The IB Primary Years Programme at Campus des Nations
Curriculum Guide

The International School of Geneva, Campus des Nations is committed to follow and further develop the four International Baccalaureate (IB) Programmes. The Primary Years Programme (PYP) is the first of the programmes offered by the IB and provides the curricular framework for teaching and learning for students from Pre Reception to Year 6. The PYP is an inclusive programme and the school provides support to ensure access for all students.

The PYP model syntheses the soundest research and best practices from a range of systems to create a challenging, engaging and relevant programme used in an increasing number of schools worldwide. The Programme has a set of standards, which must be met before a school is authorised to offer the programme and there is a regular external evaluation of the degree to which the school continues to meet these standards. When Campus des Nations opened in 2005, two authorised PYP schools amalgamated and as a new primary school we have successfully participated in IB evaluation visits. The results of the most recent visit acknowledge the work we are doing as an IB PYP school.

What is the IB Primary Years Programme (PYP)?

The PYP focuses on the development of the whole child as an inquirer, both in the classroom and the world outside. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry. (IB, 2012)
THE IB Primary Years Programme (PYP)

TRANSDISCIPLINARY THEMES

- Who We Are
- Where We Are in Place and Time
- How We Express Ourselves
- How the World Works
- How We Organise Ourselves
- Sharing the Planet

SIX SUBJECT AREAS

- Arts
- Language
- Mathematics
- Personal, social and physical education
- Science
- Social studies

APPROACHES TO LEARNING (Transdisciplinary Skills)

COMMUNICATION:
Reading, writing, speaking, listening, viewing, presenting and non-verbal

SOCIAL:
Collaboration, Cooperation, Respecting others

SELF MANAGEMENT:
Organisation, Coordination, Affective, Reflection

RESEARCH:
Information Literacy, Media Literacy

THINKING:
Acquisition of knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation, Dialectical thought, Metacognition

CENTRAL TO THE PYP

- The IB Learner Profile
- A student-centred curriculum
- Exhibition in the final year of the programme
- Attitudes
- Action

The written curriculum is a balance of essential knowledge and skills, development of conceptual understanding, demonstration of positive attitudes and taking responsible action.

Students will explore each of the six transdisciplinary themes through units of inquiry which provide opportunities for in-depth investigations into important ideas. These themes are revisited every year allowing students to develop a deeper and broader understanding in each area. (Students aged 3 to 5 engage with four themes each year.)

Example: Sharing the Planet
An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities, peace and conflict resolution.

Under this theme, our youngest students explore the ways in which we share our environment with living things. In Year 3 the students are exploring access to clean water, the effects of pollution and conservation. In Year 6 the students inquire into how decisions and actions can lead to peace or conflict. Each unit builds on prior knowledge and experience and makes connections to real-life.
Child Centred and Inquiry Based

At Campus des Nations, we address students’ academic, social and emotional well-being. We recognize and respect that each child is an individual and we account for uniqueness of culture, prior experiences, temperament and learning style. We encourage students to develop independence, and to be active in and take responsibility for their own learning. Inquiry allows each student’s understanding of the world to develop in a manner and at a rate that is unique to that student. Students’ ideas and interests are included and valued in the planning for teaching and learning. (IB, 2009)

French

In all PYP schools, students have the opportunity to learn another language. At Campus des Nations French is taught for four periods per week from year 1 to year 4 and five periods per week in years 5 and 6. At Saconnex, two of these periods are taught through Content and Language Integrated Learning (CLIL); during these lessons students inquire into an aspect of the unit of inquiry in French. The other Language Block lessons follow a more traditional organisation where students are separated into beginning, intermediate or advanced levels according to their needs. At Pregny and Saconnex there are French speaking assistants working in class alongside the English speaking homeroom teacher.

Assessment

Assessment is an integral part of the teaching and learning at Nations. Planning is guided by pre-assessments that establish what a child already knows, understands and can do. Formative assessments are then carried out and feedback is given to ensure progress. At the end of each unit, summative assessments are used to evaluate learning.

Everyone involved with assessment should have a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made.

The Exhibition

In the final year of the PYP, students are required to engage in the Exhibition. This is the culminating experience of the PYP and provides an opportunity for the students to demonstrate the attributes that they have developed during their time at a PYP school. It is an opportunity to inquire into an issue that they care about and an opportunity to make a difference.

At Nations, we focus on action. Each student must engage in their learning such that they initiate a purposeful response that offers a solution to a real-life problem or issue.
An inquiry into **Who we are**
- An inquiry into the nature of the self, beliefs and values, personal, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities, what it means to be human.

An inquiry into **Where we are in place and time**
- An inquiry into orientation in place and time; personal histories, homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations; from local and global perspectives.

An inquiry into **How we express ourselves**
- An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity, our appreciation of the aesthetic.

An inquiry into **How the world works**
- An inquiry into the natural world and its laws; the interaction between the natural world (biological and physical) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.

An inquiry into **How we organise ourselves**
- An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.

An inquiry into **Sharing the planet**
- An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between; access to equal opportunities, peace and conflict resolution.

### Central idea: Learning pathways

#### Central idea: We can express ourselves using form and colour.

**Who We Are**
- Key concepts: Form, Causation and Reflection
- Related concepts: Identity, feelings, learning

**Where We Are in Place and Time**
- Key concepts: Function, connection, perspective
- Related concepts: Expression, Play, feelings, ideas, creativity, communication

**How We Express Ourselves**
- Key concepts: Form, change and perspective
- Related concepts: Expression, creativity, shape, colour, seasons

**Central idea:** Signs and symbols help us to communicate without words.

**Central idea:**
- Through shared experiences we can learn about ourselves and others.

**Central idea:**
- We can express ourselves using form and colour.

**Central idea:**
- Signs and symbols in our environment
- What signs and symbols communicate
- The many ways we can communicate non-verbally

**Central idea:**
- What is a living thing
- How we share resources with other living things
- How to show respect and act responsibly towards living things

### Pre-ception Ages 3-4

#### Central idea: Through shared experiences we can learn about ourselves and others.

**Who We Are**
- Key concepts: Connection, perspective, responsibility
- Related concepts: Relationships, choice

**Where We Are in Place and Time**
- Key concepts: Function, connection, perspective
- Related concepts: Expression, Play, feelings, ideas, creativity, communication

**How We Express Ourselves**
- Key concepts: Form, reflection, perspective
- Related concepts: Expression, Play, feelings, ideas, creativity, communication

**Central idea:**
- The choices we make shape our relationships with others.

**Central idea:**
- Through play we can express our feelings and ideas; follow our own inquiries and come to new understandings.

**Central idea:**
- Knowing about light helps us to understand that it is an essential resource.

**Central idea:**
- The journey of food involves many people and processes.

**Central idea:**
- Imaginative use of everyday materials
- An inquiry into our personal interests
- Communicating through play

**Central idea:**
- Different sources of light
- What light can do and how we use it
- The importance of light

**Central idea:**
- Food sources
- Food processing
- Preparing food to eat
- How we get and choose our food

### Reception Ages 4-5

#### Central idea: The choices we make shape our relationships with others.

**Who We Are**
- Key concepts: Connection, perspective, responsibility
- Related concepts: Relationships, choice

**Where We Are in Place and Time**
- Key concepts: Function, connection, perspective
- Related concepts: Expression, Play, feelings, ideas, creativity, communication

**How We Express Ourselves**
- Key concepts: Form, reflection, perspective
- Related concepts: Expression, Play, feelings, ideas, creativity, communication

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- Food sources
- Food processing
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- How we get and choose our food
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<tr>
<th>Year 1</th>
<th>Age 5-6</th>
<th>Year 2</th>
<th>Age 6-7</th>
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<tbody>
<tr>
<td><strong>Who We Are</strong></td>
<td><strong>Key concepts:</strong> Reflection, connection. <strong>Related concepts:</strong> Culture, community.</td>
<td><strong>Who We Are</strong></td>
<td><strong>Key concepts:</strong> Responsibility, reflection, connection. <strong>Related concepts:</strong> Strength, community, values, team.</td>
</tr>
<tr>
<td><strong>Central idea:</strong> Our communities guide how we act and think.</td>
<td><strong>Central idea:</strong> Innovation changes the way we play.</td>
<td><strong>Effective Learning Communities are created when all members work as a team.</strong></td>
<td><strong>Central idea:</strong> Family histories and cultural influences shape personal journeys.</td>
</tr>
<tr>
<td><strong>Lines of inquiry:</strong> - What community is it? - The communities we belong to - How our communities guide us think and behave - What makes our communities special</td>
<td><strong>Lines of inquiry:</strong> - What play is it? - How play changes over time - How technology and innovation have influenced play.</td>
<td><strong>Lines of inquiry:</strong> - Effective learning communities - Teamwork - Individual strengths - Our responsibilities as a member of a learning community.</td>
<td><strong>Lines of inquiry:</strong> - Personal journeys - Similarities and differences in family values - Cultural influences.</td>
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<tr>
<td><strong>Related:</strong></td>
<td><strong>Central idea:</strong> Stories can help us understand shared values.</td>
<td><strong>Central idea:</strong> Exploring patterns connects us and can help us communicate.</td>
<td><strong>Central idea:</strong> People use their understanding of the properties of materials to find solutions.</td>
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<tr>
<td><strong>Central idea:</strong> All living things follow a cycle of life.</td>
<td><strong>Central idea:</strong> Knowing about measurement systems can help us to function effectively in our world.</td>
<td><strong>Central idea:</strong> Understanding that plants are essential for life on Earth can help us make responsible decisions.</td>
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**How We Express Ourselves**

**Key concepts:** Form, perspective. **Related concepts:** Communication, experience, expression, values.

**How the World Works**

**Key concepts:** Change, function. **Related concepts:** Materials, objects, relationships (cause and effect), matter, conditions.

**How We Organise Ourselves**

**Key concepts:** Function, responsibility, connection. **Related concepts:** System, unit, standard, measurement, interconnectedness.

**Sharing the Planet**

**Key concepts:** Responsibility, perspective. **Related concepts:** Interdependence, community, relationships.

**Central idea:** People's attitudes and actions contribute to creating peaceful environments.

**Central idea:** The role of language in the community.

**Central idea:** Peaceful environments. **Central idea:** The differences actions make.

**Central idea:** The ways that people in a community depend on each other.

**Central idea:** How living things grow and develop.

**Central idea:** How living things need to grow.

**Central idea:** How we measure in real life. **Central idea:** A comparison of measurement systems. **Central idea:** Why it is important to measure.

**Central idea:** How people use their understanding of materials.

**Central idea:** Similarities and differences in plant-life. **Central idea:** People depend on plants for many purposes. **Central idea:** Our responsibility to look after plant-life.
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### Central Idea:

**To keep healthy and balanced we need to eat well, exercise, keep clean, relax and rest.**

**A country’s characteristics and history define its identity.**

**Folk and Fairy tales help explain what it means to be human.**

**Humans use their understanding how simple machines function to serve a variety of purposes.**

**Communities and organisations create structures to help people with change.**

**Access to clean water is essential to life on our planet.**

### Lines of Inquiry:

**What it means to be balanced and healthy: the factors that help to maintain our health.**

**Our responsibility in staying healthy.**

**A country’s characteristics and history define its identity.**

**Folk and Fairy tales help explain what it means to be human.**

**Humans use their understanding how simple machines function to serve a variety of purposes.**

**Communities and organisations create structures to help people with change.**

**Access to clean water is essential to life on our planet.**

### Year 3, Age 8

1. **Central Idea:**
   - We can learn to develop our own potential by looking at the lives of influential people.

2. **Central Idea:**
   - Exploring and expressing our creativity through language enables us to grow as communicators.

3. **Central Idea:**
   - Forces of nature change the physical world.

4. **Central Idea:**
   - The relationship between shape and space informs the design of structures and environments.

5. **Central Idea:**
   - Materials can undergo changes that provide challenges and benefits for society and the environment.

### Key Concepts:

- Perspective, connection, responsibility.
- Potential, influence, heroism, inspirational, interconnectedness.
- Causation, change, connection.
- Emotion, geography, climate, tectonic plates, movement.
- Change, responsibility.
- Sustainability, transformation.
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<td>Key concepts: Change, responsibility, perspective</td>
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**Central idea:**

- There are common characteristics which make us human, however, not all humans are the same.

**Central idea:**

- Significant events and periods of time change humankind and societies.

**Central idea:**

- Artists express ideas, emotions and personal experiences through their art.

**Central idea:**

- Humans apply their understanding of forces and motion to increase performance.

**Central idea:**

- Systems are developed to enable effective navigation.

**Central idea:**

- Human interaction can shape the biodiversity of an ecosystem.

**Lines of inquiry:**

- What it means to be human
- What it means to be human
- Similarities and differences in humans

**Lines of inquiry:**

- Significant events and periods in time
- Changes resulting from significant events in history
- Recent events and possible future impacts

**Lines of inquiry:**

- How we can express thoughts, feelings and ideas through art
- The different forms of artistic creativity
- How an artist’s life experiences inform their art

**Lines of inquiry:**

- What a force is and what forces are at work in the world
- Newton’s Laws
- How humans use their understanding of forces in everyday life

**Lines of inquiry:**

- The systems that have been developed to describe where we are in our world
- How systems are used to navigate effectively
- How elements within a system interact

**Lines of inquiry:**

- The human interactions within different ecosystems
- The diverse nature of an ecosystem
- To be developed by students

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**Year 6**

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<td></td>
</tr>
<tr>
<td>Related concepts: Growth, reproduction, puberty</td>
<td>Related concepts: Curiostiy, innovation, exploration, discovery, space</td>
<td>Related concepts: Action, Connect, Create, change</td>
<td>Related concepts: Energy, conservation, sustainability, transformation</td>
<td>Related concepts: Choice, conflict, peace, migration, society, community, challenges, power, inequality</td>
<td></td>
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**Central idea:**

- Throughout life, our bodies change and these changes will affect us in many different ways.

**Central idea:**

- Human curiosity and the need to solve problems drive technological innovations.

**Central idea:**

- Energy is neither created nor destroyed but can be harnessed and transformed for a variety of uses.

**Central idea:**

- Developing skills and behaviors is necessary to transition successfully from one environment to another.

**Central idea:**

- Humans have the ability to create a more peaceful world through informed choices and actions.

**Lines of inquiry:**

- The life cycle of human beings
- Specific physical and emotional changes during puberty and how they will affect us
- The process of making responsible decisions and choices

**Lines of inquiry:**

- Why we are driven to explore
- The technological innovations which have allowed us to learn and keep discovering new things about our universe
- How technological innovations connect to our lives

**Lines of inquiry:**

- Personal passions
- Real-world issues
- Action

**PYP EXHIBITION**

**Lines of inquiry:**

- What energy is
- How we use energy
- Scientific process
- How energy changes

**Lines of inquiry:**

- Skills and behaviors that are required to be successful in transition
- The change in environment as people transition
- Strengths and characteristics of environments

**Lines of inquiry:**

- Current events and how they connect to “Sharing the Planet”
- How choices and decisions have consequences
- Our responsibility in helping to create peace
One of the most important aims of an education at the International School of Geneva, something that is embedded in our Vision for an International Education and expressed in the IB mission statement, is a commitment to develop a community of internationally minded learners. The IB Learner Profile is central to the PYP definition of what it means to be internationally minded, and teaching and learning about the following attributes are explicitly planned for and explored within all areas of school life. Units of inquiry, assemblies and the Student Action Group provide opportunities for students to explore their own identities and share their cultural beliefs and values.

### IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<table>
<thead>
<tr>
<th>INQUIRERS</th>
<th>OPEN-MINDED</th>
</tr>
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<tbody>
<tr>
<td>We nurture our curiosity, developing skills for inquiry and research.</td>
<td>We critically appreciate our own cultures and personal histories, as well</td>
</tr>
<tr>
<td>We know how to learn independently and with others.</td>
<td>as the values and traditions of others. We seek and evaluate a range of</td>
</tr>
<tr>
<td>We learn with enthusiasm and sustain our love of learning throughout life.</td>
<td>points of view, and we are willing to grow from the experience.</td>
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<tr>
<th>KNOWLEDGEABLE</th>
<th>CARING</th>
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<tr>
<td>We develop and use conceptual understanding, exploring knowledge</td>
<td>We show empathy, compassion and respect. We have a</td>
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<tr>
<td>across a range of disciplines. We engage with issues and ideas that</td>
<td>commitment to service, and we act to make a positive difference</td>
</tr>
<tr>
<td>have local and global significance.</td>
<td>in the lives of others and in the world around us.</td>
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<tr>
<th>THINKERS</th>
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<tr>
<td>We use critical and creative thinking skills to analyse and take</td>
<td>We approach uncertainty with forethought and determination; we work</td>
</tr>
<tr>
<td>responsible action on complex problems. We exercise initiative in</td>
<td>independently and cooperatively to explore new ideas and innovative</td>
</tr>
<tr>
<td>making reasoned, ethical decisions.</td>
<td>strategies. We are resourceful and resilient in the face of challenges and</td>
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| COMMUNICATORS                                                            | BALANCED                                                                    |
|--------------------------------------------------------------------------|                                                                            |
| We express ourselves confidently and creatively in more than one         | We understand the importance of balancing different aspects of our lives—  |
| language and in many ways. We collaborate effectively, listening         | intellectual, physical, and emotional—to achieve well-being for ourselves  |
| carefully to the perspectives of other individuals and groups.           | and others. We recognize our interdependence with other people and with    |

| PRINCIPLED                                                                | REFLECTIVE                                                                  |
|--------------------------------------------------------------------------|                                                                            |
| We act with integrity and honesty, with a strong sense of fairness and   | We thoughtfully consider the world and our own ideas and experience. We   |
| justice, and with respect for the dignity and rights of people everywhere. | work to understand our strengths and weaknesses in order to support our    |
| We take responsibility for our actions and their consequences.            | learning and personal development.                                         |

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.