Pearson
Edexcel

iPrimary and iLowerSecondary

Spend less time navigating the curriculum and more time inspiring your learners

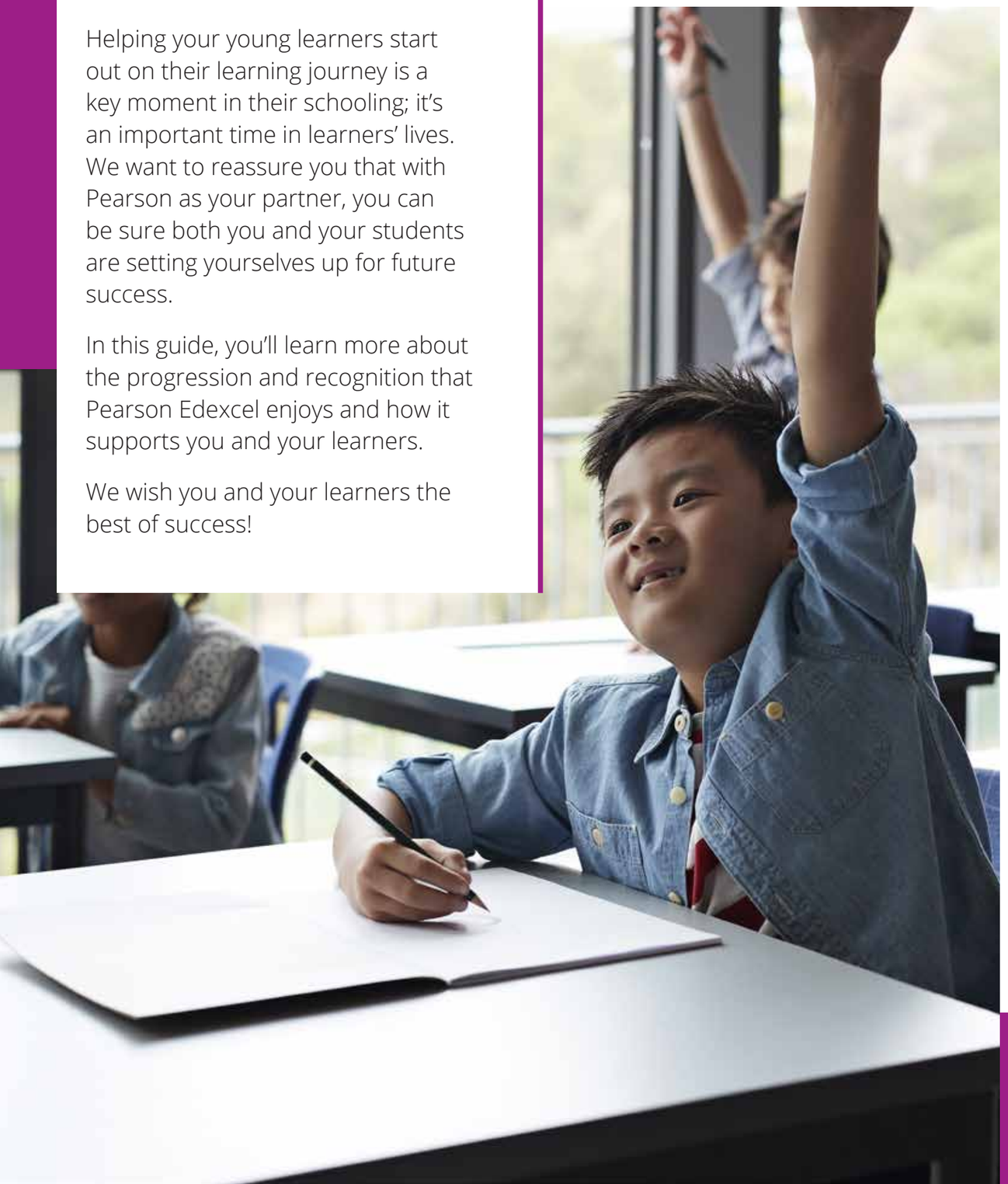
www.pearsoninternational-schools.com

Choosing Pearson Edexcel as your school's partner

Helping your young learners start out on their learning journey is a key moment in their schooling; it's an important time in learners' lives. We want to reassure you that with Pearson as your partner, you can be sure both you and your students are setting yourselves up for future success.

In this guide, you'll learn more about the progression and recognition that Pearson Edexcel enjoys and how it supports you and your learners.

We wish you and your learners the best of success!



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"Students think widely, do things practically, reason critically and express values and new ideas they have been learning."

Richard Kutai, iPrimary Maths Teacher, SCS Swaminaryan Academy, Kenya

Welcome to Pearson

We're pleased to meet you!

Pearson is the world's leading learning company. We provide world class qualifications, assessments, digital content and learning experiences to international schools all over the world to enable more effective teaching and learning and to help learners make progress in their lives.

Pearson's qualifications heritage stretches back over 150 years - today we partner with schools, universities and employers worldwide, offering world-class globally recognised qualifications to over 3.5 million students a year.

Pearson Edexcel is regulated by Ofqual, ensuring our curricula meet the highest standards and our exams follow carefully controlled procedures at every stage of their development, delivery, marking and reporting.

Pearson Edexcel is the UK's largest awarding organisation, best placed to provide qualifications aligned to the British educational system and:

- is trusted and recognised by 6,500 schools, colleges and employers globally
- marks over 10 million exam scripts on behalf of the UK Department for Education each year
- operates in over 100 countries worldwide.

What this means for you

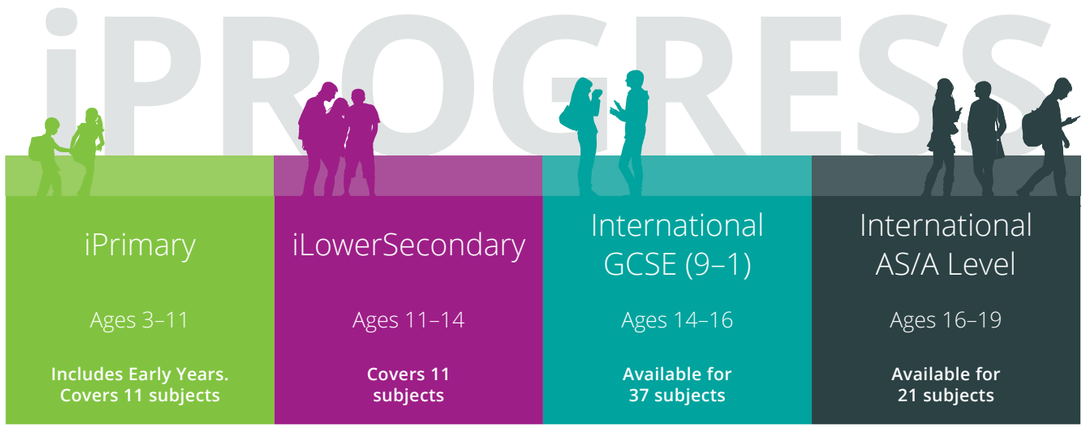
Along with hundreds of schools around the world, you can trust Pearson Edexcel as your curriculum partner of choice, providing your learners with the foundation for progressing from the early years, through school and onto the world's most respected universities.

Introducing iPrimary and iLowerSecondary

Pearson Edexcel iPrimary and iLowerSecondary are complete teaching and learning programmes for use in international primary schools for children aged 3 to 14. The programmes provide structure if you need it, flexibility if you don't, and are the ideal foundation needed for progression onto International GCSE and beyond.

iProgress with Pearson Edexcel

iPrimary and iLowerSecondary are part of iProgress, a complete suite of academic qualifications for 3-19 year-olds attending international schools that are following a British style curriculum. iProgress delivers a consistent learning journey, with world class resources and support services for students and teachers, everywhere in the world.



Comprehensive planning, teaching, learning and assessment support

Digital and print curriculum-matched published resources teachers and students

Training and professional development for your teachers

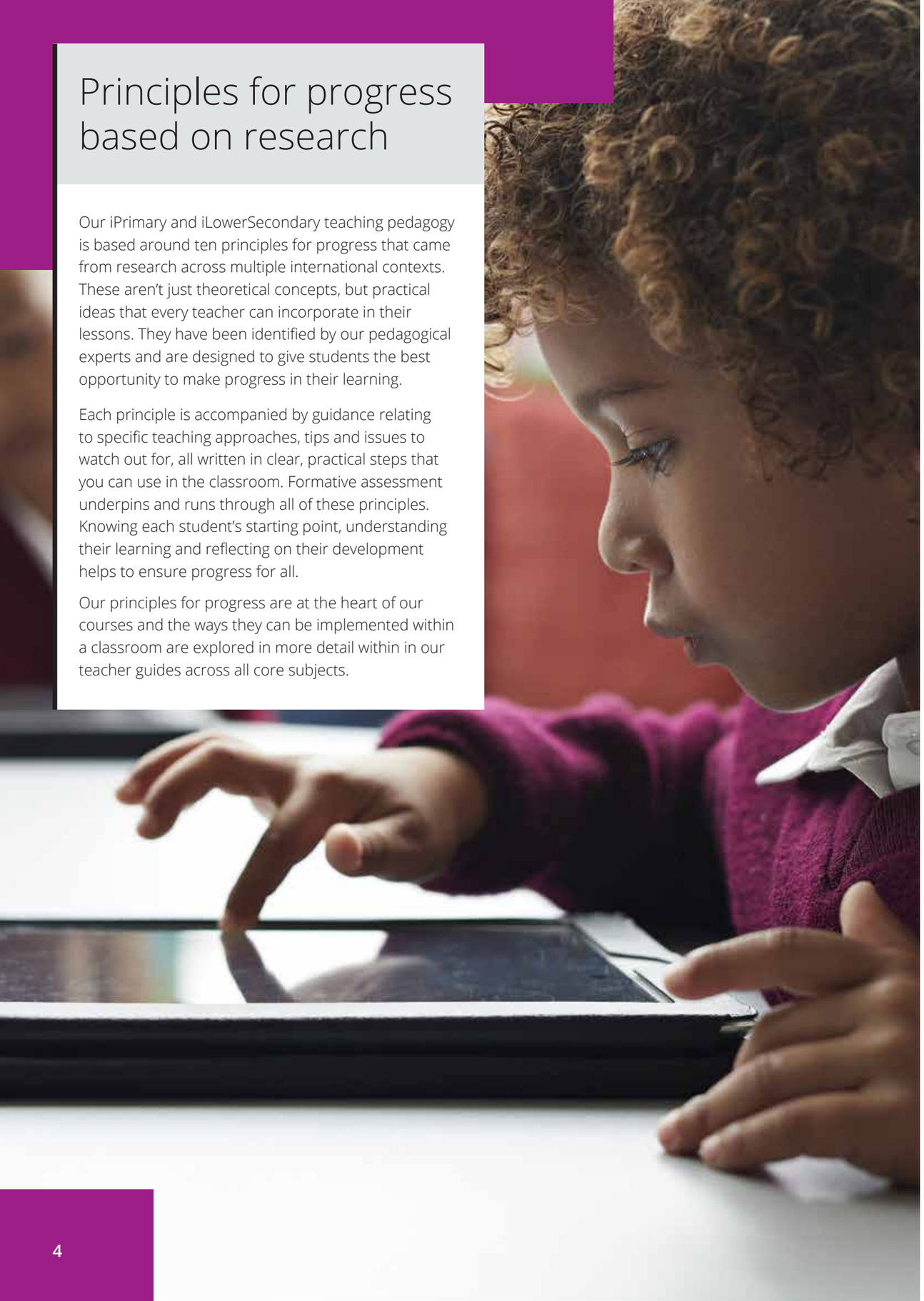
Marketing and branding support for success

Principles for progress based on research

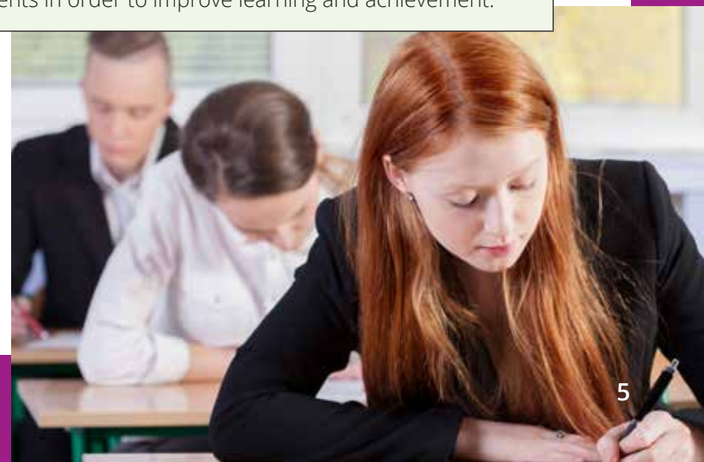
Our iPrimary and iLowerSecondary teaching pedagogy is based around ten principles for progress that came from research across multiple international contexts. These aren't just theoretical concepts, but practical ideas that every teacher can incorporate in their lessons. They have been identified by our pedagogical experts and are designed to give students the best opportunity to make progress in their learning.

Each principle is accompanied by guidance relating to specific teaching approaches, tips and issues to watch out for, all written in clear, practical steps that you can use in the classroom. Formative assessment underpins and runs through all of these principles. Knowing each student's starting point, understanding their learning and reflecting on their development helps to ensure progress for all.

Our principles for progress are at the heart of our courses and the ways they can be implemented within a classroom are explored in more detail within in our teacher guides across all core subjects.



	Principle	Summary
1	Engaging everyone	Implementing techniques to ensure that all students are involved in the lesson and participate in discussion, including whole-class question-and-answer sessions.
2	Differentiation	Provides techniques for adapting your teaching to ensure that all students can access the learning according to their level and achieve good outcomes. These techniques also convey the importance of having high expectations of all students.
3	Enabling independent learning	Outlines suggestions to support your students, encouraging them to 'have a go' and not to be put off by challenging ideas or tasks. It also has techniques for helping all students to take more responsibility for their own progress.
4	Effective questioning	Offers practical tips for asking questions that make students think. It outlines question types (for example, closed, open, factual, conceptual, probing, discussion) and provides examples of each.
5	Teacher talk	Teacher talk is important and this section outlines how to make it as effective as possible with ways of engaging your students as you introduce new content and explain activities.
6	Collaborative activities	Outlines lots of practical ideas for grouping students and ensuring group work is really focused and productive. It also outlines ways of developing student ownership of their learning and the ways in which group work can build confidence too.
7	Teacher demonstration	Focused on how to conduct effective teacher demonstrations and how you can model important learning behaviours too.
8	Developing thinking skills	Provides good ideas for developing your students' abilities to think critically, to problem-solve and carry out their own mini-inquiries.
9	Reflecting on learning	Ideas to encourage students to think constructively about their own learning and to take control over how to make better progress.
10	Feedback (in both directions)	Offers practical ideas for conducting good two-way feedback between you and your students in order to improve learning and achievement.



Early Years (for ages 3-5)

A 2-year programme for nursery and reception (pre K and K) children.

iPrimary includes support for six years of teaching together with complete support for early years. We take a spiral approach towards learning, revisiting topics each year in further depth and complexity to ensure learners are fully prepared for their next stage of education.

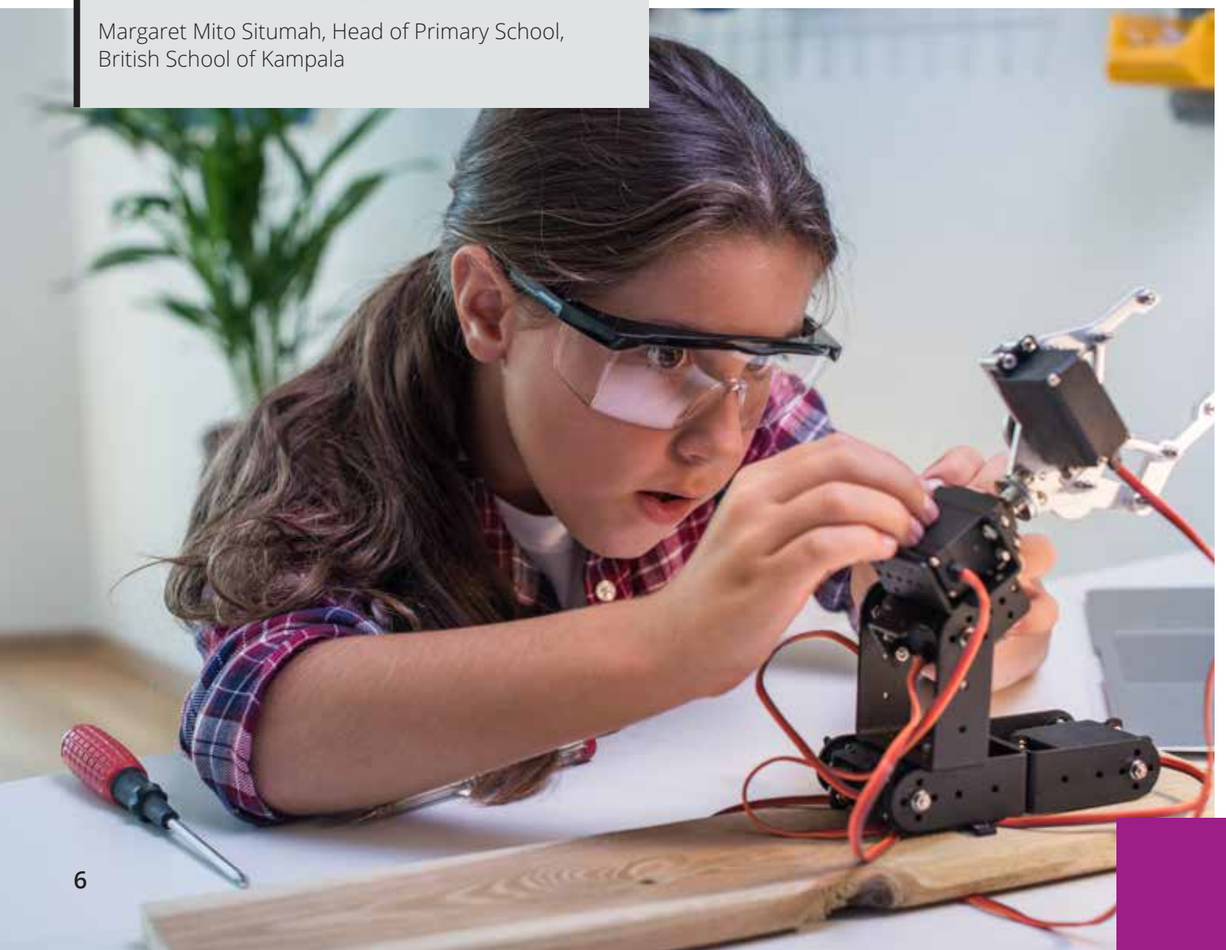
This includes continually reviewing the content of our resources – adding international topics and examples using local contexts where possible – to ensure it is ever more relevant and engaging for students around the world and to enable learning in a local context to a global standard.

> **"Pearson have given us a curriculum with an allowance to customise it to suit the local setting."**
>
> Margaret Mito Situmah, Head of Primary School, British School of Kampala

Key research findings:

- Outstanding early years education improves later achievement
- There is a preference for a UK curriculum style experience
- Early years education should be different to later settings
- Preparation for Year 1 is key
- Structured progression and assessment is vital in supporting children's development.

Our iPrimary Early Years covers all the prerequisites for students moving into full-time academic education. Teaching methods follow international best practice.



Early Years in more detail

The Early Years Programme includes:	
Curricula	Clear age-related and explicit developmental steps, leading towards Year 1 of iPrimary.
Schemes of Work	Provide suggestions for teaching and activities suitable for subject adaptation to a wide range of settings. Teaching is arranged around short, engaging topics designed to appeal to children around the world.
Lesson Planning	Complete 'pick-up-and-go' planning covering every lesson across all subjects. Lessons are designed with whole-class interaction and develop all the skills and knowledge required to effectively support children's development.
Progress Tests	Designed to sensitively check on students progress against each curriculum. Tests consist of information-rich illustrations designed to stimulate discussion and include a mark scheme and script for the teacher linking this clearly to curriculum points.
Professional Development	Supporting teachers to expand their knowledge and learn new skills.

Early Years curricula covers:

- **Maths** – Inspiring mathematical curiosity and resilience, while introducing key mathematical concepts
- **English** – Encourages early language development and exploration in English
- **The World Around Us** – Explicitly supporting the development of questioning, investigation, and problem-solving; as well as supporting social, emotional and physical development.

We also have activity books specifically designed to work alongside the iPrimary Early Years curriculum for English and the World Around Us, and Power Maths Reception Journals support the Maths Curriculum (learn more on pages 19 and 22).

iPrimary and iLowerSecondary (for ages 5-14)

iPrimary and iLowerSecondary are complete teaching and learning programmes, based on British best practice, for use in international schools for 3 to 14 year-olds.

iPrimary and iLowerSecondary were developed to provide explicit progression to the latest International GCSE (9-1), providing the best foundation for progression. They are written with learners of English as an additional language (EAL) in mind to provide first language outcomes for second language learners. Draw your learners in with an internationally focused curriculum and ensure knowledge sticks with accessible and culturally relevant examples and resources.

iPrimary includes support for six years of teaching alongside complete support for two years of pre-Primary reception/kindergarten and pre-k.

iLowerSecondary includes support for three years of teaching from years 7-9, explicitly preparing students for International GCSE.

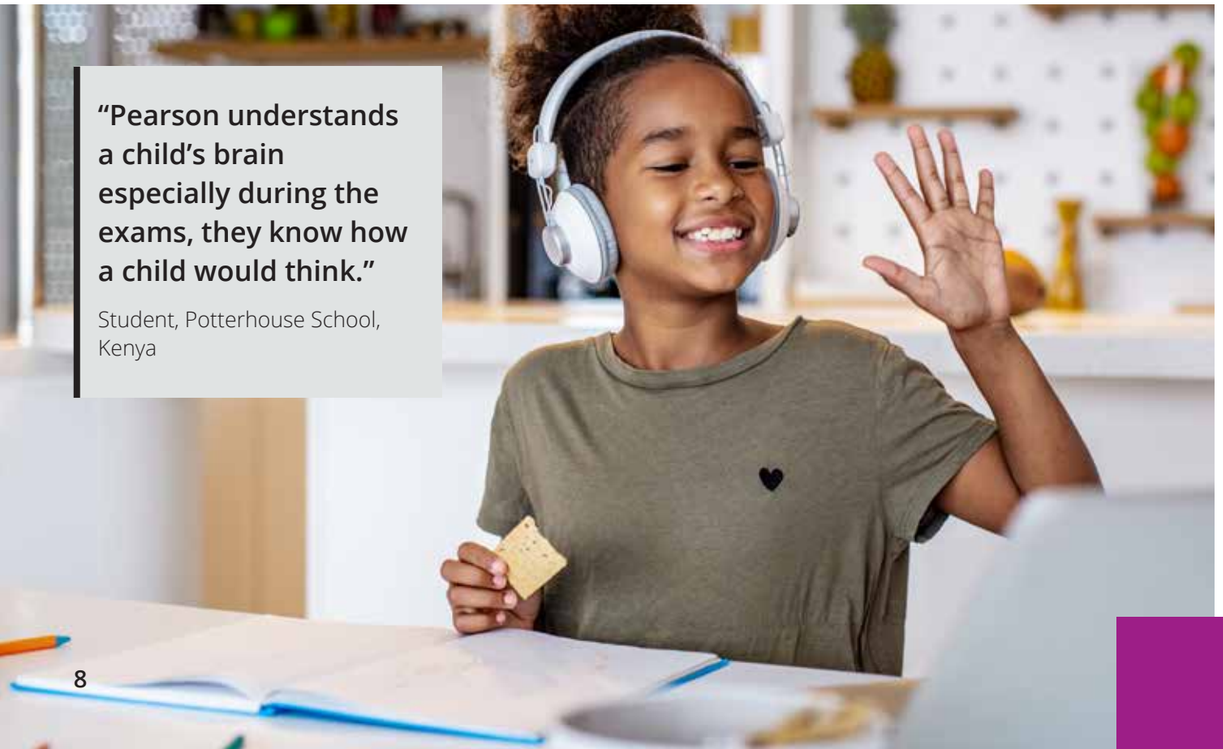
We take a spiral approach towards learning, revisiting topics each year in further depth and complexity to ensure learners are fully prepared for their next step.

There is a full range of support for:

- English
- Maths
- Science
- Computing
- Global Citizenship

There is also light-touch skills-based support (curricula, schemes of work, exemplar planning and professional development) for:

- Art
- Music
- PE
- Geography
- History
- Design and Technology



"Pearson understands a child's brain especially during the exams, they know how a child would think."

Student, Potterhouse School, Kenya

What's included?

Not just a curriculum but a full teaching and learning programme

The following is included in the core package for both iPrimary and iLowerSecondary covering all subjects. It is available as an annual subscription and continually updated and added to every year.

- Complete year-by-year curricula and learning objectives *(see page 10)*
- Markbooks to track progress against curriculum objectives *(see page 12)*
- Complete schemes of work with suggested activities *(see page 13)*
- Complete day-by-day, ready to use lesson planning *(see page 14)*
- Subject specific guides with best practice *(see page 15)*
- Implementation and continuous professional development *(see page 16 and 17)*
- Comprehensive internal assessment to track progression and support formative assessment *(see page 18)*

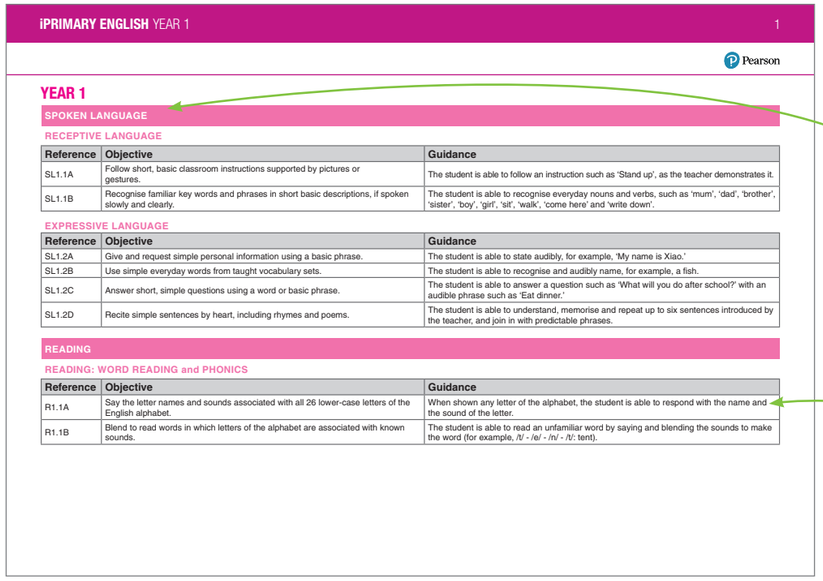
Enhance your core iPrimary and iLowerSecondary package with the following purchasable extras:

- \+ External assessments assessments in Y6 and Y9, delivered by the same teams that create our high stakes International GCSEs and International A Levels *(see page 18)*
- \+ Published resources (digital and print) to further enhance planning, teaching, and learning *(see page 19)*

Curriculum

Each curriculum provides clear age-related expectations year-by-year which ensures clear and trackable progression. The curricula explicitly prepares students for International GCSE and embeds key transferable skills which equip students for their life-long learning.

We take a spiral approach within our curricula, revisiting topics in more depth and complexity each year. Key strands at primary are based on the core strands at lower secondary and International GCSE – all built with progression in mind.



iPRIMARY ENGLISH YEAR 1 1

Pearson

YEAR 1

SPOKEN LANGUAGE

RECEPTIVE LANGUAGE

Reference	Objective	Guidance
SL1.1A	Follow short, basic classroom instructions supported by pictures or gestures.	The student is able to follow an instruction such as 'Stand up', as the teacher demonstrates it.
SL1.1B	Recognise familiar key words and phrases in short basic descriptions, if spoken slowly and clearly.	The student is able to recognise everyday nouns and verbs, such as 'mum', 'dad', 'brother', 'sister', 'boy', 'girl', 'sit', 'walk', 'come here' and 'write down'.

EXPRESSIVE LANGUAGE

Reference	Objective	Guidance
SL1.2A	Give and request simple personal information using a basic phrase.	The student is able to state audibly, for example, 'My name is Xiao.'
SL1.2B	Use simple everyday words from taught vocabulary sets.	The student is able to recognise and audibly name, for example, a fish.
SL1.2C	Answer short, simple questions using a word or basic phrase.	The student is able to answer a question such as 'What will you do after school?' with an audible phrase such as 'Eat dinner.'
SL1.2D	Recite simple sentences by heart, including rhymes and poems.	The student is able to understand, memorise and repeat up to six sentences introduced by the teacher, and join in with predictable phrases.

READING

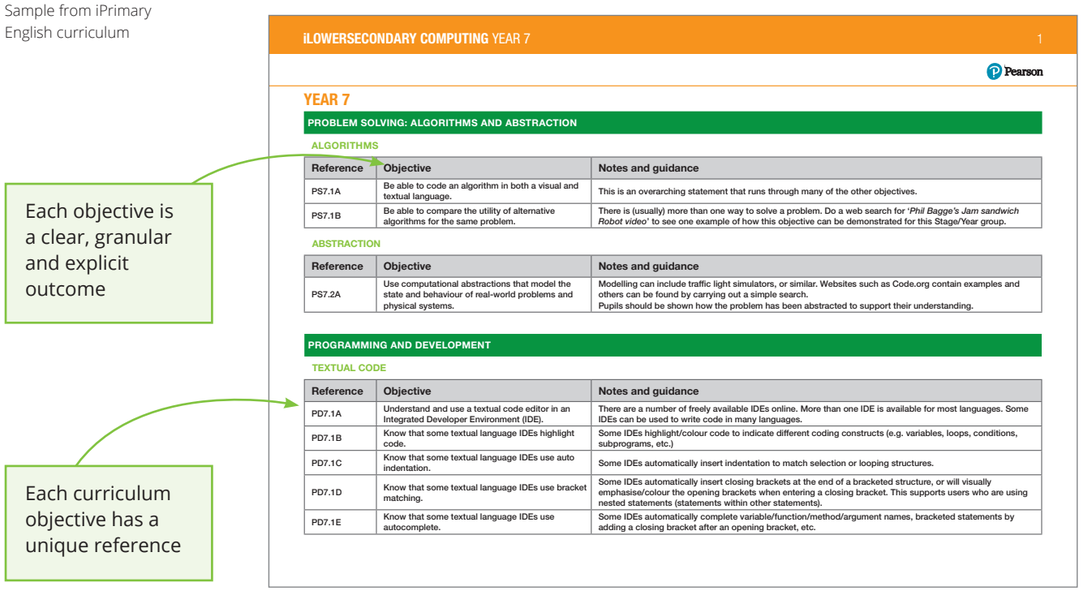
READING: WORD READING and PHONICS

Reference	Objective	Guidance
R1.1A	Say the letter names and sounds associated with all 26 lower-case letters of the English alphabet.	When shown any letter of the alphabet, the student is able to respond with the name and the sound of the letter.
R1.1B	Blend to read words in which letters of the alphabet are associated with known sounds.	The student is able to read an unfamiliar word by saying and blending the sounds to make the word (for example, /t/ - /e/ - /n/ - /t/: tent).

Clearly labelled topic areas for learning, referenced against the syllabus

Provides examples or clarifications of what an objective looks like in practice

Sample from iPrimary English curriculum



iLOWERSECONDARY COMPUTING YEAR 7 1

Pearson

YEAR 7

PROBLEM SOLVING: ALGORITHMS AND ABSTRACTION

ALGORITHMS

Reference	Objective	Notes and guidance
PS7.1A	Be able to code an algorithm in both a visual and textual language.	This is an overarching statement that runs through many of the other objectives.
PS7.1B	Be able to compare the utility of alternative algorithms for the same problem.	There is (usually) more than one way to solve a problem. Do a web search for *'Phil Bagge's Jam sandwich Robot video'* to see one example of how this objective can be demonstrated for this Stage/Year group.

ABSTRACTION

Reference	Objective	Notes and guidance
PS7.2A	Use computational abstractions that model the state and behaviour of real-world problems and physical systems.	Modelling can include traffic light simulators, or similar. Websites such as Code.org contain examples and others can be found by carrying out a simple search. Pupils should be shown how the problem has been abstracted to support their understanding.

PROGRAMMING AND DEVELOPMENT

TEXTUAL CODE

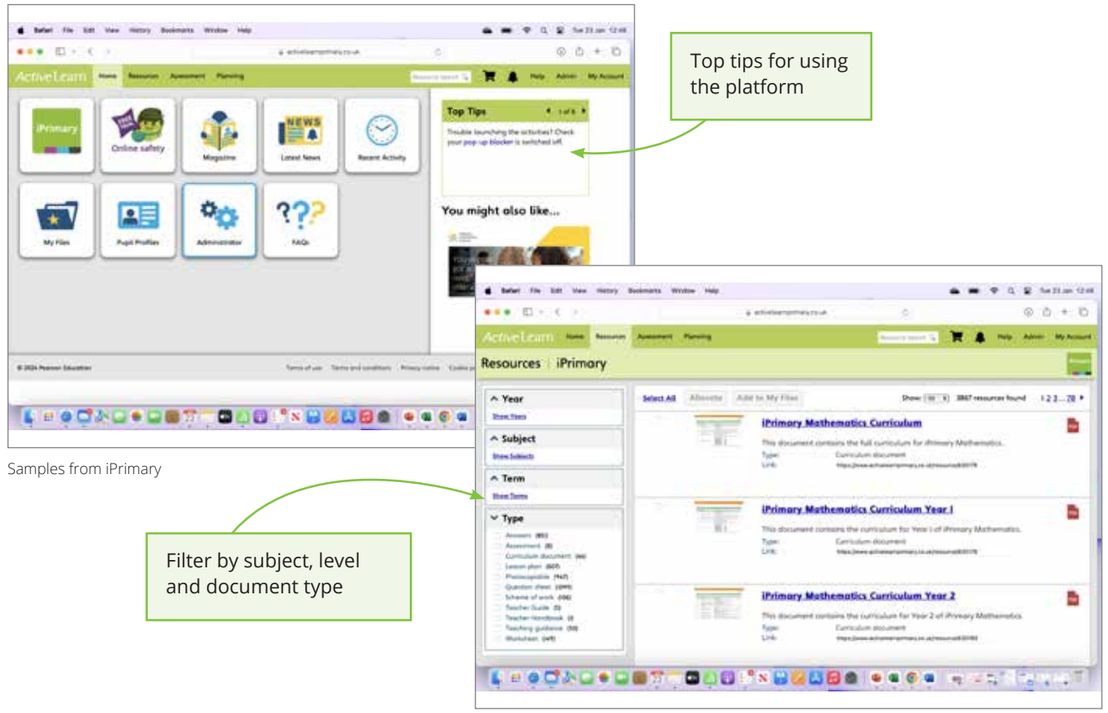
Reference	Objective	Notes and guidance
PD7.1A	Understand and use a textual code editor in an Integrated Developer Environment (IDE).	There are a number of freely available IDEs online. More than one IDE is available for most languages. Some IDEs can be used to write code in many languages.
PD7.1B	Know that some textual language IDEs highlight code.	Some IDEs highlight/colour code to indicate different coding constructs (e.g. variables, loops, conditions, subprograms, etc.)
PD7.1C	Know that some textual language IDEs use auto indentation.	Some IDEs automatically insert indentation to match selection or looping structures.
PD7.1D	Know that some textual language IDEs use bracket matching.	Some IDEs automatically insert closing brackets at the end of a bracketed structure, or will visually emphasise/colour the opening brackets when entering a closing bracket. This supports users who are using nested statements (statements within other statements).
PD7.1E	Know that some textual language IDEs use autocomplete.	Some IDEs automatically complete variable/function/method/argument names, bracketed statements by adding a closing bracket after an opening bracket, etc.

Each objective is a clear, granular and explicit outcome

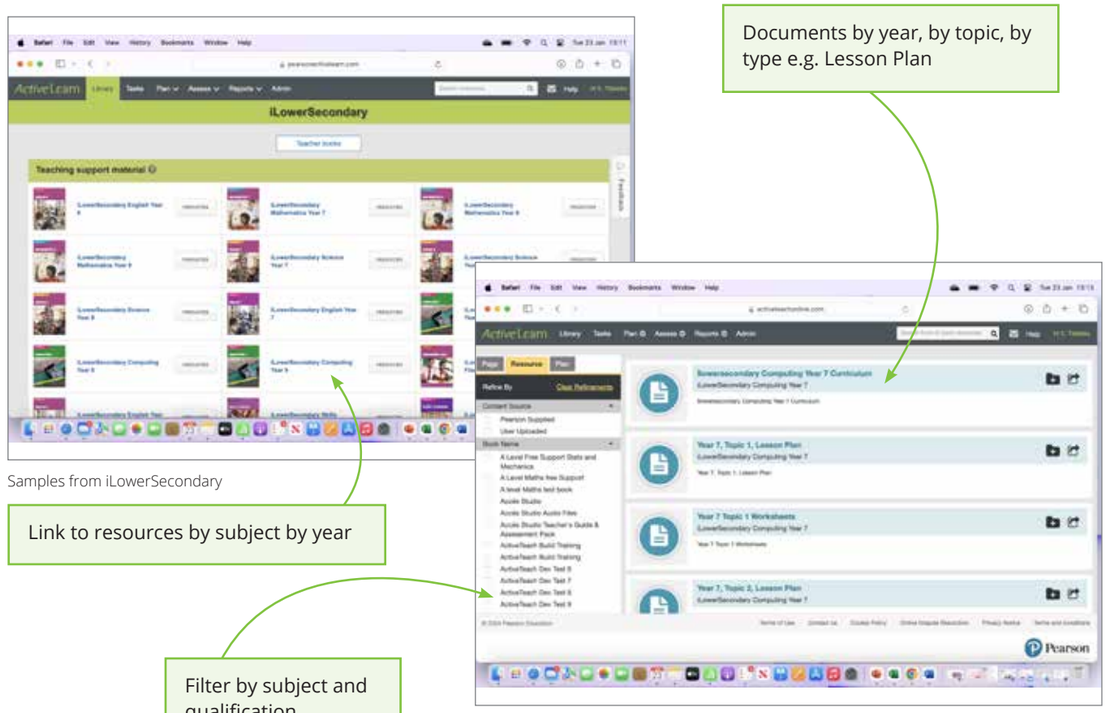
Each curriculum objective has a unique reference

Sample from iLowerSecondary Computing curriculum

Our curricula is easily accessed through our ActiveLearn platform.



Samples from iPrimary

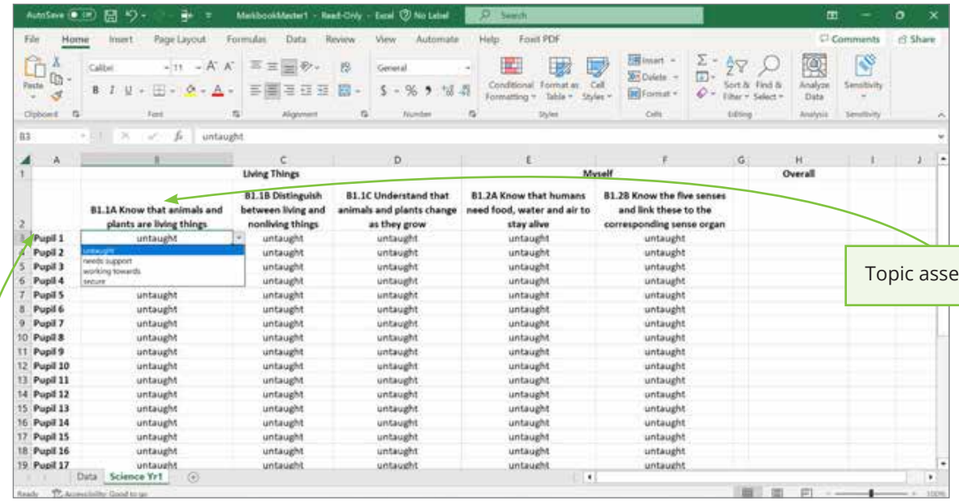


Samples from iLowerSecondary

Markbooks

Markbooks are included as part of the iPrimary and iLowerSecondary subscription. They cover all the core subjects from primary to secondary.

Our markbooks are a great way to track progress, enabling you to record students grasp of individual curriculum objectives after completion of progress tests. This will allow you to check in on individual learner's progress and the progression of whole cohorts – for easier identification of weaker areas of understanding within the curriculum that teachers may want to revisit. They provide a record of progress throughout a child's iPrimary and iLowerSecondary journey.

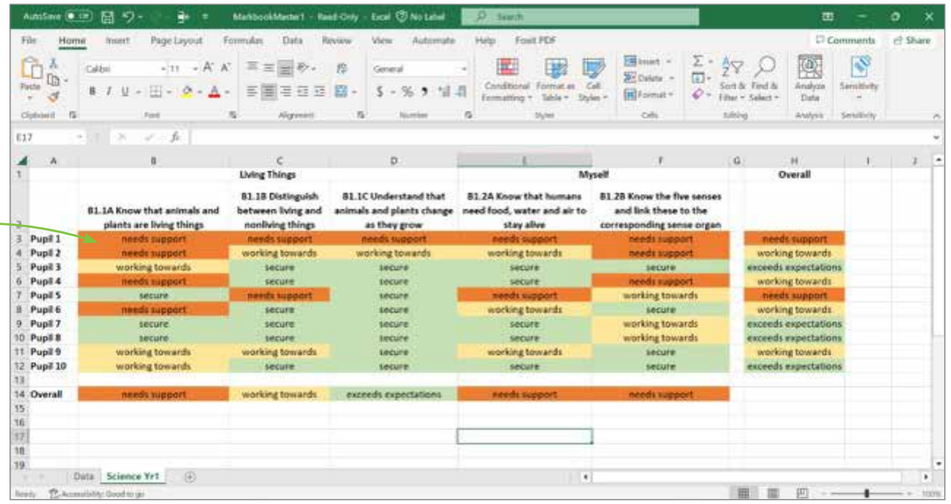


	Living Things			Myself		Overall
	B1.1A Know that animals and plants are living things	B1.1B Distinguish between living and nonliving things	B1.1C Understand that animals and plants change as they grow	B1.2A Know that humans need food, water and air to stay alive	B1.2B Know the five senses and link these to the corresponding sense organ	
Pupil 1	untaught	untaught	untaught	untaught	untaught	
Pupil 2	untaught	untaught	untaught	untaught	untaught	
Pupil 3	untaught	untaught	untaught	untaught	untaught	
Pupil 4	untaught	untaught	untaught	untaught	untaught	
Pupil 5	untaught	untaught	untaught	untaught	untaught	
Pupil 6	untaught	untaught	untaught	untaught	untaught	
Pupil 7	untaught	untaught	untaught	untaught	untaught	
Pupil 8	untaught	untaught	untaught	untaught	untaught	
Pupil 9	untaught	untaught	untaught	untaught	untaught	
Pupil 10	untaught	untaught	untaught	untaught	untaught	
Pupil 11	untaught	untaught	untaught	untaught	untaught	
Pupil 12	untaught	untaught	untaught	untaught	untaught	
Pupil 13	untaught	untaught	untaught	untaught	untaught	
Pupil 14	untaught	untaught	untaught	untaught	untaught	
Pupil 15	untaught	untaught	untaught	untaught	untaught	
Pupil 16	untaught	untaught	untaught	untaught	untaught	
Pupil 17	untaught	untaught	untaught	untaught	untaught	

Topic assessed

Pupil name

Sample from iPrimary Markbook



	Living Things			Myself		Overall
	B1.1A Know that animals and plants are living things	B1.1B Distinguish between living and nonliving things	B1.1C Understand that animals and plants change as they grow	B1.2A Know that humans need food, water and air to stay alive	B1.2B Know the five senses and link these to the corresponding sense organ	
Pupil 1	needs support	needs support	needs support	needs support	needs support	needs support
Pupil 2	needs support	working towards	working towards	working towards	needs support	working towards
Pupil 3	working towards	secure	secure	secure	secure	exceeds expectations
Pupil 4	needs support	secure	secure	secure	needs support	working towards
Pupil 5	secure	needs support	secure	needs support	working towards	needs support
Pupil 6	needs support	secure	secure	working towards	secure	working towards
Pupil 7	secure	secure	secure	secure	working towards	exceeds expectations
Pupil 8	secure	secure	secure	secure	working towards	exceeds expectations
Pupil 9	working towards	working towards	secure	working towards	secure	working towards
Pupil 10	working towards	secure	secure	secure	secure	exceeds expectations
Overall	needs support	working towards	exceeds expectations	needs support	needs support	

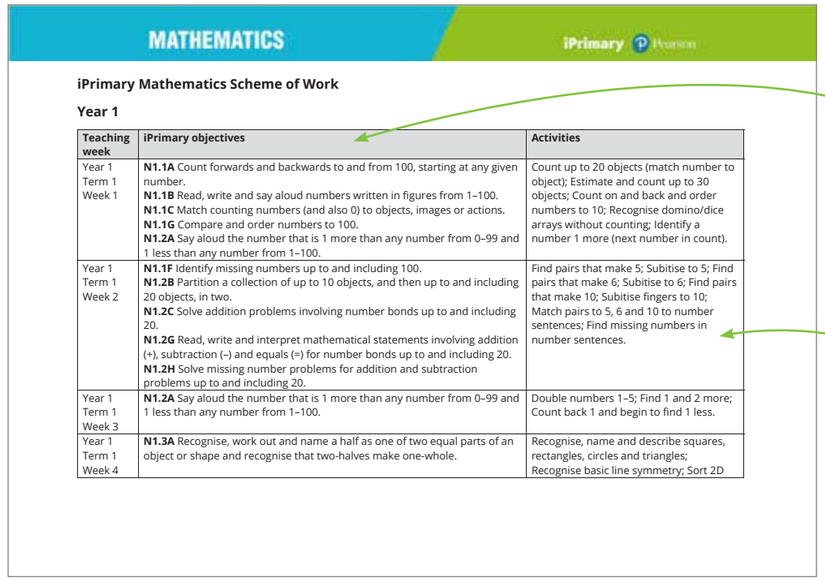
Student's performance and whether they need support

Sample from iLowerSecondary Markbook

Schemes of Work

Full Schemes of Work are provided across all of our subjects across all year groups to aid your planning and guide students through the curriculum. Every unit of content is exemplified with links to our internationally regarded Pearson resources such as Pearson International Primary Science and Maths Progress International.

These are available as PDFs on our ActiveLearn platforms.



MATHEMATICS — iPrimary Pearson

iPrimary Mathematics Scheme of Work

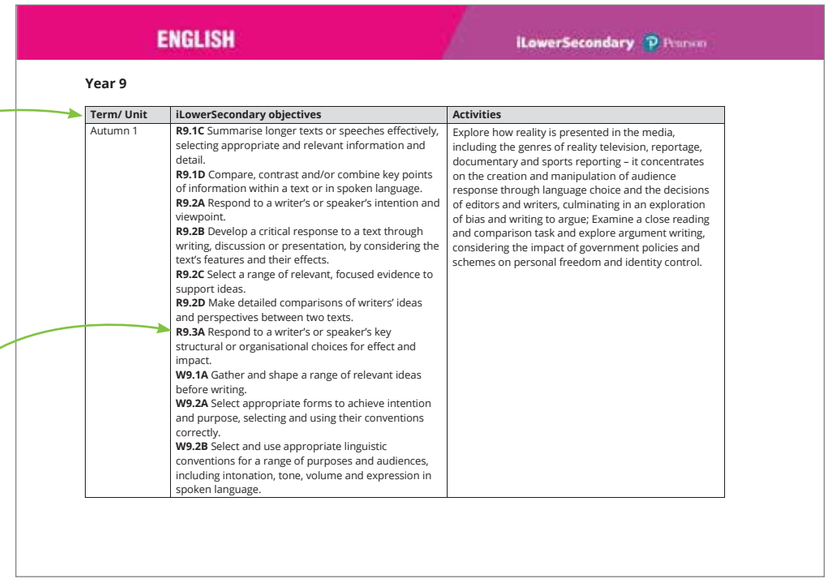
Year 1

Teaching week	iPrimary objectives	Activities
Year 1 Term 1 Week 1	**N1.1A** Count forwards and backwards to and from 100, starting at any given number. **N1.1B** Read, write and say aloud numbers written in figures from 1–100. **N1.1C** Match counting numbers (and also 0) to objects, images or actions. **N1.1G** Compare and order numbers to 100. **N1.2A** Say aloud the number that is 1 more than any number from 0–99 and 1 less than any number from 1–100.	Count up to 20 objects (match number to object); Estimate and count up to 30 objects; Count on and back and order numbers to 10; Recognise domino/dice arrays without counting; Identify a number 1 more (next number in count).
Year 1 Term 1 Week 2	**N1.1F** Identify missing numbers up to and including 100. **N1.2B** Partition a collection of up to 10 objects, and then up to and including 20 objects, in two. **N1.2C** Solve addition problems involving number bonds up to and including 20. **N1.2G** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) for number bonds up to and including 20. **N1.2H** Solve missing number problems for addition and subtraction problems up to and including 20.	Find pairs that make 5; Subitise to 5; Find pairs that make 6; Subitise to 6; Find pairs that make 10; Subitise fingers to 10; Match pairs to 5, 6 and 10 to number sentences; Find missing numbers in number sentences.
Year 1 Term 1 Week 3	**N1.2A** Say aloud the number that is 1 more than any number from 0–99 and 1 less than any number from 1–100.	Double numbers 1–5; Find 1 and 2 more; Count back 1 and begin to find 1 less.
Year 1 Term 1 Week 4	**N1.3A** Recognise, work out and name a half as one of two equal parts of an object or shape and recognise that two-halves make one-whole.	Recognise, name and describe squares, rectangles, circles and triangles; Recognise basic line symmetry; Sort 2D

Objectives with clear reference to curriculum

Suggested activities

Sample from iPrimary Maths Scheme of Work



ENGLISH — iLowerSecondary Pearson

Year 9

Term/ Unit	iLowerSecondary objectives	Activities
Autumn 1	**R9.1C** Summarise longer texts or speeches effectively, selecting appropriate and relevant information and detail. **R9.1D** Compare, contrast and/or combine key points of information within a text or in spoken language. **R9.2A** Respond to a writer's or speaker's intention and viewpoint. **R9.2B** Develop a critical response to a text through writing, discussion or presentation, by considering the text's features and their effects. **R9.2C** Select a range of relevant, focused evidence to support ideas. **R9.2D** Make detailed comparisons of writers' ideas and perspectives between two texts. **R9.3A** Respond to a writer's or speaker's key structural or organisational choices for effect and impact. **W9.1A** Gather and shape a range of relevant ideas before writing. **W9.2A** Select appropriate forms to achieve intention and purpose, selecting and using their conventions correctly. **W9.2B** Select and use appropriate linguistic conventions for a range of purposes and audiences, including intonation, tone, volume and expression in spoken language.	Explore how reality is presented in the media, including the genres of reality television, reportage, documentary and sports reporting – it concentrates on the creation and manipulation of audience response through language choice and the decisions of editors and writers, culminating in an exploration of bias and writing to argue; Examine a close reading and comparison task and explore argument writing, considering the impact of government policies and schemes on personal freedom and identity control.

Term and unit being covered

Curriculum codes make it easy to cross-reference the curriculum document

Sample from iLowerSecondary English Scheme of Work

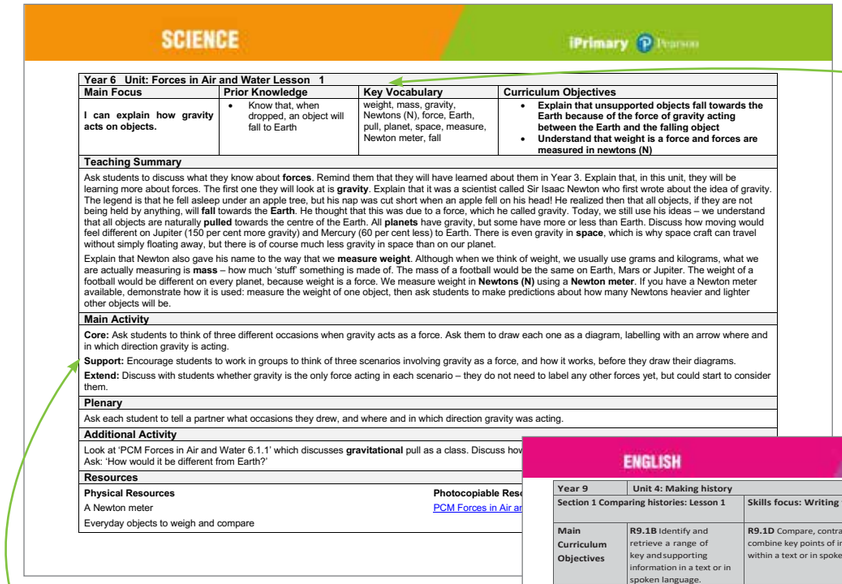
Lesson Plans

Detailed lesson-by-lesson planning for each curriculum across every year group in all our core subjects (English, Maths, Science, Global Citizenship, Computing and Early Years).

Our lesson plans include suggested activities suitable for a wide range of school settings and differentiated levels including support and extend. They explicitly detail which curriculum objectives are being covered, the core vocabulary for that lesson, and link to our internationally regarded Pearson resources such as Pearson International Primary Science and Maths Progress International.

Our lesson plans are available to download as editable word documents and are designed to work flexibly to adapt to an individual centre's context or preferred resource.

These are all hosted on our ActiveLearn platforms.



SCIENCE — iPrimary Pearson

Year 6 Unit: Forces in Air and Water Lesson 1			
Main Focus	**Prior Knowledge**	**Key Vocabulary**	**Curriculum Objectives**
I can explain how gravity acts on objects.	• Know that, when dropped, an object will fall to Earth	weight, mass, gravity, Newtons (N), force, Earth, pull, planet, space, measure, Newton meter, fall	• **Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object** • **Understand that weight is a force and forces are measured in newtons (N)**

Teaching Summary

Ask students to discuss what they know about **forces**. Remind them that they will have learned about them in Year 3. Explain that, in this unit, they will be learning more about forces. The first one they will look at is **gravity**. Explain that it was a scientist called Sir Isaac Newton who first wrote about the idea of gravity. The legend is that he fell asleep under an apple tree, but his nap was cut short when an apple fell on his head! He realized then that all objects, if they are not being held by anything, will **fall** towards the **Earth**. He thought that this was due to a force, which he called gravity. Today, we still use his ideas – we understand that all objects are naturally **pulled** towards the centre of the Earth. All **planets** have gravity, but some have more or less than Earth. Discuss how moving would feel different on Jupiter (150 per cent more gravity) and Mercury (60 per cent less) to Earth. There is even gravity in **space**, which is why space craft can travel without simply floating away, but there is of course much less gravity in space than on our planet.

Explain that Newton also gave his name to the way that we **measure weight**. Although when we think of weight, we usually use grams and kilograms, what we are actually measuring is **mass** – how much 'stuff' something is made of. The mass of a football would be the same on Earth, Mars or Jupiter. The weight of a football would be different on every planet, because weight is a force. We measure weight in **Newtons (N)** using a **Newton meter**. If you have a Newton meter available, demonstrate how it is used: measure the weight of one object, then ask students to make predictions about how many Newtons heavier and lighter other objects will be.

Main Activity

Core: Ask students to think of three different occasions when gravity acts as a force. Ask them to draw each one as a diagram, labelling with an arrow where and in which direction gravity is acting.

Support: Encourage students to work in groups to think of three scenarios involving gravity as a force, and how it works, before they draw their diagrams.

Extend: Discuss with students whether gravity is the only force acting in each scenario – they do not need to label any other forces yet, but could start to consider them.

Plenary

Ask each student to tell a partner what occasions they drew, and where and in which direction gravity was acting.

Additional Activity

Look at 'PCM Forces in Air and Water 6.1.1' which discusses **gravitational** pull as a class. Discuss how
Ask: 'How would it be different from Earth?'

Resources

Physical Resources	**Photocopiable Res**
A Newton meter	PCM Forces in Air a
Everyday objects to weigh and compare	

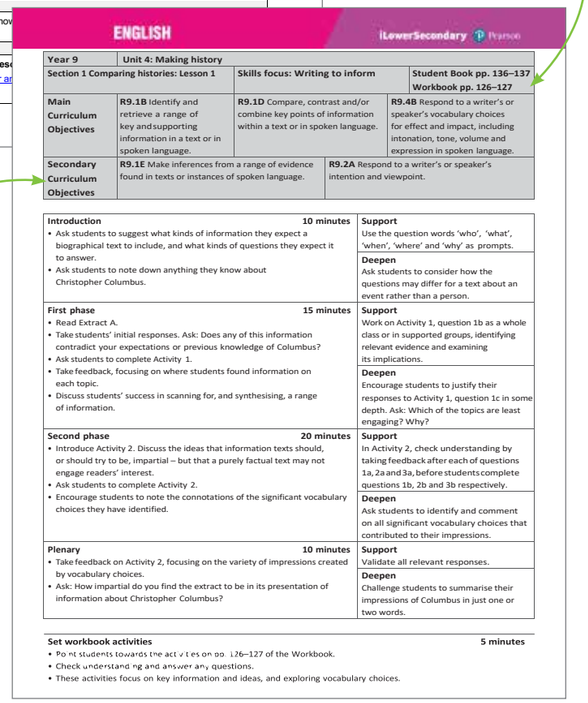
Sample from iPrimary Science Lesson Plan

Key vocabulary, objectives and prior knowledge needed

Referenced pages for student book and workbook

Differentiated levels including support and extend

Curriculum objectives



ENGLISH — iLowerSecondary Pearson

Year 9	Unit 4: Making history		
Section 1 Comparing histories: Lesson 1		**Skills focus: Writing to inform**	**Student Book pp. 136–137** **Workbook pp. 126–127**
Main Curriculum Objectives	**R9.1B** Identify and retrieve a range of key and supporting information in a text or in spoken language.	**R9.1D** Compare, contrast and/or combine key points of information within a text or in spoken language.	**R9.4B** Respond to a writer's or speaker's vocabulary choices for effect and impact, including intonation, tone, volume and expression in spoken language.
Secondary Curriculum Objectives	**R9.1E** Make inferences from a range of evidence found in texts or instances of spoken language.	**R9.2A** Respond to a writer's or speaker's intention and viewpoint.	

Introduction **10 minutes** • Ask students to suggest what kinds of information they expect a biographical text to include, and what kinds of questions they expect it to answer. • Ask students to note down anything they know about Christopher Columbus.	**Support** Use the question words 'who', 'what', 'when', 'where' and 'why' as prompts. **Deepen** Ask students to consider how the questions may differ for a text about an event rather than a person.
First phase **15 minutes** • Read Extract A. • Take students' initial responses. Ask: Does any of this information contradict your expectations or previous knowledge of Columbus? • Ask students to complete Activity 1. • Take feedback, focusing on where students found information on each topic. • Discuss students' success in scanning for, and synthesising, a range of information.	**Support** Work on Activity 1, question 1b as a whole class or in supported groups, identifying relevant evidence and examining its implications. **Deepen** Encourage students to justify their responses to Activity 1, question 1c in some depth. Ask: Which of the topics are least engaging? Why?
Second phase **20 minutes** • Introduce Activity 2. Discuss the ideas that information texts should, or should try to be, impartial – but that a purely factual text may not engage readers' interest. • Ask students to complete Activity 2. • Encourage students to note the connotations of the significant vocabulary choices they have identified.	**Support** In Activity 2, check understanding by taking feedback after each of questions 1a, 2a and 3a, before students complete questions 1b, 2b and 3b respectively. **Deepen** Ask students to identify and comment on all significant vocabulary choices that contributed to their impressions.
Plenary **10 minutes** • Take feedback on Activity 2, focusing on the variety of impressions created by vocabulary choices. • Ask: How impartial do you find the extract to be in its presentation of information about Christopher Columbus?	**Support** Validate all relevant responses. **Deepen** Challenge students to summarise their impressions of Columbus in just one or two words.

Set workbook activities **5 minutes**
• Point students towards the activities on pp. 126–127 of the Workbook.
• Check understanding and answer any questions.
• These activities focus on key information and ideas, and exploring vocabulary choices.

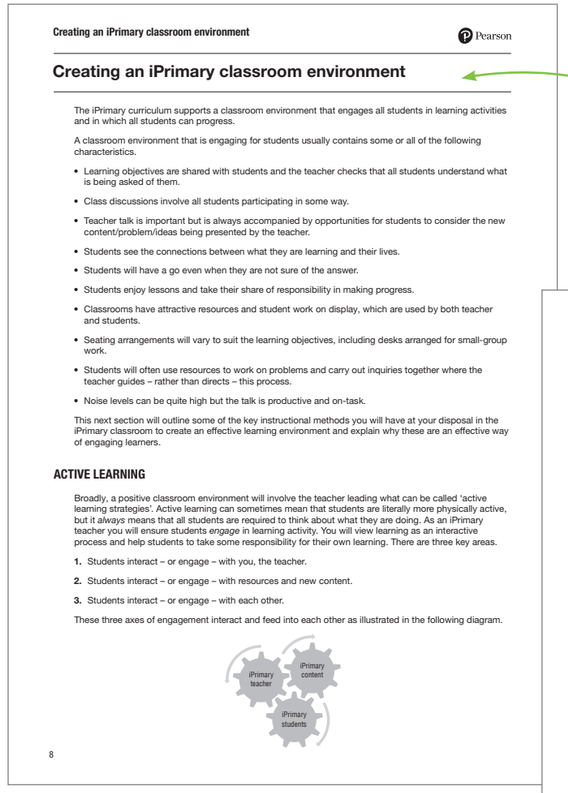
Sample from iLowerSecondary English Lesson Plan

Teacher Guides

A key element of our exceptional support within iPrimary and iLowerSecondary are our detailed subject specific Teacher Guides which provide support for specialist and non-specialist teachers. The guides cover best practice teaching techniques, pedagogy and classroom management and are written by leading professionals in their fields.

The guides explore how to create an iPrimary classroom environment, how to utilise our planning resources, the core principles for progression to ensure learners are best-equipped to make progress, detailed subject-specific teacher guidance which pulls out common misconceptions and the best techniques to cover key learning points and also specific formative and summative assessment strategies and support.

These are all hosted on our ActiveLearn platforms.



Creating an iPrimary classroom environment — Pearson

Creating an iPrimary classroom environment

The iPrimary curriculum supports a classroom environment that engages all students in learning activities and in which all students can progress.

A classroom environment that is engaging for students usually contains some or all of the following characteristics.

- Learning objectives are shared with students and the teacher checks that all students understand what is being asked of them.
- Class discussions involve all students participating in some way.
- Teacher talk is important but is always accompanied by opportunities for students to consider the new content/problem/ideas being presented by the teacher.
- Students see the connections between what they are learning and their lives.
- Students will have a go even when they are not sure of the answer.
- Students enjoy lessons and take their share of responsibility in making progress.
- Classrooms have attractive resources and student work on display, which are used by both teacher and students.
- Seating arrangements will vary to suit the learning objectives, including desks arranged for small-group work.
- Students will often use resources to work on problems and carry out inquiries together where the teacher guides – rather than directs – this process.
- Noise levels can be quite high but the talk is productive and on-task.

This next section will outline some of the key instructional methods you will have at your disposal in the iPrimary classroom to create an effective learning environment and explain why these are an effective way of engaging learners.

ACTIVE LEARNING

Broadly, a positive classroom environment will involve the teacher leading what can be called 'active learning strategies'. Active learning can sometimes mean that students are literally more physically active, but it *always* means that all students are required to think about what they are doing. As an iPrimary teacher you will ensure students engage in learning activity. You will view learning as an interactive process and help students to take some responsibility for their own learning. There are three key areas.

1. Students interact – or engage – with you, the teacher.
2. Students interact – or engage – with resources and new content.
3. Students interact – or engage – with each other.

These three axes of engagement interact and feed into each other as illustrated in the following diagram.

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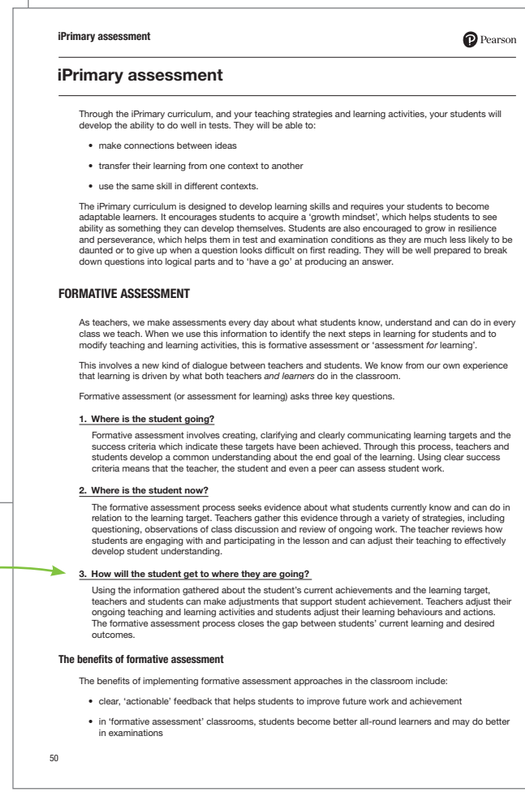
Samples from iLowerSecondary Computing Teacher Guide

Techniques and advice on how to create an iPrimary classroom environment



iPrimary assessment — Pearson

iPrimary assessment

Through the iPrimary curriculum, and your teaching strategies and learning activities, your students will develop the ability to do well in tests. They will be able to:

- make connections between ideas
- transfer their learning from one context to another
- use the same skill in different contexts.

The iPrimary curriculum is designed to develop learning skills and requires your students to become adaptable learners. It encourages students to acquire a 'growth mindset', which helps students to see ability as something they can develop themselves. Students are also encouraged to grow in resilience and perseverance, which helps them in test and examination conditions as they are much less likely to be daunted or to give up when a question looks difficult on first reading. They will be well prepared to break down questions into logical parts and to 'have a go' at producing an answer.

FORMATIVE ASSESSMENT

As teachers, we make assessments every day about what students know, understand and can do in every class we teach. When we use this information to identify the next steps in learning for students and to modify teaching and learning activities, this is formative assessment or 'assessment *for* learning'.

This involves a new kind of dialogue between teachers and students. We know from our own experience that learning is driven by what both teachers *and learners* do in the classroom.

Formative assessment (or assessment for learning) asks three key questions.

1. **Where is the student going?**

   Formative assessment involves creating, clarifying and clearly communicating learning targets and the success criteria which indicate these targets have been achieved. Through this process, teachers and students develop a common understanding about the end goal of the learning. Using clear success criteria means that the teacher, the student and even a peer can assess student work.

2. **Where is the student now?**

   The formative assessment process seeks evidence about what students currently know and can do in relation to the learning target. Teachers gather this evidence through a variety of strategies, including questioning, observations of class discussion and review of ongoing work. The teacher reviews how students are engaging with and participating in the lesson and can adjust their teaching to effectively develop student understanding.

3. **How will the student get to where they are going?**

   Using the information gathered about the student's current achievements and the learning target, teachers and students can make adjustments that support student achievement. Teachers adjust their ongoing teaching and learning activities and students adjust their learning behaviours and actions. The formative assessment process closes the gap between students' current learning and desired outcomes.

The benefits of formative assessment

The benefits of implementing formative assessment approaches in the classroom include:

- clear, 'actionable' feedback that helps students to improve future work and achievement
- in 'formative assessment' classrooms, students become better all-round learners and may do better in examinations

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Specific formative and summative assessment strategies and support

Professional Development

Implementation training

Our implementation professional development has been designed to fully equip teachers with an understanding of the components of iPrimary and iLowerSecondary, as well as key teaching and learning strategies to help them implement the curriculum effectively and confidently in their classrooms.

Our professional development programme is divided into sessions that provide three different areas of support:

- iPrimary and iLowerSecondary orientation
- Modelled lessons
- Teaching and learning strategies.

Our support covers all subjects included in the iPrimary and iLowerSecondary curriculum and can be arranged (where appropriate) face-to-face, live online or self-study. The ideal delegates are teachers and year/department leaders who are new to teaching iPrimary and/or iLowerSecondary.

Teachers who attend at least 85% of the implementation training will receive a certificate of attendance. Senior members of staff can also join our iPrimary and/or iLowerSecondary coordinator and/or master teacher programme and do the optional extension tasks to gain an iPrimary and/or iLowerSecondary digital badge and certificate.

This training is included as part of your iPrimary and iLowerSecondary subscription.

iPrimary and iLowerSecondary Orientation

These sessions provide information and hands-on practice using different elements of the programme. They include an exploration of iPrimary and iLowerSecondary assessments and orientation to two online learning platforms, ActiveLearn Primary (ALP) and ActiveLearn Digital Service (ALDS).

Modelled Lessons

Teachers will participate in either sample English, Maths and Science lessons taken directly from the iPrimary and iLowerSecondary curriculum or you can chose up to 3 conceptual CPD modules as part of the programme.

Teaching and Learning Strategies

Teachers will also engage with key teaching and learning strategies for the following:

- **Active learning:** strategies that focus on student centred activities that allow students to construct knowledge and meaning
- **Formative assessment:** strategies for assessing where students are in their learning and using the results to adjust instruction
- **Critical thinking:** strategies for promoting students critical thinking skills, such as evaluating, comparing and questioning.

Continuous Professional Development Modules

After completing the first years implementation training, the following modules are available to all iPrimary and iLowerSecondary schools:

- Bar modelling
- Classroom management
- Computing
- Early years
- Effective communication
- English reading comprehension
- Enquiry-based science
- Teaching online effectively
- How to teach SEN students online
- Introduction to SEN
- Introduction to Maths Mastery
- Presentation skills
- Problem solving in mathematics
- Raising attainment in writing
- Global Citizenship
- Teaching EAL students
- Differentiation
- Collaboration
- Standardising effective feedback

New modules are added to ensure best practice is supported.

Available as self study

- Skills ladders
  - Implementation
  - Design and Technology
  - PE
  - Music
  - Art
  - History
  - Geography

If you are using resources that have been created to be used alongside iPrimary and iLowerSecondary or mapped to, the following professional development courses can be included in the schools iPrimary and iLowerSeconadry Continuous Professional Development programme.

- Inspire English Resources
- Exploring Science Resources
- Maths Progress International Resources
- Inspire Computing Resources
- Global Citizenship Resources
- Building Blocks Resources
- iPrimary Anthologies & Activity Books

“Helps me to think more about my students’ needs and be more thoughtful about how to improve the effectiveness of my teaching to achieve the learning objectives.”

Assessments

Internal assessments

Termly and end-of-year Progress Tests are provided within iPrimary and iLowerSecondary across our core subjects, including Early Years. They allow you to check ongoing student progress and are freshly updated every year. The tests are hosted in ActiveLearn, with the end of year tests being password protected to mimic a more formal assessment style. These also sit alongside the previous sets of tests, providing lots of opportunity for further practice.

The Progress Tests are built to check student progress against the curriculum objectives and results against these objectives can be recorded within our markbooks.

Our markbooks are a great way to track progress, enabling you to record students grasp of individual curriculum objectives after completion of progress tests. This will allow you to check in on individual learner's progress and the progression of whole cohorts – for easier identification of weaker areas of understanding within the curriculum that teachers may want to revisit.

External assessments

At the end of each programme (iPrimary = age 11; iLowerSecondary = age 14) there is an optional, externally marked and internationally benchmarked assessment – the Pearson Edexcel Achievement test for Year 6 and Year 9. These assessments are created by the same teams responsible for International GCSE and International A Level, both of which are recognised by multiple further education institutions. They provide certified recognition of a student's study and are treated with the same rigour and supported by the same tools, including e-pen marking and ExamWizard. Our popular post results service, ResultPlus, can also be used with the achievement test results to assess how your cohort and school have performed.

All Pearson Edexcel examinations are built to test the Global Transferable Skills Framework and all our resources and curricula embed these skills throughout learning, ensuring learners are equipped with the skillset required for a quickly evolving world and workplace.

Internationally benchmarked and certified recognition

Published Resources

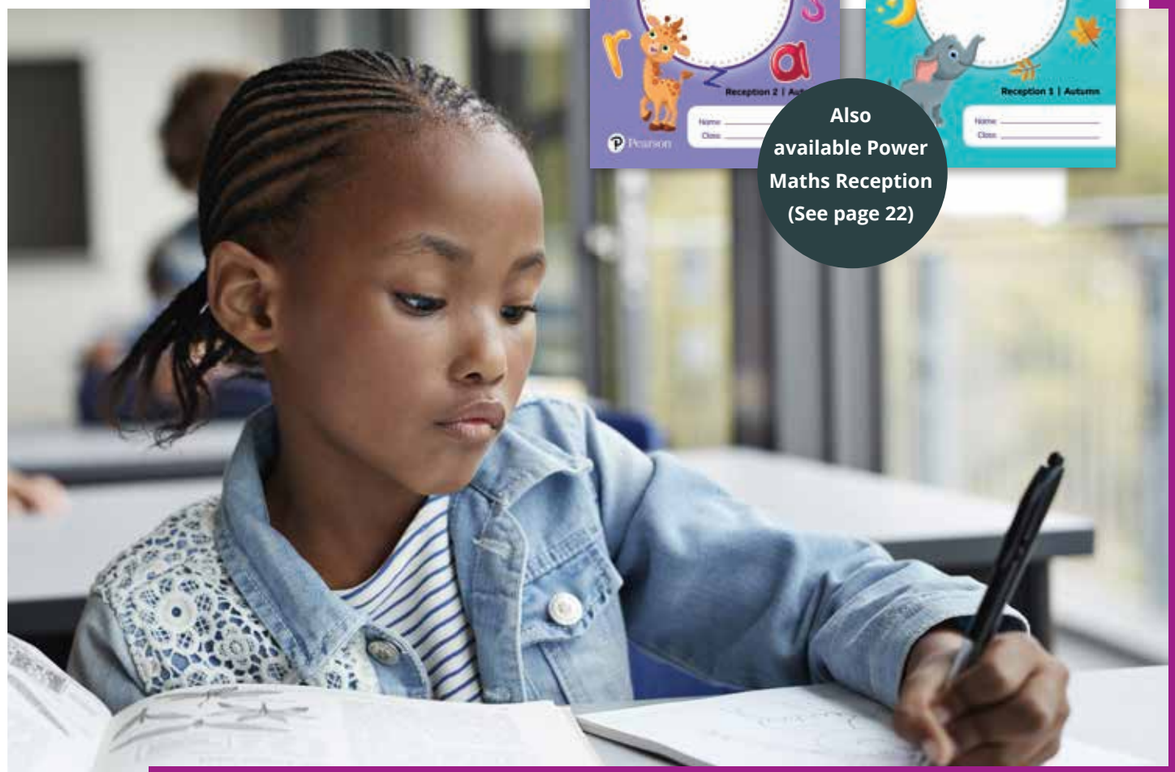
Supporting you all the way from planning to teaching and learning, and through to assessment, our internationally renowned published resources for iPrimary and iLowerSecondary help you start teaching straight away, with the peace of mind that you have all you need. All our carefully selected resources have been written with learners of English as an additional language (EAL) in mind.

Early Years

Resources specifically designed for the Early Years curriculum - for English and The World Around Us.

- Write-in Activity Books written for the iPrimary Reception/Early Years curriculum and matching what children are learning in class, week-by-week.
- Each lesson has a dedicated page in the Activity Book where children can reinforce and practise the skills they are learning through a variety of engaging activities.
- They offer a flexible approach to learning and can be used in class, alongside teaching, as well as for additional practice at home.
- They are written by early years specialists. All activities have been designed to be accessible to international students – and can be used with or without teacher support as needed.

Also available Power Maths Reception (See page 22)



Find out more
pearsoninternational-schools.com/EYFS

iPrimary English

Resources for the iPrimary English curriculum – grammar, punctuation, fiction and non-fiction activity books and anthologies.

- **Building Blocks** is a grammar programme designed with a methodical and rigorous approach to ensure 5–11 students are meeting age-related expectations. Developed with expert authors and tested in schools, this explicit grammar course meets the needs of different types of learners.
- **iPrimary Activity Books** help to practise English skills in writing and ensure coverage of curriculum objectives. Each lesson has a dedicated page in the Activity Book where children can reinforce and practise the skills learnt in the classroom through a variety of activities.
- **iPrimary Anthologies** bring together all the relevant content needed for iPrimary English from award-winning selected texts. Designed to work with iPrimary English teacher planning.

Bug Club

Also recommended for iPrimary

With over 500 books, as well as teacher guidance and assessments, Bug Club includes everything you need to teach children to read.

NEW Pearson International Primary Science

A new primary science course written for the Pearson Edexcel iPrimary Science Curriculum, and closely aligned to the skills of the English National Curriculum.

- Specifically designed for international learners aged 5 to 11 years, and with an investigative approach at its heart.
- Provides everything you need to teach science with confidence with detailed **lesson plans** and **guided assessment** to support learning and progression - whether you are a specialist teacher or not. Plus there's a professional development course available.
- Ensures smooth progression to iLowerSecondary and International GCSE Science, with a detailed learning pathway covering Years 1-6. Plus, it provides full preparation for Year 6 examinations too.

Summary of components

- Student books and workbooks across Years 1-6 designed to inspire young scientists.
- Online subscriptions powered by our ActiveLearn Primary digital platform. it gives you access to all the support you need for planning, teaching, tracking and assessing your students' progress in one place.
- Digital activities including videos, virtual experiments and quiz questions in the digital textbook make encourage student engagement with the topics.

Global Citizenship

Also available for iLowerSecondary (see page 24)

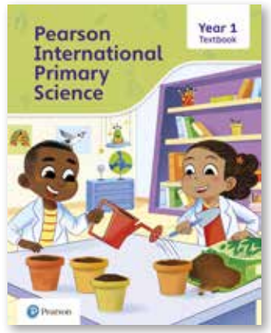
Part of the only fully integrated Global Citizenship programme for international students aged 5–16, iPrimary Global Citizenship provides curriculum support, assessment, teaching and learning resources for 5–11-year-olds.

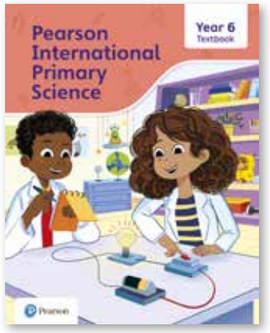
The programme offers a consistent learning journey from primary to lower secondary and beyond, with in-built progression throughout to revisit and deepen knowledge, and covers all the requirements of the Computing curricula – equipping students with the key modern skills they need to progress to further study in a range of subjects.

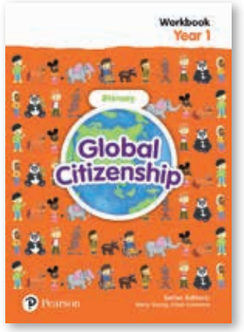
Summary of components

- 6x Student Books (One each for Years 1-6). Available as a print and digital subscription.
- 6x Student Workbooks (One each for Years 1-6). Available as a print and digital subscription.
- Inspire Computing Pupil resources annual ActiveLearn subscription (includes the 6 Student Books and 6 Workbooks as ActiveBooks).
- Inspire Computing Teacher Resources annual ActiveLearn subscription (includes the curricula, schemes of work, lesson plans, worksheets and progress tests).

Offers a flexible learning approach meaning you can choose to teach the full 5–16 programme or to focus on primary or secondary to suit your school's needs.







iPrimary (3-11)

Abacus

Abacus is a flexible primary maths toolkit that puts you in control, with over 10,000 resources, activities, plans and assessment tools.

- An online subscription to a world for children filled with lively and exciting maths games and rewards that your digital-savvy kids will love.
- Allocatable maths activities for independent work and homework, which you can monitor at a glance with the assessment dashboard.
- Textbooks and Workbooks for independent practice, designed to capture children's interest and inspire a genuine love of maths.
- Progress and Assess tests (including end-of-year tests), and clever assessment tools to track children's attainment, and their progress towards Age-Related Expectations.
- Mastery checkpoint workbooks that support the online checkpoints activities and include space for children to make notes, write their answers and show their workings.
- Professional development videos to nurture your confidence in teaching for mastery.

Inspire Computing International

Designed for today's digital native learners, Inspire Computing International is a modern course for the iPrimary (5–11) Computing curriculum and the English National Curriculum.

- Covers all the requirements of the Computing curricula and equips students with computational thinking, language and skills that support learning to lower secondary and beyond in a range of subjects.
- The Student Book includes everything children need to learn for each topic and the workbook provides opportunities to consolidate learning and extend skills and knowledge through independent study
- Detailed topic-based support gives flexibility for the specialist and non-specialist alike.

Summary of components

- 6x Student Books (One each for Years 1-6). Available as a print and digital subscription.
- 6x Student Workbooks (One each for Years 1-6). Available as a print and digital subscription.
- Inspire Computing Pupil resources annual ActiveLearn subscription (includes digital Student Books and Workbooks).
- Inspire Computing Teacher Resources annual ActiveLearn subscription (includes the curricula, schemes of work, lesson plans, worksheets and progress tests).

Also available for iLowerSecondary (See page 24)

NEW Power Maths White Rose Maths editions

Also recommended for iPrimary

Our popular whole-class mastery programme for Reception to Year 6. Now updated to match the new White Rose Maths schemes of learning.

This new edition combines updated interactive teaching and learning tools, high-quality print resources, ongoing PD, and assessment - to empower teachers to make maths an adventure for all children.

iLowerSecondary (11-14)

Inspire English International

A whole-school English programme preparing students for progression to International GCSE (9–1) English with a rigorous yet supportive approach. Ensures mastery of all the skills and knowledge needed for students to become confident, self- motivated learners.

Each unit within the course is linked to the curriculum by a theme or an overarching outcome.

Summary of components

- Student Books and Workbooks for Years 7-9.
- Teacher Guides providing lesson-by-lesson planning linked to the Student Books and Workbooks.

Maths Progress International

Create confident and numerate students ready for International GCSE (9–1) Maths with a mastery approach that develops problem-solving and mathematical reasoning skills.

- Includes a 3-year Maths Progress digital interactive Scheme of Work so you can tailor it to the way you want to deliver your Maths curriculum.
- Student Books come with built-in differentiation, fluency, problem-solving and reasoning for Year 7, 8 and 9 and the write-in, full colour Workbooks offer extra practice of key content, along with progression checkers at the end of each unit with plenty of dynamic student support.

Summary of components

- One textbook and workbook per year plus online digital resources; all the support needed for planning, teaching, and tracking and assessing students' progress.

Exploring Science International

Our best-selling 11-14 science programme supports seamless progression to Pearson Edexcel International (9–1) GCSE Sciences. Inspire with real-world science, stunning facts, case studies and photographs, that your students can relate to with.

- Full support for planning, teaching, progress tracking and assessing students' progress from 11–14 and on to International GCSE (9–1).
- Includes an interactive, digital Scheme of Work: a flexible online 11–16 planning tool.

Summary of components

- Student Books arranged by subject (Biology, Chemistry, Physics) or by Year group.

iLowerSecondary (11-14)

Global Citizenship

Part of the only fully integrated Global Citizenship programme for students aged 5–16, our iLowerSecondary Global Citizenship course provides a consistent journey from primary to International GCSE with curriculum support, assessment, teaching and learning resources for your 11–14 year-olds.

- Written by experts, it covers core topics in a sensitive, age-appropriate way with plenty of opportunity to fuel discussion and deepen learning - empowering your students to make a difference and engage with global issues.
- The course helps you develop the skills of research, analysis, evaluation, reflection in your class, and supports students' progress with ongoing assessment.

Summary of components

- 3 x printed Student Workbooks (one each for Year 7, 8 and 9).
- iLowerSecondary Global Citizenship Teaching Resources annual ActiveLearn subscription (includes Curricula, Schemes of Work, Lesson Plans, Progress Tests and Activity Sheets).
- iLowerSecondary Pupil Resources annual whole-school ActiveLearn subscription (includes ActiveBooks of the Student Workbooks for Year 7, 8 and 9).

Also available for iPrimary (see page 21)

Inspire Computing International

Designed for today's digital native learners, Inspire Computing International is a new course for the iLowerSecondary (11–14) Computing curricula and the English National Curriculum.

- It covers all the requirements of the Computing curriculum, and provides a well-supported progression route from ages 5 to 14, equipping students with the skills they need to progress to further learning, including International GCSE or UK GCSE.
- Following a topic-based learning approach ideal for subject and non-subject teachers alike, the programme includes one student book and one workbook per year – designed to work alongside each other. The student book includes everything students are required to learn for each topic and the workbook provides consolidation and extension of skills and knowledge through independent study.

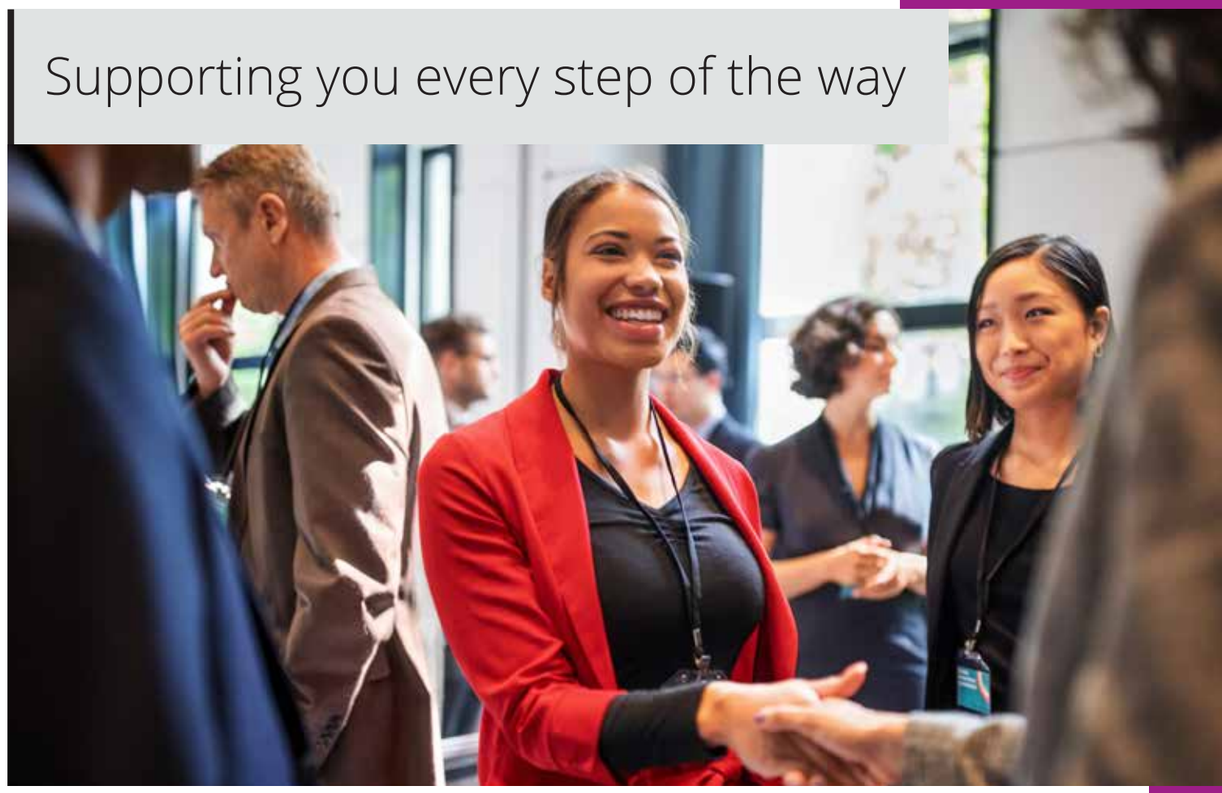
Summary of components

- 3 x Student Books (one for each Year 7, 8, 9). Available as print and digital eBook subscription.
- 3 x Student Workbooks (one for each Year 7, 8, 9). Available as print and digital eBook subscription.

Also available for iPrimary (see page 22)

Find out more
pearsoninternational-schools.com/ilowersecondary

Supporting you every step of the way



We can help your international school achieve more

When you partner with Pearson, you have access to our global expertise and support to help you achieve your school's vision and help your students learn in more accessible ways, more affordably and with better outcomes.

In-country teams to support you locally

We have Pearson representatives in all the countries in which we operate. Our local team will work in partnership with you to understand your needs and will provide you and your school with personalised support to help you achieve your goals.

Free international qualifications support services

When you choose us as your international qualifications partner, you have access to an unrivalled range of free services. These include access to a bank of past-paper questions and materials from which you can create your own tests and mock exams using the examWizard; access to ResultPlus, our online results analysis tool; and free access to your students marked exam papers using out Access to Scripts Service.

An extensive global and regional events programme

We host and run an extensive global and regional events programme to support our international school community worldwide. From our student and teacher awards, and our annual Pearson International School Leaders Conference, to regional workshops, hands-on training for our iPrimary and iLower Secondary curricula and much more, our annual events programme will connect you with the educational experts you want to hear from.

Find your local team at
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