportunities for global learning - allowing pupils and staff to make links.

The goal of the IPC is to nurture a love of learning through a combination of academic, personal and international learning. Children will develop many skills which they need in order to face the world of tomorrow confidently.

We adopted the IPC in September 2015 and it means we have become part of a global learning community who use the IPC as part of their curriculum.

The children will learn through a series of units of work, of which there are over 70 to choose from. Each unit is carefully selected to meet the needs of the pupils in our school community. The units of work have themes which children are interested in and relevant to today's world. Children will learn many subjects through the theme / unit so that their learning has meaning to them. The units of work have suggested tasks linked to learning objectives however the nature of the curriculum allows staff to be creative and focus on the needs of our children. The development of skills is a very large part of the IPC, learning challenges at Charlestown have been designed so that our children develop these lifelong skills.

The IPC has an element of internationalism built into each unit of work. Though the curriculum at Charlestown we provide the children the opportunities for our children to:

- Recognise their own culture and have a sense of identity
- Be open-minded
- Be respectful of other cultures and beliefs
- Be aware of and celebrate diversity and commonality
- Have respect for and value other people, their ideas and opinions
- Be able to communicate (have good interpersonal skills)
- Be adaptable
- Be aware of and show an interest in global issues

The main function of our school is learning. Learning can take place in many forms – academically, socially, spiritually, emotionally and physically. Our curriculum provides all our children the opportunity to learn and develop in many ways. No one can predict the nature of work or life opportunities that will be available in the future. Many of the jobs of the future do not even exist now.

The IPC has a strong focus upon a skills based approach to prepare all children for the fast changing world in which they live.

At Charlestown Community Primary School we encourage active and co-operative learning and use Kagan co-operative learning Structures. Learning is central to all we do. Not only do our staff have a responsibility to ensure that our children learn and develop but we also encourage our children to take responsibility for their own learning.

Parents also have a significant part in their child’s learning. We ensure that as part of a unit of work parents are informed about what their child will be learning and suggest ways in which they can play an active role in their child’s development. Work is celebrated and shared throughout the year with parents and the school community.

IPC Curriculum Route Map:

The table below shows the links between the ages of pupils, the National Curriculum and the IPC.

Age of Pupil:	IPC:	Year Group:	National Curriculum:
Up to age 6	Milepost 1	Year 1	Key Stage 1
Up to age 7		Year 2	
Up to age 8	Milepost 2	Year 3	Lower Key Stage 2
Up to age 9		Year 4	
Up to age 10	Milepost 3	Year 5	Upper Key Stage 2
Up to age 11		Year 6	

The staff plan using the IPC units. These are placed in the Route Planner to ensure that there is adequate coverage of subjects.

Science is planned for separately but some IPC Science Units are used to deliver the Science Curriculum.

Computing is taught separately and school staff use the Rising Stars Computing Curriculum.

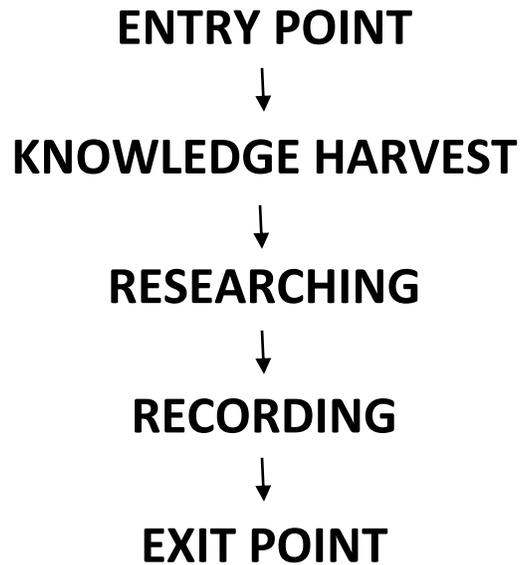
The Route Planner is reviewed regularly to ensure coverage.

The IPC Route Map: 2015 – 2016

Age Group:	Term 1	Term 2	Term 3
Milepost 1 Year 1 and Year 2			
Year 1	Brainwave Let's Celebrate	Time Travellers Hooray!!! Let's go on holiday!	The Magic Toymaker
Year 2	Brainwave The stories people tell: Myths, legends and fables	The circus is coming to town Time Travellers: People of the past	From A to B: Transport and Travel
Milepost 2 Year 3 and Year 4			
Year 3	Brainwave Fashion	Saving the World Temples, Tombs and Treasures	Explorers and Adventurers
Year 4	Brainwave Paintings, pictures and Photographs	Gateways to the world Scavengers and settlers	Olympic Games
Milepost 3 Year 5 and Year 6			
Year 5	Brainwave The Holiday Show	Being Human The Great, the Bold and the Brave	They see the world like this Moving People
Year 6	Brainwave Black Gold	Out of Africa Mission to Mars	Here and now, then and there Express Yourself

Planning a Unit of work:

The International Primary Curriculum consists of five key components when planning a unit of work:



The Entry Point:

- Should be the 'WOW' factor to introducing the unit
- Needs to motivate the learners and stimulate interest
- Involves all the children, staff (teaching and non-teaching) and if appropriate, parents and visitors
- Provides children with a real context so they can apply the learning to the rest of the unit
- Doesn't give too much knowledge to the children – just gives a taster of what is to come!
- Needs to be varied so that children do not lose interest

The Knowledge Harvest:

This focuses on three key questions that the children and staff consider:

What do I know?
What do I think I know?
What would I like to know?

The Knowledge Harvest can be represented in a number of ways: whole class display, individual responses, mind maps etc. It is crucial that the Knowledge Harvest is referred to throughout the IPC unit.

At the end of the unit the Knowledge Harvest is added to. Children will add to their original ideas to show what new knowledge they have gained.

Researching:

Researching is not just about using ICT. At Charlestown we encourage the children to use a wide range of research tools; internet, books, visitors, drama opportunities and practical experiences.

Recording:

Children are encouraged to represent their work in a range of different ways. Before completing any piece of work, children are very clear about what is expected of them. As with any piece of work, the school presentation policy is followed.

The Exit Point:

The Exit Point is the celebration of the knowledge gained throughout the IPC unit. Children are fully involved in this and older children can lead a celebration event. For some IPC units parents, the local community and Governors can be invited in to share celebrations. The Exit Point can take many forms: assembly, drama, roadshow, role-play etc.

The IPC Personal Goals:

These are taught throughout the curriculum and are used to reinforce British Values:

The eight personal goals are:

Enquiry:

Being able to ask questions and then plan and carry out investigations related to those questions, collect evidence from a range of sources and think about the wider issues.

Adaptability:

To know about a range of views, cultures and traditions and to respect others, to approach new ideas with confidence and to be able to suggest ideas and solutions in a range of situations.

Resilience:

To be able to stick with a task until it is completed and to learn to try again if unsuccessful the first time round.

Morality:

To learn about the moral issues associated with different subjects and to respect alternative viewpoints as well as give reasons for their own.

Communication:

To be able to make their meaning clear using different ways of communicating and a range of tools and technologies to aid their communication.

Thoughtfulness:

To be able to use a range of thinking skills in solving problems whilst considering others points of view. To reflect upon what has been learned and its implications on their own lives and the lives of others.

Co-operation:

To understand that different people have different roles to play in groups and to adopt a different role depending on the activity and the needs of the group. Be able to work alongside and in co-operation with others.

Respect:

To learn about the varying needs of other people, living things and the environment and to show respect for the world itself.

More information about the IPC can be found on the website below:

www.internationalprimarycurriculum.com