TENBY™ SCHOOLS
SETIA ECO PARK

iSP International Schools Partnership

TISP
International Primary Curriculum (IPC) 2025

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Policy Statement

At Tenby Setia Eco Park, we believe that meaningful, connected learning lays the foundation for curious, confident, and globally-minded students. Through the International Primary Curriculum (IPC), we offer a thematic, creative, and rigorous approach that supports academic, personal, and international learning goals. Our teaching approach encourages students to make real-world connections across subjects, develop inquiry skills, and build a deeper understanding of the world around them.

Aim

- To develop globally minded, curious, and independent learners through a connected and thematic approach.
- To foster a love of learning by engaging students in meaningful, real-world contexts across a range of subjects.
- To ensure academic excellence by providing a rigorous curriculum that develops knowledge, skills, and understanding in subjects such as Science, Geography, History, and Technology.
- To support academic, personal, and international learning goals that encourage collaboration, critical thinking, and creativity.
- To ensure all children can make cross-curricular connections and apply their knowledge in practical, purposeful ways.
- To promote inclusive, inquiry-based learning through differentiated instruction, hands-on experiences, and reflective practices.
- To build confident communicators who can research, present, and share their learning using a range of tools, including technology.
- To strengthen home-school partnerships by involving parents in the learning journey and celebrating students' progress.

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The IPC Learning Process

The International Primary Curriculum (IPC) follows a consistent and structured approach that helps children build connections across subjects while developing knowledge, skills, and understanding. Each unit is designed to be engaging, purposeful, and reflective, guiding students through a meaningful learning journey from start to finish. The structure includes six key stages: Entry Point, Knowledge Harvest, The Big Picture, Research, Recording, and Exit Point.

The key elements of the unit of learning are:

1. Units of learning

The units of learning are specifically designed for each 'milepost' on appealing themes that provide age-appropriate learning. A 'milepost' is two years of learning driven by a selection of Learning Goals; there are 3 mileposts across 6 years of primary schooling. A range of subjects are included in each thematic unit, the IPC is further enhanced by shorter single subject units for **Science, PE, Art and Music**. Each unit of learning has been carefully chosen before the start of the academic year.

2. The IPC Learning Goals

The IPC Learning Goals are central to learning. The focus is on what children have **learned**, rather than what they have **done**. The clear and specific Learning Goals makes it easier to track progress and celebrate achievements through these Learning Goals. They are organised into three distinct, yet closely connected, areas:

- Personal Learning Goals
- International Learning Goals
- Subject Learning Goals

Learning is regularly shared with parents through invitations to key events such as the **Exit Point,** and via platforms like **Seesaw**, providing families with meaningful opportunities to engage with and celebrate their child's learning journey.

Subject Learning Goals

The Subject Learning Goals cover the Knowledge, Skills and Understanding that children should learn in:

- Art
- Design, Technology and Innovation
- Geography
- Health and Wellbeing
- History
- ICT and Computing
- Language Arts
- Mathematics
- Music
- PE
- Science

Personal Learning Goals

The Personal Learning Goals nurture within students a set of values and approaches to facing challenges, helping to shape their attitudes, character, and capabilities as thinkers and learners. Unlike goals focused on Knowledge, Skills, and Understanding, the aim of the Personal Learning Goals is to develop positive character traits and attitudes.

Each Personal Learning Goal is framed with the sentence stem:
"To be ..., I aim to ...."

This encourages students to reflect on their personal growth and approach to learning in a meaningful, intentional way.

The 8 Personal Learning Goals are all things we can be:

- Adaptable
- Communicator
- Collaborator
- Empathetic
- Ethical
- Resilient
- Respectful
- Thinker

Opportunities to experience and practice these specific goals is built into the learning tasks found within each unit of learning. The Personal Learning Goals is promoted beyond the classroom through whole school events such as celebrations and assemblies.

International Learning Goals

The International Curriculum is unique in defining International Learning Goals that support students in developing increasingly sophisticated national, international, global, and intercultural perspectives.

At Tenby Schools Setia Eco Park, we strive to help our students develop an understanding of the world they live in, valuing its rich diversity and gaining the confidence and skills to make a positive difference both within their own communities and globally. We believe that fostering curiosity and a genuine interest in the world and its people is key to meaningful international learning.

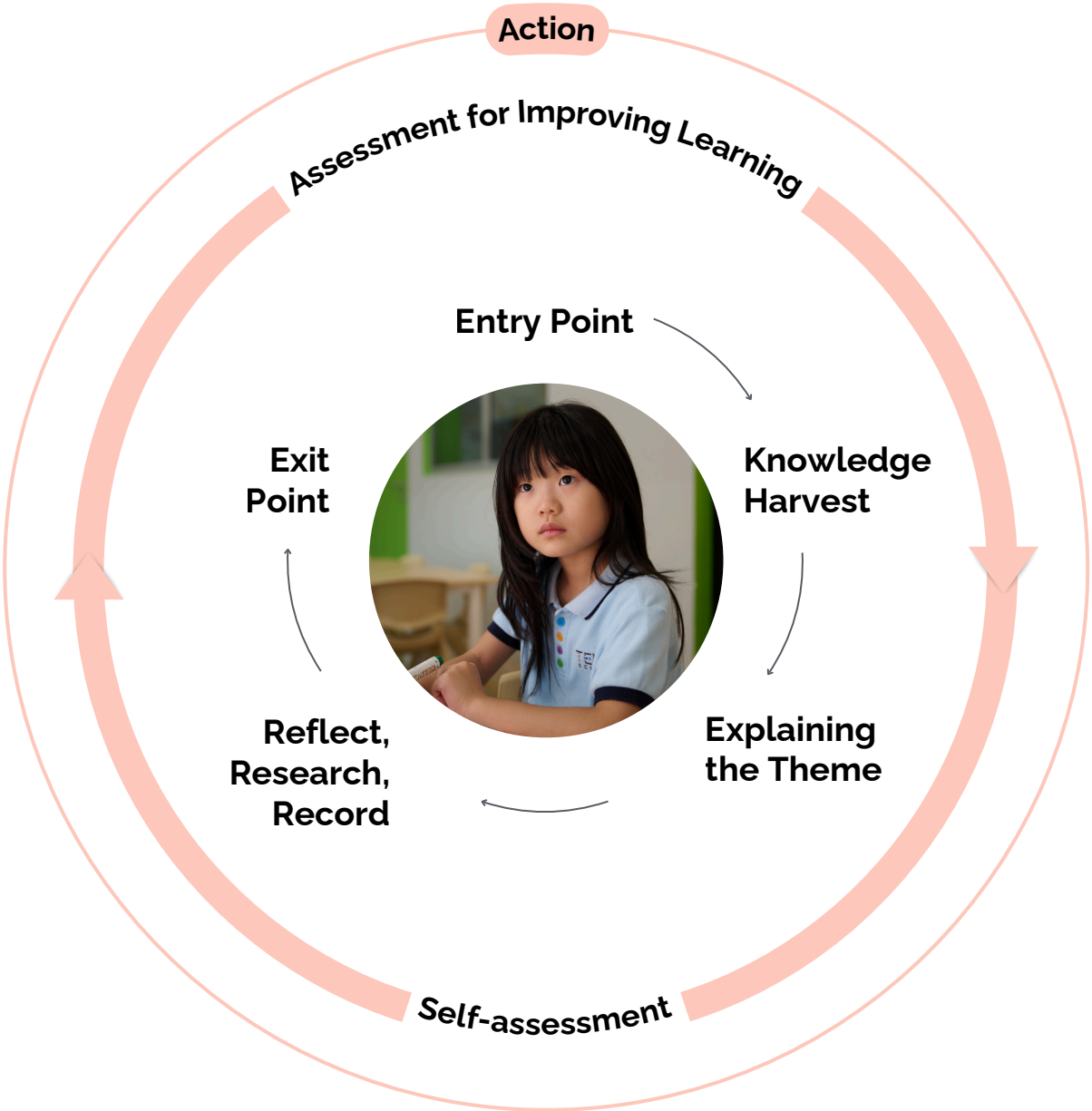
International learning is at the heart of what we do. Students from a wide range of nationalities come together to collaborate, learn from one another, and celebrate the rich mix of cultures within our school.

Teachers play a vital role in creating this inclusive and supportive environment. Through the **Teaching and Learning Centre (TLC)**, guided by the **International Schools Partnership (ISP)**, they complete professional development courses designed to enhance international learning experiences for all students.

One such course is '**Multilingualism**', which equips teachers with practical strategies to effectively support EAL learners and students from diverse cultural backgrounds, ensuring that every child feels valued, understood, and empowered to succeed.

Respect for the cultures, beliefs, and experiences of others is a value we actively promote every day and during our **'International Day'** celebration. From daily lessons to special events and school-wide activities, our students learn to appreciate and show respect for the people around them, helping them grow into compassionate, internationally-minded young people.

3. The Learning Journey



1. Entry Point

An exciting, memorable activity at the start of each IPC unit designed to spark curiosity, engage students, and introduce the theme in a fun, interactive way.

2. Knowledge Harvest

At this stage, children reflect on what they already know and what they want to find out about the topic. It activates prior knowledge and helps teachers shape the direction of the learning. The Knowledge Harvest is revisited throughout the unit and again at the end to confirm new learning and answer earlier questions.

3. The Big Picture

This stage gives children a clear overview of the unit. It helps them understand how different learning tasks connect, what they will be learning across subjects, and why it matters in a real-world context.

4. Research

Children actively investigate key questions using a variety of sources and methods. They work independently or collaboratively to gather facts, ask deeper questions, and explore the topic through inquiry.

5. Recording

In this phase, children organise and present their findings in creative and meaningful ways. They might produce posters, reports, models, diagrams, or digital presentations—reinforcing their learning and communication skills.

6. Exit Point

The unit concludes with a celebration of learning. Children reflect on their progress and share what they have learned through presentations, performances, exhibitions, or displays. It provides an opportunity to showcase both what they learned and how they learned it, often involving peers and parents in the process.

4. STEM Projects (Key Features)

A key feature of our IPC approach is the integration of STEM projects in Years 2,3,4,5, and 6—designed to consolidate the knowledge and skills developed during each unit. These projects offer students the opportunity to apply their learning in a practical, creative, and often collaborative way. By engaging in problem-solving, designing models, and explaining real-world phenomena, students deepen their understanding while developing essential skills.

- Assigned half-termly, aligned with current IPC themes to reinforce and consolidate learning.
- Provide real-world contexts for children to apply scientific, technological, and mathematical knowledge.
- Encourage collaborative learning, innovation, and critical thinking.
- Involve use of technology for research, planning, and presentation.
- Children record and share their learning using platforms like Padlet.
- Presentations may include videos, digital posters, or models, supporting communication skills.
- Help build confidence, ownership of learning, and opportunities for cross-year and parent engagement.

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Implementation

At our school, the International Primary Curriculum (IPC) is carefully structured to ensure progression and full coverage of subjects across all year groups. Themes are thoughtfully selected from Years 1 to 6 to ensure each Milepost (Years 1–2, 3–4, and 5–6) touches on all required National Curriculum subjects. This structured thematic approach allows for repetition of key concepts while gradually increasing the depth of knowledge, the complexity of skills, and the level of understanding.

Milepost 1 (Years 1 and 2)

- Unit topics chosen to have simple, familiar themes (e.g. Toys, Animals, Holidays).
- Entry points that are fun, sensory, play-based activities.
- Knowledge Harvest that is simple mind maps, drawings, or class discussions to gather what children know.
- Learning activities are teacher-led, hands-on, practical and short.
- Cross curricular links are light, incidental links to Literacy and Maths (e.g., writing a postcard).
- Personal Goals are introduced in simple, practical contexts (e.g. We showed cooperation by sharing).
- Exit Points in the form of class displays, simple performances, or project showcases for parents.
- Assessments are in the form of teacher observations, simple checklists, and class discussions.
- Use of technology Basic ICT games or videos for research.
- Collaboration and enquiry through group games and shared tasks with lots of teacher support.
- Parental Involvement in the form of home projects, and simple Exit Point events.
- Scaffolding and support provided through high teacher modelling, step-by-step instructions, visual prompts, and LA support.

End of Year 1 and Year 2 Expectations

Health and Wellbeing	Recognise and talk about their emotions and the emotions of others. Work cooperatively with others in group activities. Building teamwork and cooperation through collaborative tasks, e.g., designing a community or sharing ideas in groups.
Science	Identify and name common plants, animals, and materials. Describe seasonal changes and how different environments support living things.
Geography	Recognise the physical features of their local environment and identify a variety of places and landforms
History	Talk about changes within living memory and explore the lives of significant individuals
Art & Design	Use a variety of materials to create artwork, exploring colour, shape, and texture
Design & Technology	Design and make simple products, using a variety of materials and tools
Music	Use instriments to explore sound and create simple rhythms
International	Introduce the idea of different countries, people, and cultures

Milepost 2 (Years 3 and 4)

- Unit topics chosen have broader, real-world and conceptual themes (e.g. Rainforests, Inventions).
- Entry points that are more structured tasks encouraging group discussions and basic predictions.
- Knowledge Harvest through group and individual mind maps, questions boards, and basic research.
- Learning activities are a mix of teacher-guided and small group enquiry-based activities.
- Cross curricular links are planned, integrated links to core subjects, with more formal recording opportunities.
- Personal Goals are taught explicitly and reflected on in projects and group work.
- Exit Points in the form of presentations, posters, or small exhibitions.
- Assessments will include mind maps, reflective journals, group feedback, project evaluations, and pre and post-tests.
- Use of technology through research tasks, presentations, and creative apps to document and showcase learning.
- Collaborative group inquiries with progressively independent roles for each student.
- Parental involvement through class exhibitions and student presentations.
- Scaffolding and support through shared task modelling, clear success criteria, guided group work, and targeted interventions.

End of Year 3 and Year 4 Expectations

Health and Wellbeing	Develop the ability to work collaboratively with others, take responsibility for actions and demonstrate increasing self-confidence.
Science	Investigate living things, materials, and physical phenomena, developing an understanding of scientific processes, such as observation and classification.
Geography	Investigate geographical features, map skills, and human and physical geography, such as identifying countries, continents, and using basic maps.
History	Explore changes in history, such as ancient civilisations, and understand the past through evidence.
Art & Design	Create art using a range of materials, recognising patterns, shapes, and using a variety of artistic techniques.
Design & Technology	Design, create, and evaluate products, understanding how materials are used and how designs meet the needs of the user.
Music	Use their voices and instruments to perform music, exploring pitch, rhythm, and harmony.
International	Understand that the world is diverse and interconnected, learning about different countries and cultures.

Milepost 3 (Years 5 and 6)

- Unit topics chosen explore complex, abstract, and global themes such as Climate Change, Civilisations, and Space Exploration.
- Entry points that are thought-provoking scenarios, debates, and enquiry starters.
- Knowledge Harvest activities include personal learning questions, hypothesis setting, and in-depth assessments of prior knowledge.
- Learning activities are designed to be independent, collaborative, project-based, and enquiry-driven, with opportunities for student leadership.
- Cross curricular links are strong, purposeful links to core subjects, often requiring extended writing, data handling, and analysis.
- Personal Goals are embedded in lessons, self-assessed, and discussed through peer feedback and reflection activities.
- Exit points include presentations and sharing of knowledge, skills and understanding across year groups, building and presenting models.
- Assessments will include pupil-led reflections, peer and self-assessment, pre and post-tests and project-based outcome presentations.
- Use of technology include digital research, multimedia presentations, and independent technology-based project outcomes.
- Collaborative group enquiries with independent enquiry projects, group leadership roles, peer coaching, and decision-making tasks.
- Parental invitations to formal project showcase.

End of Year 5 and Year 6 Expectations

Health and Wellbeing	Demonstrate an increasing ability to work effectively in teams, take on leadership roles and reflect critically on their actions and relationships.
Science	Conduct more complex experiments, using a range of scientific methods and tools. Develop an understanding of key scientific concepts, including forces, light, electricity, and ecosystems.
Geography	Analyse geographical features, understand the impact of human activity on the environment, and study key geographical processes, including climate change and global development.
History	Study the significant events of the past in more depth, including the Ancient Greeks, Victorians, and World War II, while developing the ability to analyse primary and secondary sources.
Art & Design	Create, refine, and evaluate a wider range of artworks, using advanced techniques and exploring a variety of media and artists' styles.
Design & Technology	Develop design ideas, select materials, and evaluate prototypes, considering aesthetics, functionality, and safety.
Music	Compose music, explore and perform complex rhythms and melodies, and understand music from different cultures and historical periods.
International Mindedness	Understand global issues such as climate change, human rights, and sustainability, and participate in discussions about their role as global citizens.

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Assessment

Every New Unit

- Milepost 1 - Assessments are in the form of teacher observations, simple checklists, and class discussions.
- Milepost 2 - Assessments will include mind maps, reflective journals, group feedback, project evaluations, and pre and post-tests.
- Milepost 3 - Assessments will include pupil-led reflections, peer and self-assessment, pre and post-tests and project-based outcome presentations.

End of Year

- Year 1,2,and 3 students - Assessments are in the form of teacher observations, simple checklists, and class discussions
- Year 4 – 6 will take the GL Assessments, which are a global external standardised assessment.

05

New Children

Upon joining the school, all new students will take part in an initial IPC knowledge harvest to assess their prior knowledge, enquiry skills, and ability to work collaboratively. Alongside this, teachers will observe each child's confidence, communication, and social interaction to help place them in suitable groups and plan any necessary support, ensuring a smooth, inclusive, and positive transition into the IPC learning environment.

- Pair new children with positive role models or buddies to ease their integration.
- Mixed ability groups to encourage collaboration and exposure to varied ideas.
- Ensure groupings promote both social development and academic engagement.
- Use topic launch or entry point activities as an opportunity to observe group dynamics.
- Ensure flexibility in groupings — review and adjust based on participation and comfort.

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Monitoring

- Initial teacher observations of classroom engagement, confidence, and social interaction.
- Learning Assistant (LA) feedback on how new students manage in small group and independent tasks.
- Regular informal check-ins with the student to gauge well-being, classroom comfort, and engagement.
- Tracking participation and contributions in group discussions and collaborative IPC activities and presentations.
- Use of formative assessment strategies such as: Exit slips, self and peer assessments, targeted questioning during lessons, mini plenaries and reflection activities, pre-tests and post-tests.
- Work scrutiny — reviewing the quality, content, and progression in students' written and creative IPC work.
- Teacher assessments against Milepost learning goals and personal goals to track subject and skills development.
- Formal reporting cycles aligned with the school's assessment calendar, ensuring new students are included in data collection and progress reviews.

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Interventions

- Targeted support groups led by the class teacher or Learning Assistant during or after lessons to revisit key knowledge and skills.
- Pre-teaching sessions before new topics or vocabulary (Widgit) to help students access the main learning.
- Modified or scaffolded tasks to ensure success while still promoting challenge (e.g. sentence starters, visual aids, simplified instructions.)
- Additional adult support during collaborative group activities to help students engage and contribute.
- One-to-one or small group conferencing to address misconceptions, check understanding, and build confidence.
- Use of visual, hands-on, and practical learning resources (e.g. graphic organisers, role play, sorting activities) to support concept retention.
- Buddy systems pairing students with a peer mentor or positive role model for collaborative tasks.
- Focused intervention activities linked to Personal Learning Goals (e.g. resilience, cooperation, communication).
- Use of differentiated questioning and prompting during lessons to support critical thinking at an accessible level.
- Regular progress checks through mini-tasks, reflection activities, or informal assessments.
- Celebrating small successes to build confidence (e.g. displaying work, verbal praise, or classroom roles.)
- Inclusion in extension or enrichment opportunities once ready, to stretch abilities and promote inclusion in wider school life.

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Progression of IPC Knowledge, Skills and Understanding Development

Health and Wellbeing	Demonstrate an increasing ability to work effectively in teams, take on leadership roles and reflect critically on their actions and relationships.
Science	Conduct more complex experiments, using a range of scientific methods and tools. Develop an understanding of key scientific concepts, including forces, light, electricity, and ecosystems.
Geography	Analyse geographical features, understand the impact of human activity on the environment, and study key geographical processes, including climate change and global development.
History	Study the significant events of the past in more depth, including the Ancient Greeks, Victorians, and World War II, while developing the ability to analyse primary and secondary sources.
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International Mindedness	Understand global issues such as climate change, human rights, and sustainability, and participate in discussions about their role as global citizens.

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Progression of IPC Knowledge, Skills, and Understanding Development

Subject	Milepost 1	Milepost 2	Milepost 3
Art	• Explore basic drawing, painting, and modelling techniques. • Experiment with colour, texture, line, and shape. • Talk about their own and others' artwork using simple language.	• Develop greater control of materials (e.g. shading, colour mixing). • Study famous artists/styles and replicate techniques. • Begin to plan, refine, and evaluate their artwork.	• Apply a range of art techniques with increased precision. • Work independently or in groups to create purposeful art. • Analyse and critique art using appropriate vocabulary.
Design, Technology, and Innovation	• Use simple tools and materials safely. • Follow guided steps to design and make basic products. • Describe what they have made and how it works.	• Create detailed plans and labelled designs. • Use a variety of tools and techniques accurately. • Evaluate products against simple criteria.	• Innovate and improve designs based on testing and feedback. • Consider user needs, function, and aesthetics. • Work with mechanisms, electronics, or materials to solve problems.

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Progression of IPC Knowledge, Skills, and Understanding Development

Subject	Milepost 1	Milepost 2	Milepost 3
Geography	• Identify local features and simple maps. • Name continents, oceans, and their own country. • Understand basic human and physical features.	• Use a range of maps, atlases, and digital tools. • Study contrasting regions and environments. • Explore natural and human changes to places.	• Analyse geographical patterns and reasons for changes. • Compare regions globally, considering culture, trade, and environment. • Use fieldwork and enquiry skills to collect, analyse, and present data.
History	• Recognise past and present in their own lives. • Learn about significant people, places, and events. • Use simple timelines and historical vocabulary.	• Investigate ancient and recent history, cause and effect. • Use primary and secondary sources to explore evidence. • Begin to ask historical enquiry questions.	• Analyse historical interpretations and reliability of sources. • Study world history, civilisations, and their legacy. • Explore changes over time with justified conclusions.

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Progression of IPC Knowledge, Skills, and Understanding Development

Subject	Milepost 1	Milepost 2	Milepost 3
Science	• Ask simple questions and suggest answers based on observations. • Use senses to explore the world around them. • Identify and name common plants, animals, and materials. • Observe seasonal changes and describe patterns. • Sort and group objects based on physical properties. • Carry out simple tests with support. • Record findings using drawings, charts, and simple tables. • Begin to use basic scientific vocabulary (e.g. hard, smooth, grow).	• Ask relevant questions and plan simple investigations. • Make systematic observations using equipment (e.g. thermometers, magnifying glasses). • Recognise patterns and relationships in results. • Study life processes (plants, animals, habitats, skeletons, health). • Explore forces, magnets, light, sound, electricity, and materials. • Record data using charts, diagrams, and basic graphs. • Use comparative and fair tests to draw conclusions. • Develop scientific vocabulary to explain findings and processes.	• Plan and carry out fair tests with control variables. • Predict outcomes and justify reasoning. • Measure using standard units and accurate equipment. • Collect, present, and analyse results using a range of graphs and tables. • Explain scientific concepts clearly using appropriate vocabulary. • Study complex topics: Earth and space, evolution, circulation, inheritance, forces, chemical changes. • Evaluate methods and suggest improvements. • Apply scientific enquiry skills to real-world IPC investigations and issues.

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Progression of IPC Knowledge, Skills, and Understanding Development

Subject	Milepost 1	Milepost 2	Milepost 3
Health and Well-Being	• Recognise emotions and how to stay healthy (food, exercise, hygiene). • Understand simple personal safety rules. • Explore friendships and kindness.	• Discuss mental health, body changes, and responsible choices. • Build resilience, cooperation, and coping strategies. • Understand community and global health concerns.	• Explore physical, mental, and social well-being in depth. • Understand peer influence, conflict resolution, and lifestyle impact. • Engage in leadership and community well-being projects.
Music	• Explore different sounds and instruments. • Copy simple rhythms and songs. • Express how music makes them feel.	• Read and write simple notation. • Explore traditional and global music styles. • Compose short pieces with structure.	• Perform with accuracy, expression, and technique. • Analyse music elements and cultural significance. • Compose and refine multi-part pieces using instruments or digital tools.

Progression of IPC Knowledge, Skills, and Understanding Development

Subject	Milepost 1	Milepost 2	Milepost 3
International	• Begin to develop awareness that they belong to a community and the wider world. • Learn about similarities and differences between their own lives and those of children in other countries. • Explore simple global celebrations, traditions, and customs. • Show curiosity and respect for different ways of life. • Begin to use basic geographical terms like 'country', 'world', 'flag', and 'language'.	• Develop understanding of how people live in different parts of the world. • Recognise how daily life, food, schooling, and customs vary globally. • Understand the importance of respecting others' beliefs, traditions, and ways of life. • Begin to make connections between their own lives and those of people in other countries. • Explore how global events and environmental issues affect different countries differently. • Develop empathy for people from diverse backgrounds.	• Demonstrate a growing awareness of global citizenship and responsibilities. • Explore how global issues (e.g. climate change, human rights, inequality) affect people around the world. • Understand interdependence between countries and communities. • Compare and contrast how different cultures solve problems and adapt to challenges. • Reflect on how their own choices and actions have international consequences. • Engage in discussions about fairness, justice, and equity in a global context. • Participate in collaborative international projects or exchanges when possible.