

# An Introduction to the Curriculum at BISJ

Simon Clark

Deputy Head - Curriculum

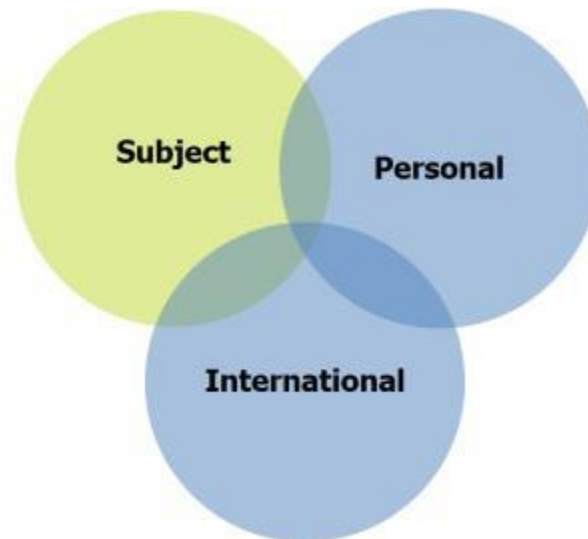
# Aims of today

By the end of this session:

- \* Have an understanding of the importance of shared outcomes about the children we are helping to develop.
- \* Know more about the Big Picture of the BISJ curriculum in Years 1-6.
- \* Have an understanding of developing international mindedness through the IPC.
- \* Have an understanding of the Learning Power Muscles (4Rs) and how these are developed across the school.

# What Kinds of Learning?

- \* Let's start with subject learning....



# Elements of our curriculum: An Overview

Here is an overview of the different elements of our curriculum:

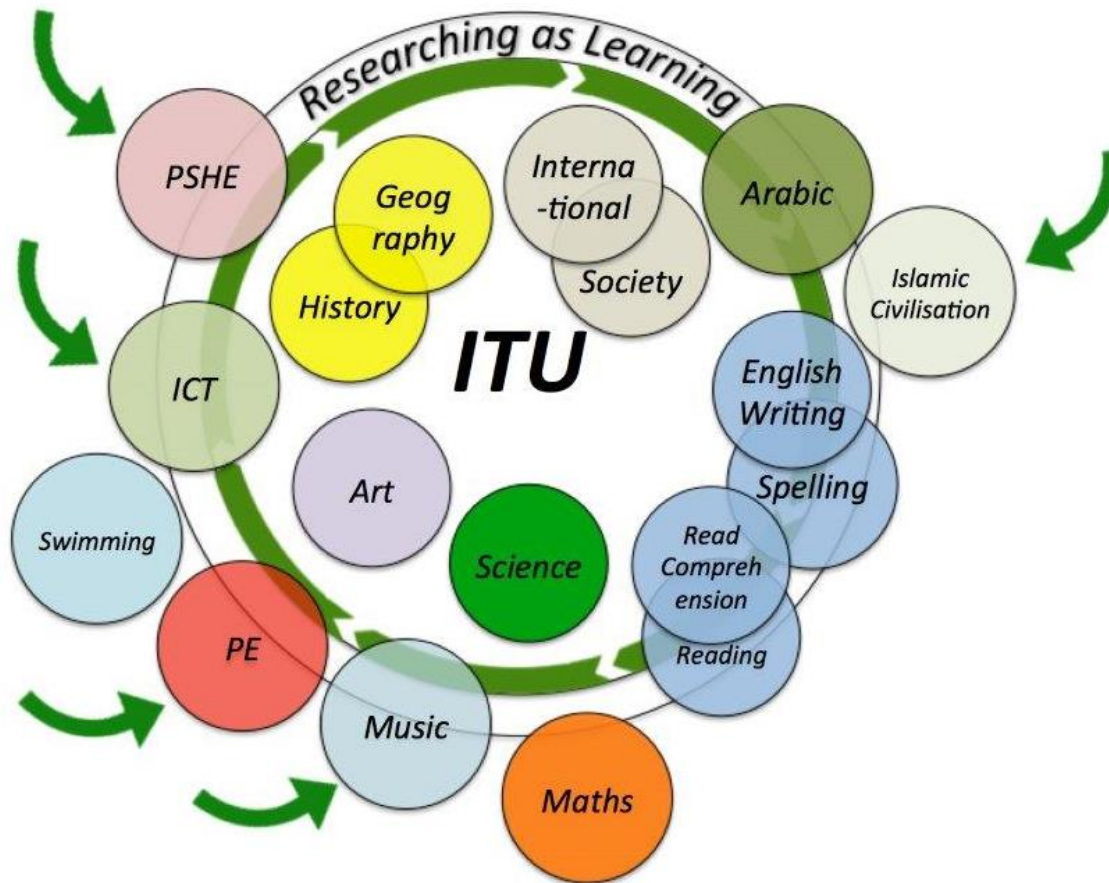
- \* Development Matters in Early Years Foundation Stage (2-5 years)
- \* IPC Programme:
  - \* Milepost 1 (5-7 years)
  - \* Milepost 2 (7-9 years)
  - \* Milepost 3 (9-12 years)
- \* Specialist Skills Programmes (Arabic, Music, PE, ICT & Computing, Islamic Civilisation in 5&6)
- \* There are currently 29 units of learning in Y1-6
- \* These units are thematic

# Entry Point

- \* Each IPC unit of learning begins with an Entry Point to hook the children and get them excited, motivated and emotionally engaged with the theme.
- \* What were the subjects you studied when at Primary School?



# BISJ's Curriculum



# What underpins subject learning in the IPC?

## The IPC Learning Goals

- \* These underpin every subject in the IPC units and are split into 3 different types of learning: knowledge, skills and understanding. These Learning Goals will be sent to you at the beginning of each unit. They are the basis of all the learning.

## History Learning Goals

### Milepost 1

---

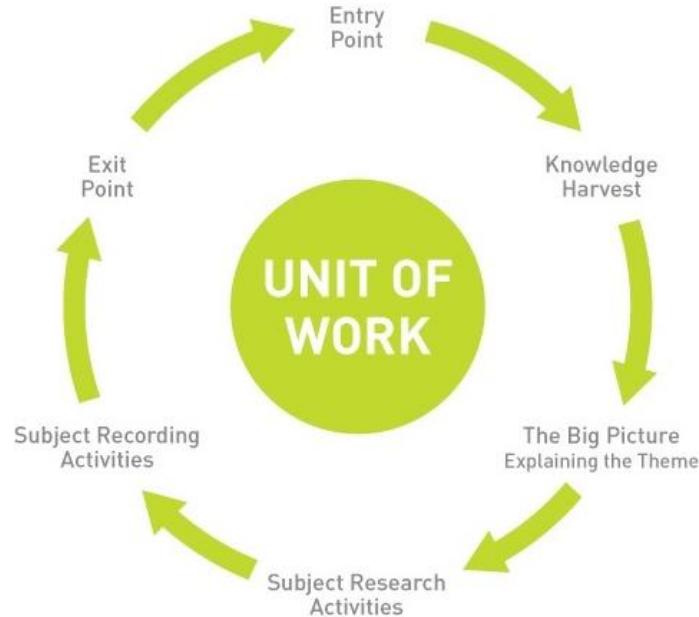
By the end of the school year in which they are 7, the vast majority of children will:

- 1.1 Know stories about a range of people who have lived in a variety of cultures in the past
- 1.2 Know about a range of events that have happened in the past
- 1.3 Be able to ask and answer questions about the past
- 1.4 **Be able to use key words and phrases relating to the passing of time**
- 1.5 **Be able to order events and objects into a sequence**
- 1.6 **Be able to identify differences between their own lives and those of people who have lived in the past**
- 1.7 **Be able to find out about aspects of the past from a range of sources of information**
- 1.8 Be able to communicate their historical knowledge and understanding in a variety of ways
- 1.9 Understand that events and people's actions have causes and effects
- 1.10 Understand that the past is represented in a variety of ways

 Learning Goals with this symbol next to them have Rubrics available in the document

# The IPC Process of Learning

- \* The units follow the IPC process of learning . This process supports the ways in which children learn best at this age.

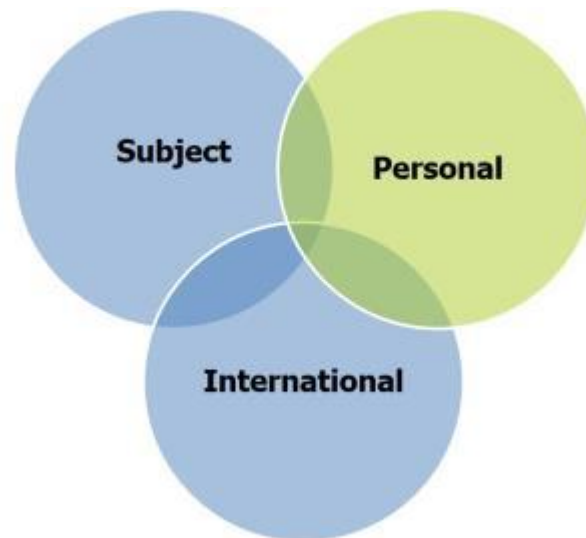




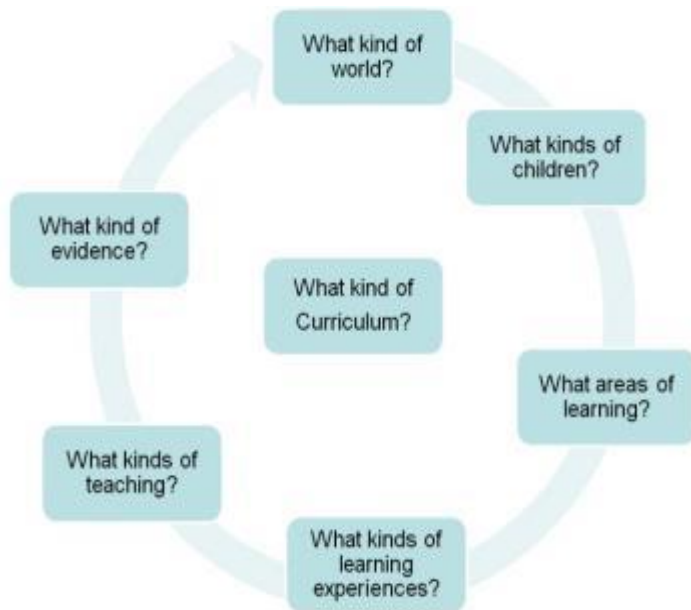
# What Kinds of Learning?

## IPC Personal Learning

- \* Subject, Personal and International learning is woven together across the curriculum.



# In to the future....



- \* The first question, "What kind of world?", is looking to the future – the education the children experience now is preparation for their future, adult selves. So let's think about what the future holds...

# The Peak of Life Poll

## Peak of Life

- \* At what age do you think we reach the 'peak of life' – when your physical strength and your wisdom are at an equilibrium? This question was asked as part of a survey. Remember that the figure is based on each individual so don't worry if the 'peak of life' has come and gone for you!

# The Peak of Life is....



**48**

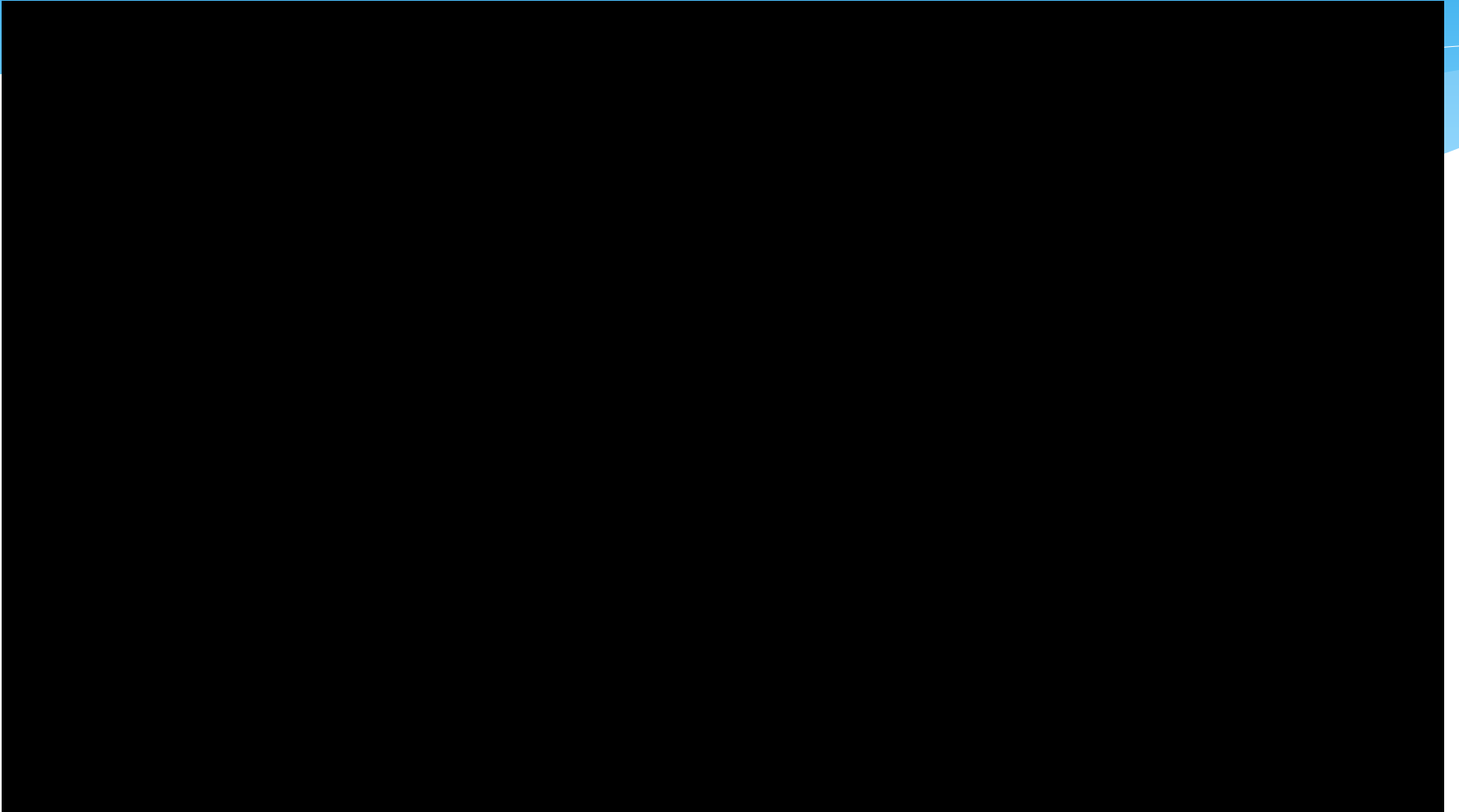
Don't forget, this number is subjective, we're all different!  
It's easy to think about the children in our schools as they are now – but education is about preparing them for the future, for being adults, what they learn now will carry them through their life – to their peak of life and beyond!

# What challenges/changes will children face in the next 50 years?

Let's think about the real purpose of education – not just about children now, but the adults they will become – the future.

- \* Share some of the challenges and changes that you think your children will face in the next 50 years.

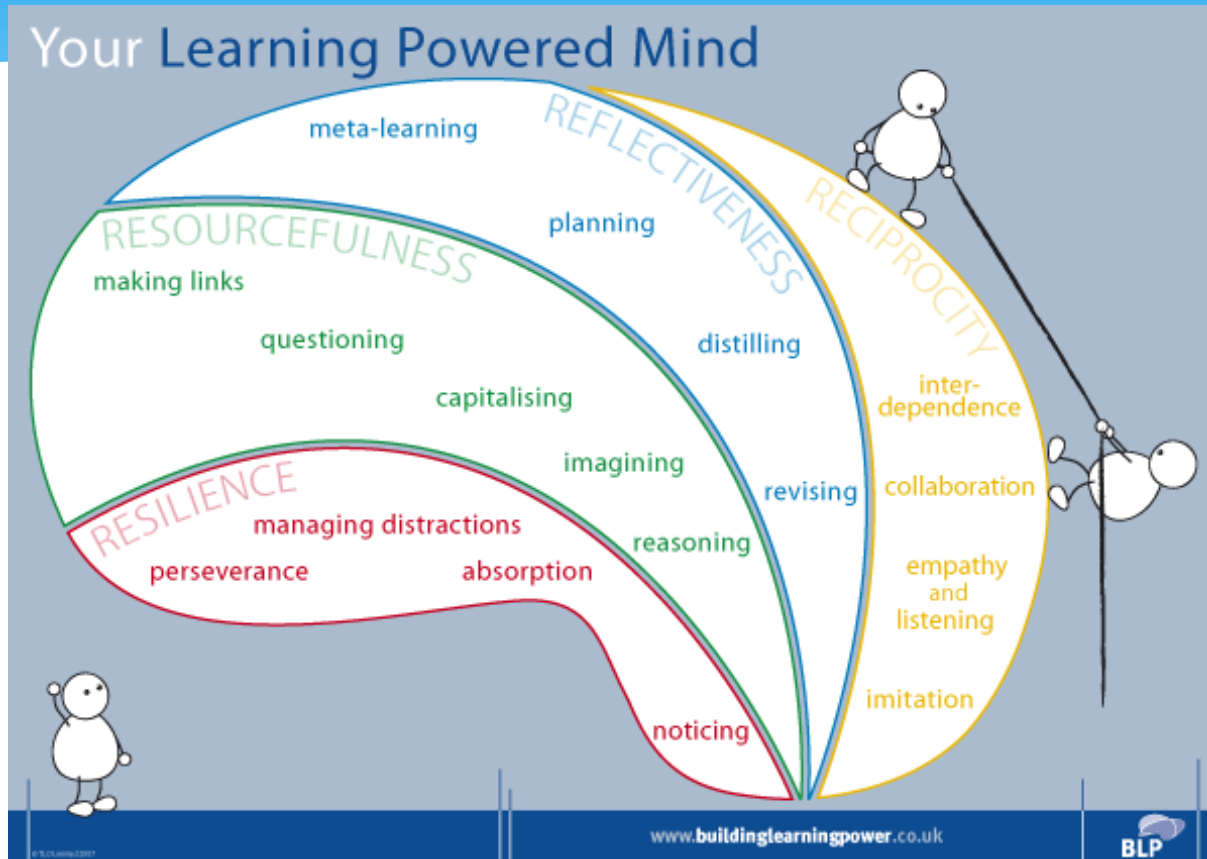
# Meet the Class of Now



# What qualities, personal attributes and skills will children need to face these challenges and changes?

- \* By the time the children leave your care, what qualities, personal attributes and skills would you like them to have, in order to be prepared for their life ahead?

# The Learning-Power Muscles



- \* The personal goals are complex and quite abstract for children. What do they really mean? What do they look like in action?



# What we do to implement the 4 Rs

- \* Display in class and around school
- \* Refer to throughout units
- \* Use models to exemplify
- \* Look for examples in action
- \* Celebrate in assemblies
- \* Refer to in reports and in Parent/Student/Teacher Conferences

Ask your child about these Learning Muscles – this is important so all can praise and recognise the dispositions in action.

# What else can you do to develop the 4 Rs?

## **Awareness:**

- \* Becoming familiar yourselves with what these Learning Power terms actually mean.

## **Questioning your child:**

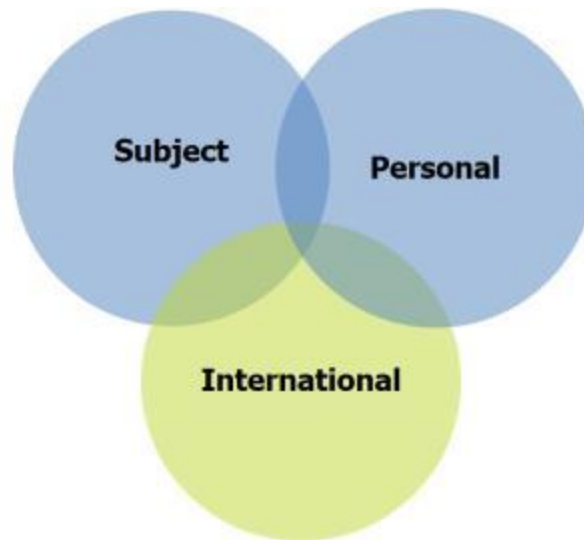
- \* Ask your child which learning muscles they've been using at school today.

## **Recognition and praise of positive learning habits:**

- \* When you see your child demonstrates aspects of these learning muscles, highlight to them how good this is to see and how much this will help them in the future.

# What Kinds of Learning?

- \* Now we're going to look at international learning in the IPC...



# How many countries have you connected with today?

- \* Think about all the countries you have had a connection with since you woke up this morning, along with the type of interaction.
- \* Think about food and drink, technology, travel, clothing, Facebook, colleagues, news channels etc.
- \* Children often don't realise that everyday objects, food, clothing, toys etc. are from around the world, they think everything they need can be acquired from the country they are living in.

**“Before you finish eating your breakfast this morning, you have depended on half the world.”**

Martin Luther King

# A Quote to Get You Thinking

In today's highly **interdependent** world, individuals and nations can no longer resolve many of their problems by themselves. **We need one another.** We must therefore develop **a sense of universal responsibility...** It is our collective and individual responsibility to **protect and nurture the global family**, to support its weaker members, and to tend to the environment in which we all live.

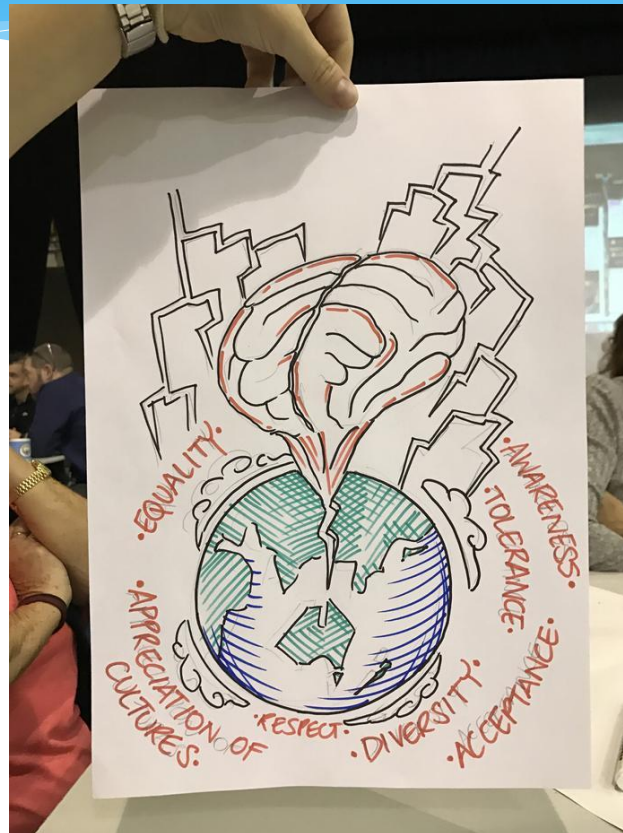
**(The Dalai Lama, 2007)**

# The 18<sup>th</sup> Learning Muscle

- \* It helps to treat the concept of becoming internationally-minded like an extra Learning Muscle in terms of our school ethos. In fact, maybe the 17 Learning dispositions actually help to describe what it means to be internationally-minded?
- \* ‘Our community of learners from many nations works together harmoniously. In a spirit of international mindedness, we develop understandings of our own and others’ cultures.’

From BISJ’s Vision and Mission

# Our school definition of International Mindedness



The ability to recognise and be sensitive to cultural differences and view the world through the eyes and lens of another.

# How the IPC supports the development of international mindedness and international learning



## To support international learning, the IPC:

- \* has explicit **international learning goals** and an international section in each unit
- \* makes **international connections** and develops international learning **throughout every unit**
- \* celebrates **similarity** as well as **difference**, helping children develop a sense of their own identity alongside an understanding of the identity of others
- \* explores every unit from **Host and Home** country perspectives, developing an understanding of the **independence and interdependence** of people, countries and cultures
- \* ensures children develop the skills and mindset to become **global citizens** who make **active, positive contributions to society**



# The kinds of global challenges addressed in the IPC units

- Sustainability
- Fossil fuels
- Climate Change
- Poverty
- Pollution
- Tourism
- Eco-tourism
- Deforestation
- Natural disasters
- Migration
- Water shortages
- Politics
- Economics
- Education

# IPC and the Sustainable Development Goals



## SUSTAINABLE DEVELOPMENT GOALS



# Useful Links

- \* Guy Claxton, Building Learning Power and the 4Rs-  
<https://www.youtube.com/watch?v=WIYRhoWtoiM>
- \* Carol Dweck, The Power of Believing that you can improve -  
[https://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_that\\_you\\_can\\_improve](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve)
- \* United Nations Development Programme's Sustainable Development Goals -  
[http://www.sa.undp.org/content/saudi\\_arabia/en/home/sustainable-development-goals.html](http://www.sa.undp.org/content/saudi_arabia/en/home/sustainable-development-goals.html)