



Presenting our Education Project 2020-2021

Over the coming months you will see and hear of many changes taking place in our student's education at St Peter's. Many of these represent a gradual evolution of what we are already doing at school, especially in terms of methodology. However, there are others which form part of a more fundamental shift in terms of content.

Understanding the project

Our objective is to create in our pupils a passion for learning and a permanent curiosity about themselves, others and the world around them. In this new scenario in which we find ourselves, with its ongoing demographic, geopolitical and technological changes, the school needs to adapt its methodology and curricular contents accordingly.

The nature of change in learning content is framed in a methodology which is based on inquiry - the student investigates and cultivates their curiosity about knowledge, examining concepts in greater depth - exploring important ideas about the local and global environment, and on the promotion of proactivity - knowing how to work autonomously and with other people. In this constructivist framework, assessment is not understood as a system by which students are measured, but rather as a tool for improvement, with the commitment and trust between teacher and student being the main means of educational advancement.

School syllabus

From Foundation 3 through to Year 5, students learn from stimulating transdisciplinary themes that allow them to construct meaning in the world around them. These themes include topical content such as Smart Cities, Blockchain or the Sustainable Development Goals. Each unit deals with an idea that supports the students' understanding of the subject. This idea fosters the development of conceptual understanding and expands the capacity for critical thinking. Alongside these themes students will also work on core subjects such as maths and literacy. In all these areas we will be following the IB curriculum for younger learners (PYP).

In Upper School the curriculum consists of different groups of subjects following the IB framework, (in this case MYP/IB Diploma programmes). In all of them, students take a context and a concept as a starting point for investigation. This involves learning which is then addressable to all areas of their personal and intellectual growth.

The rearticulating of education therefore arises from the very subjects which are taught at all levels throughout the school. All of them represent a clear pedagogical disruption, the result of a profound questioning of education which was basically designed for the parameters of the 19th century. At St. Peter's we have put together a smart curriculum that indicates an abrupt and radical change from classical teaching models.

New subjects such as Exponential Sciences, Economics, Artificial Intelligence and Robotics, Consciousness and Transhumanism, Communication, or Global Perspectives have already materialised. The inclusion of these subjects and themes at an early age is not only possible, but also stimulates the intellectual curiosity of the student, who becomes fascinated by what the future might hold.

Keys for success: adaptation, staff and rigorous planning

A brief look at the history of pedagogy helps us differentiate the old from the new, the classical from the banal; it is needed, not as a means for replication, but rather to improve upon it for the benefit of science, the individual and society. Likewise, educational quality is dynamic, and is based on the balance between



the arts - knowing how to do things - and epistemology - knowing as a result of observation and reflection. It requires a combination of shared communal knowledge, or culture, and newer data which is continually being updated. In addition, knowledge itself is mediated, and this requires a different kind of know-how, one which results from human intervention and encompasses specific skills: open-mindedness, creativity, problem-solving, empathy, critical thinking and judgement.

This model simply is not feasible without enthusiastic teachers, committed to their students, who share the philosophy of the school; teachers who are continuously developing, not only their technological and methodological skills, but also intellectually. It is in this way that the teacher-student dialogue has a solid and at the same time a dynamic, humanistic and social base.

In order that this teaching approach becomes more than just theory, consistent and up-to-the-minute planning is also indispensable, combining the following three key elements: the rigor of content, the creativity of the teacher and actual inclusion in the design of the syllabus.

In the following pages, you will find a scheme of the different subjects or themes that we will be working next year for every age, and a sample of different units, ranging from Foundation 3 to Year 10.

Presentación del Proyecto Pedagógico 2020-2021

Durante los próximos meses verán y oirán acerca de varios cambios en la educación de nuestros alumnos en St. Peter's. Son parte de una evolución gradual de lo que hemos estado haciendo en el Colegio, sobre todo en cuanto a metodología. Sin embargo, otros representan una transformación más profunda, sobre todo en términos de contenido.

Comprender el proyecto

Nuestro objetivo es crear en nuestros alumnos una pasión por aprender y una curiosidad permanente sobre sí mismos, otros y el mundo que les rodea. En este nuevo escenario en el que nos encontramos, con los cambios tecnológicos, demográficos y geopolíticos, el Colegio necesita adaptar la metodología y el contenido curricular.

La naturaleza del cambio en el contenido se enmarca en una metodología basada en la indagación – el alumno investiga y cultiva su curiosidad por el conocimiento, examinando conceptos en mayor profundidad – explorando ideas importantes sobre el entorno local y global, y en la promoción de la proactividad – aprendiendo como trabajar de forma autónoma o con otras personas. En este marco constructivista, la evaluación no se entiende como un sistema para medir a los alumnos, sino como una herramienta para la mejora, de forma que el compromiso y la confianza entre el profesor y el alumno se convierten en el principal medio de avance pedagógico.

School syllabus

Desde Foundation 3 hasta Year 5, los alumnos aprenden a partir de seis temas transdisciplinarios estimulantes, que les permiten construir significados en el mundo que los rodea. Estos temas incluyen contenidos de máxima actualidad como las Smart Cities, el Blockchain o los Objetivos de Desarrollo Sostenible. En cada unidad se aborda una idea que sirve de apoyo al alumno para comprender el tema. Esta idea fomenta el desarrollo de la comprensión conceptual y amplía la capacidad de pensamiento crítico. Junto con estos temas el alumno también trabaja asignaturas troncales como Matemáticas o Literatura. En todas estas áreas vamos a seguir el currículum del Programa de Enseñanza Primarias (PYP) del IB.



En Upper School el currículum consta de distintos grupos de asignaturas. En todas ellas los alumnos aprenden a partir de un contexto y un concepto como medio para indagar. Esto conlleva un aprendizaje transferible a todos los ámbitos de su formación personal e intelectual.

La rearticulación educativa se diseña así a partir de asignaturas propias del colegio en todos los cursos. Todas ellas suponen una clara disrupción pedagógica, fruto de un profundo cuestionamiento de la educación instalada aún en parámetros del siglo XIX. En St. Peter's hemos organizado un currículum inteligente que indica un cambio abrupto y radical respecto a las enseñanzas clásicas.

Destacan en su concreción nuevas asignaturas como Ciencias Exponenciales, Exonomía, Inteligencia Artificial y Robótica, Consciencia y Transhumanismo, Comunicación, o Global Perspectives. La inclusión de estas materias y temas a edades tempranas es posible, y estimulan la curiosidad intelectual del estudiante, que se ve inmerso en un futuro prometedor.

Las claves del éxito: adaptación, staff y programación rigurosa

La historia de la Pedagogía nos sirve para diferenciar lo antiguo de lo nuevo, lo clásico de lo banal; se necesita de ella, pero no para replicarla, sino para hacerla mejor en beneficio de la ciencia, la persona y la sociedad. Asimismo, la calidad educativa es dinámica, y se sustenta en el equilibrio entre las artes –saber hacer cosas- y la epistemología –conocer su naturaleza a través de la observación. Requiere una combinación de conocimiento comunal compartido, o cultura, e información más reciente que se actualiza permanentemente. Además, el conocimiento mismo se encuentra mediatizado, y eso requiere un tipo de sabiduría distinta, resultante de la intervención humana y acompasa habilidades específicas: amplitud de miras, creatividad, resolución de problemas, empatía, pensamiento crítico y juicio.

Este modelo no es posible sin profesores entusiastas, comprometidos con sus alumnos, que comparten la filosofía del Colegio; profesores que se desarrollan continuamente, no sólo en sus habilidades tecnológicas y metodológicas, sino también intelectualmente. Es de esta forma que el diálogo entre alumno y profesor adquiere una base sólida y al mismo tiempo dinámica, humanista y social.

Para que esta aproximación a la enseñanza sea más que teoría, es indispensable una programación consistente y realizada al minuto, combinada con tres elementos clave: el rigor del contenido, la creatividad del profesor y una introducción real en el diseño del currículum.

En las páginas siguientes pueden encontrar un esquema con las distintas asignaturas o temas que se impartirán el próximo curso para cada edad, y una muestra de varias unidades, desde Foundation 3 hasta Year 10.

UPPER SCHOOL SUBJECTS

Studies in languages
Language acquisition
Individuals and societies
Sciences & ESS
Exponentials
Mathematics
The Arts

- ✔ Common Subject
- A Subject to choose
- B Subject to choose
- C Subject to choose



	Y6	Y7	Y8	Y9	Y10
Mathematics	✔	✔	✔	✔	✔
Science	✔	✔	✔	✔	
Exponentials	✔	✔	✔	A	
Chemistry					A
Physics					B
Biology					B
Robotics	A	A	A	A	
Computer Science	✔	✔		A	A
Artificial Intelligence	A	A	A		
Philosophy & AI					B
ESS (Environmental Systems and Societies)					✔
Economics				✔	
Economy and Business		✔	✔	✔	✔
Global Perspectives	✔	✔	✔	✔	✔
Physical Education	✔	✔	✔	✔	✔
Interdisciplinary Project · Philosophy for Children (P4C)	✔	✔	✔	✔	
Community Project · Personal Project				✔	✔
Art	B	B	B	B	B
Music	B	B	B	B	
Photography			A		
Graphic Design	A	A			
Trending Topic	✔	✔	✔	✔	✔
Spanish Language and Literature	✔	✔	✔	✔	✔
English Language and Literature	✔	✔	✔	✔	✔
Catalan Language Acquisition	✔	✔	✔	✔	✔
French Language Acquisition	✔	✔	✔	✔	✔
German Language Acquisition	C	C	C	C	
Communication Skills	C	C	C	C	

LOWER SCHOOL SUBJECTS

Spanish Language (Year 1 onwards)	Language Acquisition
English Language	Language Acquisition (Year 2 onwards)
Catalan Language (Year 1 onwards)	
French Language (Year 5 onwards)	
Mathematics	
Transdisciplinary Theme (Art, Social Science, Science)	
Robotics & Artificial Intelligence	
Computer Science	
Physical Education	
Philosophy for children (P4C) / Social-Emotional Learning (SEAL)	
Creative Learning Project (CLP)	
Music	

Studies in languages
Language acquisition
Individuals and societies
Sciences
Mathematics
The Arts



ST. PETER'S
SCHOOL
BARCELONA

INDEPENDENT EDUCATION

School Year	Year 10 (MYP 5, 4th ESO)	Subject	Exponentials
Unit Title	Nanotechnology in Engineering and Medicine	Duration	15 h

Statement of Inquiry

Scientific and technical innovations in Nanotechnology can transform medicinal treatments with promising consequences.	Key and Related Concepts Systems Transformation Consequences
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Inquiry Questions

Factual	In which fields does nanotechnology show promise?
Conceptual	How is nanotechnology used as treatments for specific illnesses?
Debatable	In the world of medicine, nanotechnology can change the human life span. How can nanotechnology be open to abuse and misuse? If everybody could live hundreds of years, what would happen to our world? Would only an elite few get such treatment and what consequences would that have? If nobody ever died, would people have to stop having children to avoid overpopulation? What would that mean to our society?

Content

Introduction to Nanotechnology Nanometers.
Liquid Crystals and Nanotechnology Graphene and Nanotechnology Ferrofluids and Nanotechnology Nanoparticles and Light Energy.
Gold particles and Nanotechnology Applications of Nanotechnology in Engineering Applications of Nanotechnology in Medicine.
Ethical implications of nanotechnology.

Learning Activities

Students work in teams to develop hypotheses and then test how whole and crushed antacid tablets will behave in water.
Students complete a lab report of their findings.
In the "Fizzy Nano Challenge" students explore how some materials behave differently as their surface area increases.
Nanoparticles and Light Energy Experiment: Quantum Dots and Colors.



School Year	Year 10 (MYP 5, 4th ESO)	Subject	Language and Literature
Unit Title	Perspective and Persuasion The Shadow in the North	Duration	15 h

Statement of Inquiry

Considering a range of perspectives leads to a more informed point of view and helps evaluate the messages that present personal and cultural expression, to understand if they are encouraging biased views and to judge how ethical they are.

Key and Related Concepts

Perspective, Point of View, Bias

Inquiry Questions

Factual	What is propaganda? What is the difference between propaganda and factual news? What are the goals of propaganda? Who uses propaganda? What is perspective? In what ways do texts present perspectives to a reader or a viewer?
Conceptual	How important are first impressions? In what ways might perspectives we hold influence our attitudes and behaviours? How can a perspective change? When is propaganda dangerous? Why do you think that governments and political leaders often use propaganda? What are some of the causes that propaganda is used for? What is the difference between propaganda and advertising/marketing?
Debatable	Can a text [actually] influence perspectives its readers or viewers might hold, and consequently their attitudes and behaviours? Is all art a form of propaganda? Why or why not is there such a thing as pure truth in the media?

Content

Understand what propaganda and bias are.
Identify the conventions of a speech and a comparative essay.
Consider how bias is used to influence the audience's perspective and whether the audience is influenced by this.
Reflect on how bias and propaganda can be manipulative.
Use technology to further investigate ideas related to bias and propaganda.
Act to raise awareness about issues such as immigration.

Learning Activities

Introducing Sally Individually, students read Chapter 1 of *The Shadow in the North*. They then answer questions about the narrative voice, the character, and the time period. They also analyze the ways that suspense is created.
Individually, students take notes about different narrators. Students then write a short piece from a point of view and exchange it with a partner. They then evaluate their own historical fiction piece.
Students will write a comparative essay highlighting the differences in perspective, message and bias in two speeches. They will also produce and present a speech convincing the audience of their own perspective.



School Year	Year 9 (MYP 4, 3rd ESO)	Subject	AI and Robotics
Unit Title	Introduction to Programming and Artificial Intelligence	Duration	45 h

Statement of Inquiry

Studying functional systems like computers gives us a perspective allowing us to orientate ourselves in space and time and create new resources.

Key and Related Concepts

Systems, Function, Perspective, Resources

Inquiry Questions

- Factual**
 - What does Artificial Intelligence mean nowadays?
 - What are programming languages?
 - What are the differences between Python and other languages?
- Conceptual**
 - How can a program/robot/software help us in our daily life?
 - What is the future of Artificial Intelligence?
- Debatable**
 - Can we create intelligent programs?
 - Is Artificial Intelligence going to be "smarter" than humans?

Content

Artificial Intelligence: Videos, Applications, Examples, Research.
 Computers programming: Basic programming with turtle graphics, orientation in space with a canva, orientation in time with variables.
 Practicing coding in Python: codeHS first unit: Turtle graphics, for loops, while loops, variables, drawings, orientation with x and y, conditions, functions.

Learning Activities

Research about Artificial Intelligence and a specific application:
 Presentation in groups.
 Learning how to create simple programs in Python: codeHS first unit, turtle graphics
 Evaluation Python Basics.



School Year	Year 8 (MYP 3, 2nd ESO)	Subject	Economics
Unit Title	Start-up Kids Programme	Duration	50 h

Statement of Inquiry

Individual's purposes applied to entrepreneurship (understood as an innovation process) implies positive changes in the wellbeing and development of the societies.

Key and Related Concepts

Global interactions, Innovation, Society Wellness, Globalization

Inquiry Questions

Factual	What is the purpose of a startup company?
Conceptual	How do you relate the purpose with the creation of a startup company?
Debatable	What is wrong in societies, that needs to be fixed? How does the entrepreneurship spirit relate with those changes?

Content

Massive transformative purpose.
 Values, skills and key competences.
 The role of technology and social media.
 Ideating and concepting.
 Prototype.
 Minimum viable product.
 Tools applied to creating a product.

Learning Activities

1. Definition of the vital purpose and the company purpose.
2. Identify social needs and the gap to cover. Case study- how to account for technology.
3. Study of the market.
4. Tools to use during creation and research (Design thinking, Design Sprint, Agile, SCRUM, Gaming).
5. Ideate and design of the product.
6. Communication of the final product/idea/prototype.



School Year	Year 6 (MYP 1)	Subject	Global Perspectives
Unit Title	Global citizenship: UN Sustainable Development Goal	Duration	50 h

Statement of Inquiry

Global problems are a reality, but individuals, governments, NGOs etc. have the power and choice to make a positive difference.

Key and Related Concepts

Global interactions, Innovation, Society Wellness, Globalization

Inquiry Questions

Conceptual

- How is climate change affecting the natural environments of the world?
- Who is responsible for the achievement of the SDGs?
- What are the arguments for and against different sources of energy production?
- Can individuals change the world?

Debatable

- Should humans protect natural environments at all costs?
- Is wind power a viable option?

Content

Human impact on the environment.
 The UN SDGs (First: focus on No. 13: Climate action).
 The carbon footprint.
 Individuals can make a difference.
 Natural resources: renewable, non-renewable and sustainable resources.
 The role of NGOs.
 The history and role of the UN.
 Let's make a difference! Students stand up for the climate.
 The UN SDGs (Pt. II).

Learning Activities

Presentation of the main human impacts on the environment (in form of an "activist video").
 Debate on the arguments for and against different sources of energy production.
 Case study - Masdar City.
 Planning (designing) and execution of an activity (*recommended collaboration with AI/Robotics*) in order to stand up for the achievement of the climate.

School Year	Year 10 (MYP 5, 4th ESO)	Subject	Maths
Unit Title	Matrices	Duration	15 h

Statement of Inquiry

Should a local coffee grower expand her business? Simplify logically systems of equations to decide if expansion becomes sustainable.

Key and Related Concepts

Logic, System, Simplification

Inquiry Questions

- Factual** How can I add, subtract or multiply matrices?
How can I find the inverse of a matrix?
- Conceptual** How can matrices be used to represent real life numerical systems?
- Debatable** When is the Gauss elimination method easier to use?
Which method of solving simultaneous equations do you prefer?
Which resources should architects use to design a bridge?

Content

Recognise the order of a matrix.
Use correct notation for matrices.
Recognise the identity matrix.
Add or subtract matrices of the same order.
Multiply matrices.
Recognise which matrices can be multiplied from their order.
Calculate the determinant of a matrix.
Calculate the inverse of a matrix .
Recognise that $A \times A^{-1} = \text{Identity}$.
Represent word problems as matrices.
Solving two simultaneous equations using matrices, Gauss Elimination method.

Learning Activities

Architect bridge problem. Pupils are given the cost of different bridges which use different amounts of materials. Pupils need to devise a matrix to represent the system of equations, then simplify to find the cost of each material and thus decide what materials should be used for a new bridge.
Pupils research different bridge structures by Leonardo da Vinci. What are the pros and cons of each bridge? Aesthetics, costs, strength...



School Year	Year 7 (MYP 2, 1st ESO)	Subject	Maths
Unit Title	Introduction to Algebra	Duration	15 h

Statement of Inquiry

Should a local coffee grower expand her business? Simplify logically systems of equations to decide if expansion becomes sustainable.

Key and Related Concepts

Form
Equivalence and simplification

Inquiry Questions

Factual	What does it mean to simplify? How do we simplify algebraic expressions?
Conceptual	What does it mean to “be equivalent”? How does simplification produce equivalent forms?
Debatable	Can algebraic expressions express everything? Do algebraic models explain reality?

Content

Introduction to algebra (language of algebra).
Simplifying (adding like terms).
Writing expressions and formulae.
Substitution into formulas.
Expanding and factorizing single brackets.
Expanding and simplifying algebraic expressions.
Arithmetic sequences.

Learning Activities

Producing equivalent forms through simplification can help to clarify, solve and create puzzles and tricks. Students will be provided a puzzle (Original flash mind reader) and they must use algebraic expressions to try to understand the trick behind the symbol chart.



School Year	Year 10 (MYP 3, 2nd ESO)	Subject	Exponentials
Unit Title	Blockchain	Duration	15 h

Statement of Inquiry

Blockchain technology implies a disruptive change in traditional trade systems, and a new identity paradigm develops with data decentralization and transparency.

Key and Related Concepts

Change (disruption), Interaction, Identity, Trade, Development

Inquiry Questions

Factual	What is blockchain and what is not?
Conceptual	What are the implications of blockchain technology uses in different areas?
Debatable	What are the risks of blockchain technology?

Content

Architecture of the product.
 Bitcoin as the origin.
 Re-democratization and empowering society.
 Change relationships in global paradigms based in trust and transparency.
 Applications of blockchain by sectors.
 Evolution of the monetary system.

Learning Activities

Start of the experiment with STPmoney (rules + different ways of following the transactions)
 codeHS Bitcoin (together) + intervention 4ESO Student + Video interview miner Ethereum.
 Study of an application with the blockchain: improvements, comparison.
 Presentation of the codes used for the blockchain, comparison with the experiment with the money, improvements in the money experiment.
 Hackathon.



School Year	Year 6 (MYP 1)	Subject	Environmental Systems
Unit Title	Eco-Farm	Duration	15 h

Statement of Inquiry

Regarding actual fairness and development, students will analyze actual food resources and create a sustainable system for an eco-farm to be functional.

Key and Related Concepts

Systems, Function, Resources, Sustainability

Inquiry Questions

Factual	What are our actual ways to grow food? What of those are sustainable and why?
Conceptual	How agriculture systems have a global impact on world health?
Debatable	Is it better to think about quality or quantity while design an eco-farm?

Content

Actual state: What systems are used in agriculture now, what are the needs (water, electricity, protection against animals or weather).
Actual systems used for those issues.
Problems linked to those systems, reflection about how to improve them.

Learning Activities

Design of their own system.
Building of the prototype.



School Year	Year 7 (MYP 2, 1st ESO)	Subject	Language and Literature; Language Acquisition
Unit Title	Accountable Freedom George Orwell- Animal Farm	Duration	20 h

Statement of Inquiry

Narratives are creatively and purposefully crafted to mirror and express oneself and one's surrounding, which transcend boundaries and are often timeless.

Key and Related Concepts

Creativity, stylistic choices, purpose and context

Inquiry Questions

Debatable

- Why do revolutions take place?
- What do revolutions have in common?
- Why do revolutions seem to fail?

Content

Animal Farm by George Orwell.

Learning Activities

Language and Literature

1. Literary analysis essays.
2. Short stories.

Language Acquisition

1. Short stories.
2. Brochures.

In addition to conducting research about different revolutions from across the world.



School Year	Year 9 (MYP 4, 3rd ESO)	Subject	Exponentials
Unit Title	The Human Genome Project and Genome Therapy	Duration	25 h

Statement of Inquiry

Observing patterns in DNA and its relationships to other genetic molecules allows scientists to propose new theories about how the living world works. By using molecular models, scientists can study the form of these genetic molecules and thus have a better understanding of their function.

Key and Related Concepts

Creativity, stylistic choices, purpose and context

Inquiry Questions

Conceptual	How can DNA be repeatedly copied and how does it code for proteins? How does CRISPR technology work in terms of DNA modification?
Debatable	Is genetic modification in embryos ethical? If yes, by which means and to what end?

Content

Human Genome Project
CRISPR
Medicine
Health
DNA
DNA replication
Translation
Transcription
Genetic mutations
Use of DNA as a device to store data
IVF

Learning Activities

Students prepare for summative assessment 1. The teacher organizes students into pairs and provides each pair materials to create a model of either DNA replication, transcription or translation.

 Product: A 3D model



School Year	Year 7 (MYP 2, 1st ESO)	Subject	Science
Unit Title	The Scientific Method	Duration	15 h

Statement of Inquiry

Systems can be described thanks to evidence and models fostering scientific and technical innovation.

Key and Related Concepts

Systems, Function, Resources, Sustainability

Inquiry Questions

Factual	What are the steps in the scientific method? what is a hypothesis? What are the different types of variables?
Conceptual	How can we make a fair test? (repeatability and reproducibility).
Debatable	Are experiments that have not been reproduced still relevant? Should we consider them? Example: Urey& Miller experiment.

Content

Stages in the scientific method.
 Be able to write a hypothesis and identify the variables (independent, dependent and controlled) in an experiment.
 Be able to produce a procedure, record data, analyse results and draw conclusions.
 Design an experiment.
 Recognise safety measures to be taken when in the lab and safety symbols.
 Recognise various lab equipment and know their function.
 Draw graphs manually and digitally.
 Interpret graphs.
 Relate the scientific method to the real world.
 Takes notes independently.

Learning Activities

Designing an experiment // interpreting data from an experiment photosynthesis (on paper).
 Hooke's law (in the lab).
 Writing a procedure.
 Analysing data (Hooke's experiment).
 Thinking of variables affecting different investigation scenarios.



School Year	Year 5	Theme	How we organise ourselves
Unit Title	Smart Cities	Duration	50 h

Central Idea	Key and Related Concepts
Technology can be used to improve community spaces.	Change Connection Function

Teacher Questions
What effect does the economy have on environmental progress?
How are decisions made which impact on communities?
How can technology be used to improve how we live?

Lines of Inquiry	Learning Activities
Effects of technology on society and the environment.	Pupils will design a community space (school, mall etc.) and use the knowledge they have gained from their research and the visits to the exposition and local areas to work as a group, planning and designing improvements for a chosen space or creating a new space which aims to use technology to great effect to enhance life for those living there.
Impact of economic growth on progress.	
How decisions are made within communities.	
	They will use mathematical skills to consider costing and to construct scale plans. They will use written Language skills to create persuasive guides for prospective visitors to their city and speaking and listening skills to present their findings and respond to the presentations of others.
	Use of AI and Robotics will enable for detailed and accurate models to be created to support their designs and their presentation work. Teacher to share models created to promote sustainability.



School Year	Year 4	Theme	Where we are in place and time
Unit Title	The origin of Products: Chocolate	Duration	50 h

Central Idea

Understanding the journey products take helps us develop an appreciation of global interconnectedness.

Key and Related Concepts

- Purpose
- Roles
- Responsibility

Teacher Questions

- How can you find out where products come from?
- How does this product end up in a shop?
- What impact do the products you buy have on others around the world?

Lines of Inquiry

- Knowing where products come from and where they originated.
- Different industries and how they are connected.
- Making ethical and informed choices.

Learning Activities

- Product design activity in groups focusing on planning and designing all elements, considering the sourcing of materials and ingredients, distribution, advertising, sales, product design etc.
- Roles allocated according to children’s skills – children will decide which roles they think should be including in their group work and allocate these based on their own interests and knowledge.
- Mathematical Skills** – measuring, area, perimeter, weight etc. Problem solving group activity of the mystery of the missing chocolate bars. Using a wide range of mathematical skills to complete the activity. Nets of shapes to support packaging design. Data handling used to present market research findings
- P4C and SEAL** – Child labour, economic impact on moral choices
- Languages** - English book study on Charlie and the Chocolate Factory to link to production of chocolate through fiction writing. Looking and language of persuasion in advertising
- Art and Design** – Comparing product design and completing group design
- ICT** –Product design and advertising
- Music** – Jingles for adverts



School Year	Year 3	Theme	How we express ourselves
Unit Title	This is art	Duration	50 h

Central Idea	Key and Related Concepts
Exploring different forms of art helps us see how it can be used as a vehicle of expression.	Form, Reflection, Perspective, Pattern, Opinion

Teacher Questions
How does someone’s experience and culture influence the art they produce?
What makes something art?
How does art connect people?

Lines of Inquiry	Learning Activities
Art is a form of personal expression.	Children will design their own way of presenting their findings (presentation, gallery walk, performance) and decide on how all members of the group will be included in the final outcome. Members of the school community will be invited to attend and provide feedback on their group work.
Different forms of art serve different purposes.	
Art is subjective.	
	Children will use art to explore Mathematical concepts related to shape, space and measure – looking at tessellation, tangrams, symmetry and patterns. They will explore the work of artists from different countries within other Language lessons and explore how their background influenced their work. They will look at Music as a form of art and complete activities that facilitate the expression of feelings and emotions, drawing upon particular examples which they may choose to include in their final project. Children can also explore dance and performance arts as part of the Physical Education lessons and consider how these facilitate personal expression and are influenced by experiences and cultures. P4C discussions about what art actually is.



School Year	Year 2	Theme	Who we are
Unit Title	We are what we eat	Duration	50 h

Central Idea	Key and Related Concepts
The choices we make impact on our physical and mental health.	Reflection, Responsibility, Behaviour, Values

Teacher Questions

- What does it mean to be healthy?
- How do our actions impact on another people’s wellbeing?
- How can we promote positive choices in others?

Lines of Inquiry

Learning Activities

Relationship between diet and physical health.	<p>The group and individual research and ideas developed during the unit will be collected to form a class book/document/blog/newsletter that can be shared with the school community and beyond (children will make the decision about how it is to be presentation and distributed).</p> <p>Children can work with people from the school kitchen to prepare some food and complete an ‘Ask Me Anything’ activity to find out how healthy lifestyles are considered within the school. They can give feedback and ideas on how they school could adapt the food and options to improve in future.</p> <p>P4C, SEAL and class discussion can talk about mindfulness and healthy choices and what makes these things challenging. Children can engage in meditation activities for example.</p> <p>Physical Education lessons will form a key part of developing their understanding of the impact of movement and an active lifestyle on their bodies. Class teachers and PE teacher can work collaboratively to gather data about the relationship between physical activity and body temperature or heart rate for example.</p>
Mindfulness and mental health.	
The importance of making good choices.	



School Year	Year 1	Theme	Who we express ourselves
Unit Title	Fantasy Worlds	Duration	50 h

Central Idea	Key and Related Concepts
Storytelling is a form of personal expression.	Form, Perspective, Structure, Opinion

Teacher Questions
What different ways are stories told?
What are the features of a story?
What feelings and ideas were in that story?

Lines of Inquiry	Learning Activities
Stories from different cultures.	<p>Students may choose to create YouTube reviews, tell a story through music, drama, performance, and create a Scratch story using ICT skills or any other method.</p> <p>Music as a support for and method for telling stories.</p> <p>Mathematics to focus on 'maths stories' – looking at word problems. Can complete a data handling activity to gather favorite stories or favorite methods once children have looked at different ways of telling a story.</p> <p>Dance and movement in storytelling to be explored in Physical Education – how can we tell stories with our bodies? Focusing on non-verbal communication skills.</p> <p>AI and ICT to focus on use of Scratch for telling stories.</p> <p>Language teachers to focus on narrative work, features of stories, characterization, setting descriptions, comprehension activities in Catalan, Spanish and English classes. Looking at traditional tales from the different countries – can connect to St. Jordi. Drama techniques to explore narratives in all language classes.</p> <p>Art classes to focus on book covers, developing characters, setting, using materials to create story stimulus (talking sticks, cave paintings).</p>
Different forms of storytelling.	
Responding to story telling.	



School Year	Foundation 4	Theme	Who we express ourselves
Unit Title	Tell me a story	Duration	40 h

Central Idea

Telling stories is a way to express thoughts and feelings.

Key and Related Concepts

Reflection, Perspective, Prejudice, Perspective, Review

Teacher Questions

- What different ways are there of telling stories?
- How does the character feel?
- What the structure of a story?
- How are they different or similar?
- How can people express their thoughts and feelings through stories?
- What makes a good audience?

Lines of Inquiry

- Structure of different stories.
- Empathy for characters.
- Story telling is a form of personal expression.
- The role of the audience.

Learning Activities

Children to work as a group to rehearse and perform a story they have worked on during the unit. They will work to develop the costumes as part of their art activities and work with parents to practice performing their lines – focusing on developing their presentation and performing skills.

Reading, writing, listening and speaking skills to be developed throughout topic.

Maths activities will focus on characters and props within the stories – ordering sizes of beds, chairs bowls etc. Counting characters.

Science activity to grow beanstalks and compare different conditions – what does a plant need to grow? Children to observe how the plants grow and draw conclusions. Baking gingerbread men – what happens when we mix these ingredients and heat them up in an oven?

Music lessons to focus on nursery rhymes and music activities linked to familiar stories. Songs as storytelling

Art – painting watercolour fairy tale castle, making magic fairy wands using sticks, painting the big bad wolf using forks, using plasters and paint to decorate Elmer the elephant.



School Year	Foundation 3	Theme	Sharing the planet
Unit Title	Helping living things	Duration	40 h

Central Idea

People can make choices to help living things.

Key and Related Concepts

Change, Form, Responsibility, Properties, Growth

Teacher Questions

What makes something alive?

Are all living things the same?

How can we look after the world?

Lines of Inquiry

Identifying different living things.

Human impact on living things.

What we can do to help.

Learning Activities

Activity to consider how to look after the environment. Sticking things onto an ocean for examples (what belongs here?) – Animals, plants, rubbish etc... They will choose what to add to their mini world and what would happen if they added different things.

Area can be created in the classroom for living things (a worm farm, sea monkeys, or fish – teachers to consider ethical elements). This will be used for observation and consideration of how to care for this mini world.

Physical Activity lessons can be used for role playing different animals to consider how they move and behave.

