

Primary Years Programme Curriculum framework

Written curriculum—What do we want to learn?

The written curriculum incorporates the following five essential elements.
Concepts—what do we want students to understand?

These eight fundamental concepts, expressed as key questions, fuel the process of inquiry and encourage a transdisciplinary perspective.

Form—what is it like?

Function—how does it work?

Causation—why is it like this?

Change—how is it changing?

Connection—how is it connected to other things?

Perspective—what are the points of view?

Responsibility—what is our responsibility?

Reflection—how do we know?

Knowledge

In this context, knowledge is considered to be an in-depth understanding of significant ideas, not merely the acquisition of facts and skills. It is identified by six transdisciplinary themes, supported and balanced by six subject areas.

Skills—what do we want students to be able to do?

The five sets of transdisciplinary skills acquired in the process of structured inquiry are:

thinking

communication

social

research, and

self-management skills.

Attitudes—what do we want students to feel, value and demonstrate?

The programme promotes a set of attitudes that include tolerance, respect, integrity, independence, enthusiasm, empathy, curiosity, creativity, cooperation, confidence, commitment and appreciation.

Action: how do we want students to act?

Students are encouraged to reflect, make informed choices and take action that will help their peers and the wider community.

Information taken from: www.ibo.org/pyp/curriculum/written/