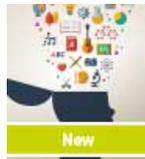




International Primary Curriculum – Year 3



Term 1

Brainwave

The art of learning - Milepost 2

The Big Idea

Every day we are learning lots of new and different things – gaining the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve our learning, we will be better equipped for meeting the many challenges ahead of us.

In this unit, we'll be finding out:

- How different people learn
- About the importance of practice when learning a skill
- How the brain works
- How to make connections between our learning
- How we can share our learning with others
- Why it is important to learn from other children and cultures around the world
- How positive thinking can help us to succeed
- How to look after our brain
- How to design a school for learning

When they learn children will be:

- Investigating
- Thinking
- Reflecting
- Researching
- Teaching
- Observing
- Assessing
- Presenting



Different Places, Similar Lives



Similarities and Differences - Milepost 2

The Big Idea

People lead different lives. Even people in the same country, the same town or the same street can have different lifestyles. But they can have things in common, too – they can both like the same food or football team! We are going to find out about things that make us different and things that make us the same.

In ***Society***, we'll be finding out:

- About ways of life in different countries
- About festivals and celebrations in other countries

In ***Geography***, we'll be finding out:

- What different countries are like
- How the climate affects the way people live
- Where our food comes from
- What people grow and eat in different countries
- What products we make in our host country

In ***History***, we'll be finding out:

- About important people in the countries we are studying
- About the way important people have changed lives
- How to make a timeline for the host country

In **Technology**, we'll be finding out:

- How people, food and water are transported
- How wheels, levers, pulleys, slides and floats work

In **International**, we'll be finding out:

- About the difference between rich and poor countries
- Why people around the world have different lives
- What is being done to help the least developed countries



Term 2

Temples, Tombs and Treasure



Ancient Civilisations: Egypt and Summer - Milepost 1

The Big Idea

The people who helped create the first great civilisations were not unlike you and me. Today we can learn a lot about these people and their way of life through the things they left behind – from everyday objects to magnificent and rare treasures.

In **History**, we'll be finding out:

- Why rivers were important to ancient civilisations
- What daily life was like in Ancient Egypt
- How to write using Egyptian hieroglyphics
- About the different rulers of Egypt

- About Ancient Egyptian religion and burials
- How the Ancient Egyptians might have built the pyramids
- About the treasures discovered in Tutankhamun's tomb
- How to use different sources to find out about Ancient Sumer
- How to compare life in Ancient Sumer with life in Ancient Egypt

In **Music**, we'll be finding out:

- About the instruments used in Ancient Egypt and Ancient Sumer
- How to create our own music to retell a story from an ancient civilisation

In **Art**, we'll be finding out:

- How to plan and create our own tomb wall painting
- How to make an Ancient Egyptian headdress

In **International**, we'll be finding out:

- How to plan an Ancient Egyptian celebration to share with friends and family

Term 3



What's On The Menu?

Survival - Milepost 2



The Big Idea

Think about all the different meals that you have eaten over the last five days. This might include home meals, school meals and any restaurant meals you have eaten. Have you ever stopped to consider where your food comes from? Who made it? How were the ingredients grown? How many different people were responsible for the food that ends up on your plate? Food is essential. It gives us energy to do the things that we want to do – but how much do we really know about how food is produced and prepared?

In **Geography**, we'll be finding out:

- About restaurants in the local area
- Where our food comes from
- Which foods are produced locally
- How food travels to the shop or supermarket
- About different types of farming
- What happens on a local farm

In **Science**, we'll be finding out:

- How fruits and vegetables grow
- How we can grow our own food in the classroom
- Why a balanced diet is important
- How to store our food properly
- What is inside a breakfast egg and how we can cook it

In **History**, we'll be finding out:

- About popular foods from different periods of history
- What sailors and explorers used to eat when travelling

In **Technology**, we'll be finding out:

- How to make bread and butter
- How we can present food to make it more interesting
- How to create a healthy fruit sundae
- How to make freezer jam
- How we can make models of farm machines

In **Society**, we'll be finding out:

- About different diets and food requirements
- About different countries and the role of food in their celebrations and traditions

In **International**, we'll be finding out:

- About local food and customs in the host country
- How special events are celebrated in our home and host countries

International Primary Curriculum – Year 4



Term 1

Brainwave



The art of learning - Milepost 2

The Big Idea

Every day we are learning lots of new and different things – gaining the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve our learning, we will be better equipped for meeting the many challenges ahead of us.

In this unit, we'll be finding out:

- How different people learn
- About the importance of practice when learning a skill
- How the brain works
- How to make connections between our learning
- How we can share our learning with others
- Why it is important to learn from other children and cultures around the world
- How positive thinking can help us to succeed
- How to look after our brain
- How to design a school for learning

When they learn children will be:

- Investigating
- Thinking
- Reflecting
- Researching
- Teaching
- Observing
- Assessing
- Presenting



Chocolate
Food - Milepost 2



The Big Idea

Wouldn't it be amazing if chocolate grew on trees? Well, it does! Wouldn't it be amazing if I said we were going to make some chocolate? Well, we are! And we're going to discover even more amazing things about chocolate...

In **Geography**, we'll be finding out:

- Where cacao trees are found
- About the factors affecting the growth of cacao trees
- About other cash crops

In **History**, we'll be finding out:

- Who first discovered chocolate
- Who took the first chocolate to Europe

- About the importance of cocoa beans for trade

In **Science**, we'll be finding out:

- About the ingredients in chocolate
- If chocolate causes tooth decay
- Why chocolate wrappers are made from special materials
- What the melting point of chocolate is

In **Technology**, we'll be finding out:

- How to make our own chocolate
- What we can add to chocolate

In **Art**, we'll be finding out:

- How to design a wrapper for our chocolate bar

In **International**, we'll be finding out:

- What fair trade chocolate is
- What other fair trade products there are
- How important chocolate is



Term 2



Active Planet

Earthquakes and Volcanoes - Milepost 2

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.

In **Geography**, we'll be finding out:

- About how the Earth is formed
- What a volcano island is and where they are in the world
- What causes an earthquake
- How earthquakes can be measured

In **Technology**, we'll be finding out:

- What makes buildings strong
- About protective clothing and equipment
- About how to put together a survival kit

In **Science**, we'll be finding out:

- About solids, liquids and gases in volcanoes
- What happens when a volcano erupts
- What happens when rock melts
- How volcanoes can give off poisonous gas

In **Music**, we'll be finding out:

- How to use instruments to make sound pictures
- How to compose our own piece of music

In **History**, we'll be finding out:

- About the devastation of Pompeii

In **Art**, we'll be finding out:

- About hot and cold colours
- About using different materials and techniques to represent a volcano

In **Physical Education**, we'll be finding out:

- How to use lots of different sequences of movement to show the story of volcanoes

In **Society**, we'll be finding out:

- About legends associated with volcanoes
- Why people continue to live in volcanic areas despite the dangers

In **International**, we'll be finding out:

- About international organisations that work after natural disasters
- About the knock-on effects of earthquakes and volcanic activity



Term 3



Scavengers And Settlers

Early man to the Iron Age - Milepost 2

The Big Idea

Humans are special. Unlike other animals, we can adapt and learn new skills in order to survive, which is exactly what our ancestors did in the Stone, Bronze and Iron Ages.

In **History**, we'll be finding out:

- How fossils are made and what we can learn from them
- What our earliest ancestors might have looked like
- How our ancestors were able to survive
- How to use archaeological evidence to find out about a prehistoric hunter
- Where our ancestors settled and how they lived
- How we can learn about the past by investigating a Stone Age village
- What life was like during the Bronze Age and Iron Ages

In **Art**, we'll be finding out:

- How to create our own prehistoric cave paintings
- How to make and decorate pottery, based on one of the periods we have explored

In **Technology** we'll be finding out:

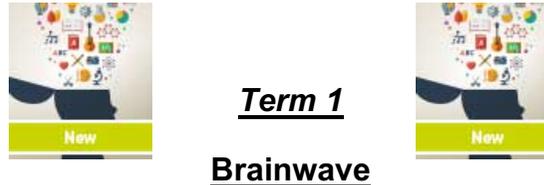
- About the types of foods that the first farmers would have grown

- How we can update the dishes that the early settlers may have eaten

In ***International***, we'll be finding out:

- How we can work together to learn new skills and achieve our goals

International Primary Curriculum – Year 5



The art of learning - Milepost 3

The Big Idea

Every day we are learning lots of new and different things – gaining the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve our learning, we will be better equipped for meeting the many challenges ahead of us.

We'll be finding out:

- About different methods of teaching and how we like to learn
- About some of the different areas of the brain
- How information gets into the brain
- How relaxation can help prepare us for learning
- How we can improve our memory
- How positive thinking can help us to succeed
- How we can support each other to achieve our goals
- How we can become more active global citizens



The Great, The Bold And The Brave

Classical Civilisations: Greece, Rome and Beyond - Milepost 3

The Big Idea

The history of western civilisation begins with the Greeks and the Romans. Their expanding empires helped to spread ideas about architecture, food, entertainment, literature, science, medicine and politics across the globe. As their empires ended, other cultures rose to prominence, absorbing and passing on their own ideas and cultures – creating the world we know today.

In **History**, we'll be finding out:

- About the Greek city-states of Athens and Sparta
- How people voted in Athens and Sparta
- How the Persian War brought the Greek city-states together
- What the Parthenon can tell us about Athenian life
- How to perform our own Greek play
- About the life Alexander the Great and what he achieved
- Why Rome had a republic and then an emperor
- What daily life was like in Ancient Rome
- What happened when the Romans invaded another country
- Why the Roman Empire declined
- What happened when the Anglo-Saxons invaded and settled in Britain
- About the Viking invasion of Britain
- About the life and legacy of Alfred the Great
- How to use archaeological evidence to find out about the past
- About the history of Britain, from the Roman occupation to the Norman Conquest

In **Music**, we'll be finding out:

- How to write and perform our own Greek chorus

In **Art**, we'll be finding out:

- About Ancient Greek and Roman art
- How to create our own piece of art in a Greek or Roman style

In **International**, we'll be finding out:

- About the effects of invasion on countries around the world



Term 2

Space Explorers



Astronomy and Space - Milepost 3

The Big Idea

We know that when we look up at our sky we will see the Sun, the Moon and the stars. We take them for granted. But why are they there? What do they do? How do they affect the Earth? Astronomy, like all sciences, is about asking questions. By becoming *space explorers*, we can find out more about our solar system and the deeper mysteries of the universe.

In **Science**, we'll be finding out:

- How to make a pinhole viewer to record the size of the Sun and the Moon
- How to compare the size of the planets and their distance from the Sun
- About the movements of the Earth, Sun and Moon and how they affect us
- How to classify rocks and compare rocks on Earth with those on the Moon
- How craters are formed and the forces that are involved
- How to make a spectrometer to find out about light and what it contains
- How light travels
- How to create a timeline to show the life cycle of a star
- About the planets in our solar system

In **History**, we'll be finding out:

- About what people in the past used to think about the Earth, Sun and Moon
- About Galileo and his findings about the Earth, Sun and Moon
- About the constellations and the stories that they tell
- How to make a timeline to show some of the important events in the history of astronomy and space

In **Art**, we'll be finding out:

- How we can capture the shape, colour and patterns of a nebulae in art
- How we can create our own satellite images

In **Technology**, we'll be finding out:

- About the technology that is being used to explore Mars
- How to design and make our own vehicle to explore a planet's surface

In ***International***, we'll be finding out:

- About the International Space Station (ISS)
- How to create our own Voyager golden record to send into space



Term 3

Moving People



Migration - Milepost 3

The Big Idea

Sometimes people choose to move, sometimes this movement is forced upon them. Both can have an impact on the societies and places that they leave behind, and those that they join at their journey's end.

In ***Geography***, we'll be finding out:

- About the similarities and differences between places we know
- How and why our families have moved around the world
- How different places are linked

- How and why people move and goods are transported around the world
- About environmental disasters which influence human migration
- About disaster relief organisations

In **History**, we'll be finding out:

- About the migrations of people in pre-historical times
- About the spread of ideas, technology, language, food, goods and culture through migration
- About the historical importance of past civilisations on present day societies
- About the effects of migration on countries around the world
- About enforced movements of people and why these occurred
- About influences of past movements of people on our present day societies

In **Society**, we'll be finding out:

- About refugees — who they are, what their rights are and our responsibilities with regards to this
- About the role of organisations who support refugees and migrants

In **International**, we'll be finding out:

- About reasons for economic migration, its effects and the laws that control it
- How different groups of migrants and refugees are treated in the host country

International Primary Curriculum – Year 6



Term 1

Brainwave



The art of learning - Milepost 3

The Big Idea

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We'll be finding out:

- About different methods of teaching and how we like to learn
- About some of the different areas of the brain
- How information gets into the brain
- How relaxation can help prepare us for learning
- How we can improve our memory
- How positive thinking can help us to succeed
- How we can support each other to achieve our goals
- How we can become more active global citizens



Myths And Legends



Myths, Legends and Beliefs - Milepost 3

The Big Idea

People have been telling stories since prehistoric times, not just to entertain but as a means of passing on their history, beliefs and culture. Many of these stories we refer to as myths and legends, stories that are timeless and are as relevant today as when they were first told. By studying these myths and legends we can learn more about the people and the cultures who created them, and understand how we - today - can adapt and craft our own stories for future generations to enjoy.

In **History**, we'll be finding out:

- About societies that are well-known for their myths and legends
- About myths and legends from our host country
- About major events in the past

In **Music**, we'll be finding out:

- About music that has been inspired by myths and legends
- How to compose a piece of music to accompany a myth or legend

In **Art**, we'll be finding out:

- How different artists have been influenced by myths and legends
- About the art of Ancient Egypt
- How to turn characters from myths and legends into comic book superheroes
- How to produce our own piece of art to represent a story we have written

In **Society**, we'll be finding out:

- About traditions, celebrations and religious festivals which have been influenced by myths and legends
- How the behaviour of individuals and groups can be influenced by the moral messages of myths, legends and other stories
- How global brands use myths and legends to persuade people to buy their products

In **International**, we'll be finding out:

- How stories from around the world are both the same and different
- How myths and legends have affected large areas of the world
- About the stories from the home countries of children in the class



Term 2
AD 900



History of Non-European Societies - Milepost 3

The Big Idea

What holds an empire together? Perhaps it is faith – a belief in a single god or many different gods. Perhaps it is dependency – a need to work together and to help one another. Or perhaps it is leadership – strong individuals whose power and wisdom are admired. These bonds help to make empires strong. But the bigger they become, the more difficult they are to hold together...

In **History**, we'll be finding out:

- About the Maya from the buildings and artefacts they left behind

- How the Maya worshipped their gods
- How the Maya used glyphs for writing and counting
- Why the Maya empire declined
- What Benin City in West Africa might have looked like
- How to use different sources to find out about the Kingdom of Benin
- How the Edo/Benin people celebrate and worship
- What happened to the Kingdom of Benin
- Why the prophet Mohammad was so important to the Islamic civilisation
- About the achievements and inventions of the Golden Age of Islam
- Why the Islamic empire declined

In **Art**, we'll be finding out:

- How to make West African masquerade masks and costumes
- How to create Islamic art

In **Music**, we'll be finding out:

- How to plan and perform our own West African masquerade

In **International**, we'll be finding out:

- About the culture and traditions of modern day Maya and Muslims



Term 3

Building A Village



Settlements - Milepost 3

The Big Idea

Is this neighbourhood a good place to live – what do you think? Have you ever wondered why people in the past chose to live here? Together, we are going to find out about the places where people live. We'll be looking at different countries as well as different times in history and different societies.

In **Geography**, we'll be finding out:

- About different types of settlements
- About services in our local area
- About village life in our host and home country
- How to map and record geographical information

In **History**, we'll be finding out:

- About the history of our local area
- About the history of two settlements from the host and home countries
- How to use evidence to research and record history
- How to create a settlements museum

In **Technology**, we'll be finding out:

- What materials are used in local buildings
- How to make concrete
- How to make our own Roman road
- About eco-friendly buildings and settlements

In **Science**, we'll be finding out:

- How to sort different materials
- How to test materials for hardness
- How to test materials for water resistance

In **Society**, we'll be finding out:

- About extra services for our local area
- How we could encourage friendship in our area

In **International**, we'll be finding out:

- About the quality of life in the host and home countries
- What the 'global village' is and how it affects us