

IB Continuum

Projects



Aims:

To build your understanding of:

- how the three programmes build on each other
- the processes involved in each of the projects

To give you the opportunity to:

- collaborate with other parents and build connections
- have your questions answered



BURNING
QUESTIONS?



Overview of Projects





Elements of the Continuum: Learner Profile



OPEN-MINDED



INQUIRERS



BALANCED



CARING



THINKERS



COMMUNICATORS



REFLECTIVE



RISK-TAKERS



PRINCIPLED



KNOWLEDGEABLE




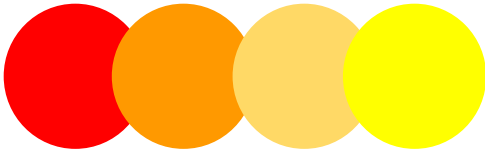

Elements of the Continuum: Approaches to Learning

- Communication
- Social collaboration skills
- Self management skills
 - Organisation
 - Affective
- Reflection skills
- Media literacy skills
- Thinking skills
 - Critical thinking
 - Creative thinking
- Transfer skills





Elements of the Continuum: Disciplines

Transdisciplinary		Transdisciplinary Themes
Interdisciplinary		Global Contexts & Concepts
Disciplinary		



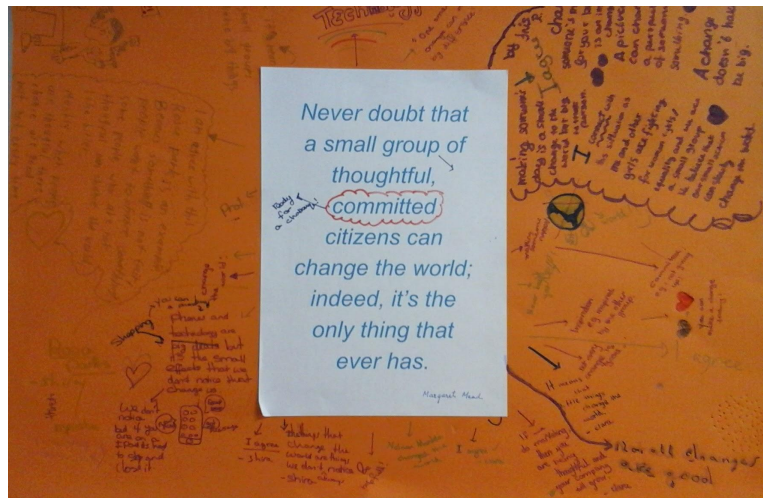
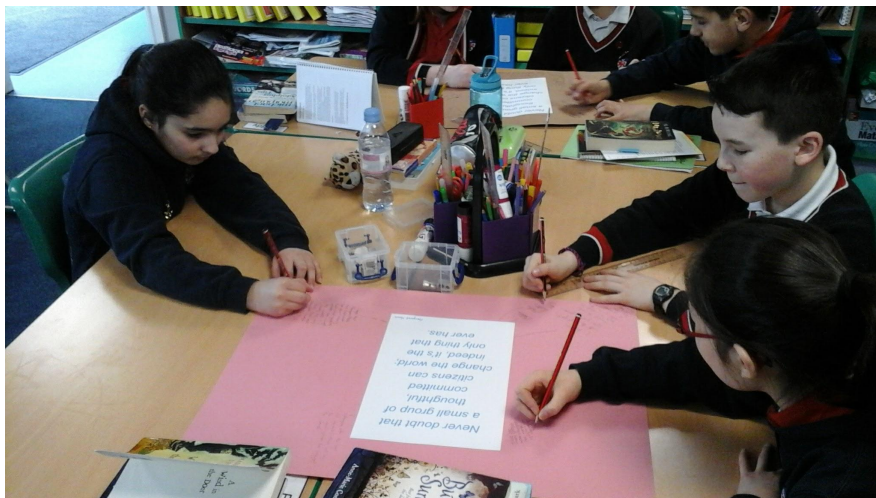
Exhibition



Year 6 PYP Exhibition

Students:

- have a role in choosing the issue or opportunity to be explored





Year 6 PYP Exhibition



Who We Are

Inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.



How we express ourselves

Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.



How we organise ourselves

Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.



How the world works



Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

Where we are in place and time



Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

Sharing the planet



Inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationship within and between them; access to equal opportunities; peace and conflict resolution.

Students:

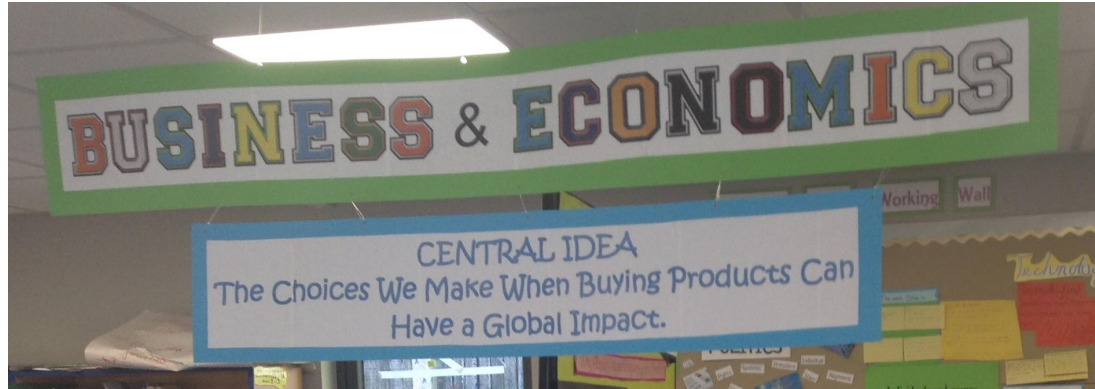
- decide which transdisciplinary theme is most relevant for their issue/opportunity



Year 6 PYP Exhibition

Students:

- collaborate to develop a central idea for their group





Examples of Group Central Ideas

**Organisations benefit
humans and animals in
many ways**

**Individuals and groups
use political systems
and policies to change
and shape the world.**

**The choices we make
when buying products
can have a global
impact.**

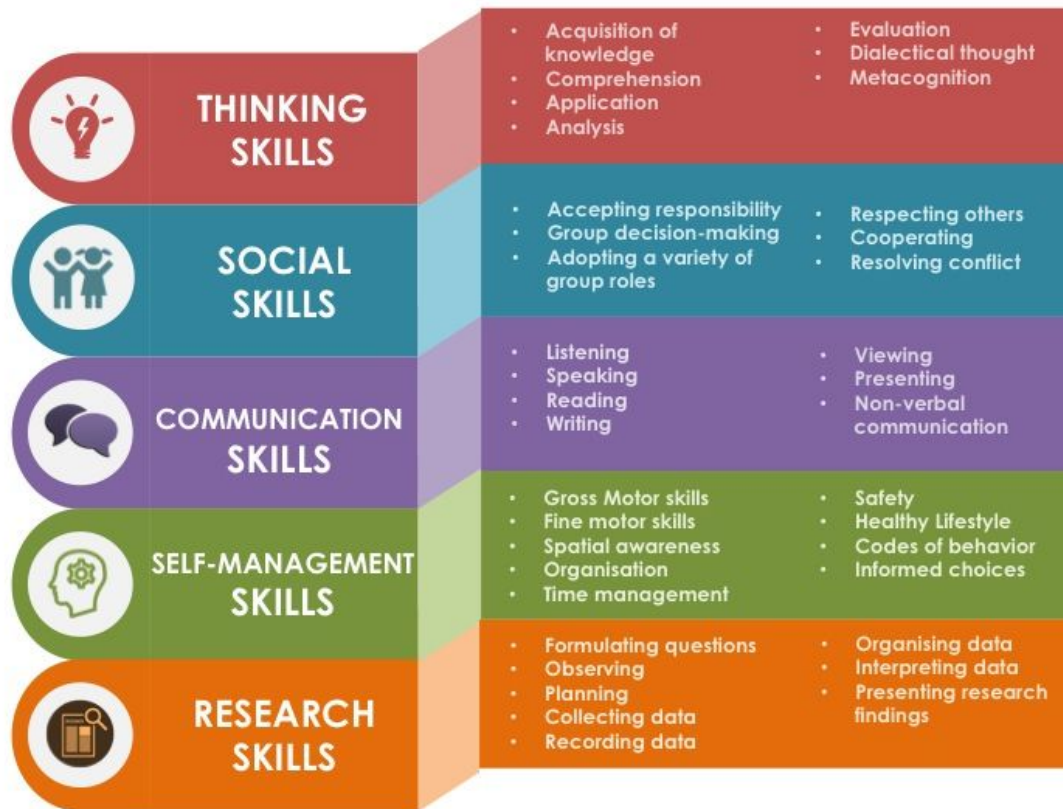
**Technological inventions
have improved and
transformed the way we
live**



Year 6 PYP Exhibition

Students:

- identify what knowledge they will need to acquire, and what skills they will need to develop

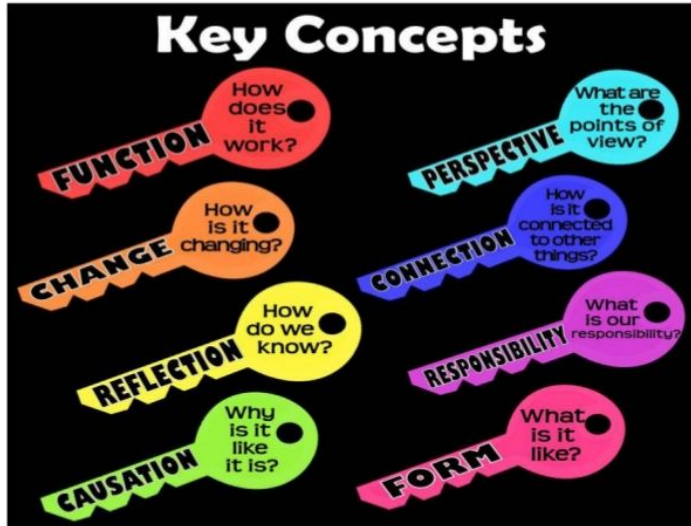




Year 6 PYP Exhibition

Students:

- create their own lines of inquiry and identify the key and related concepts that will drive their inquiries



Equality

Sustainability

Interdependence

Well-being

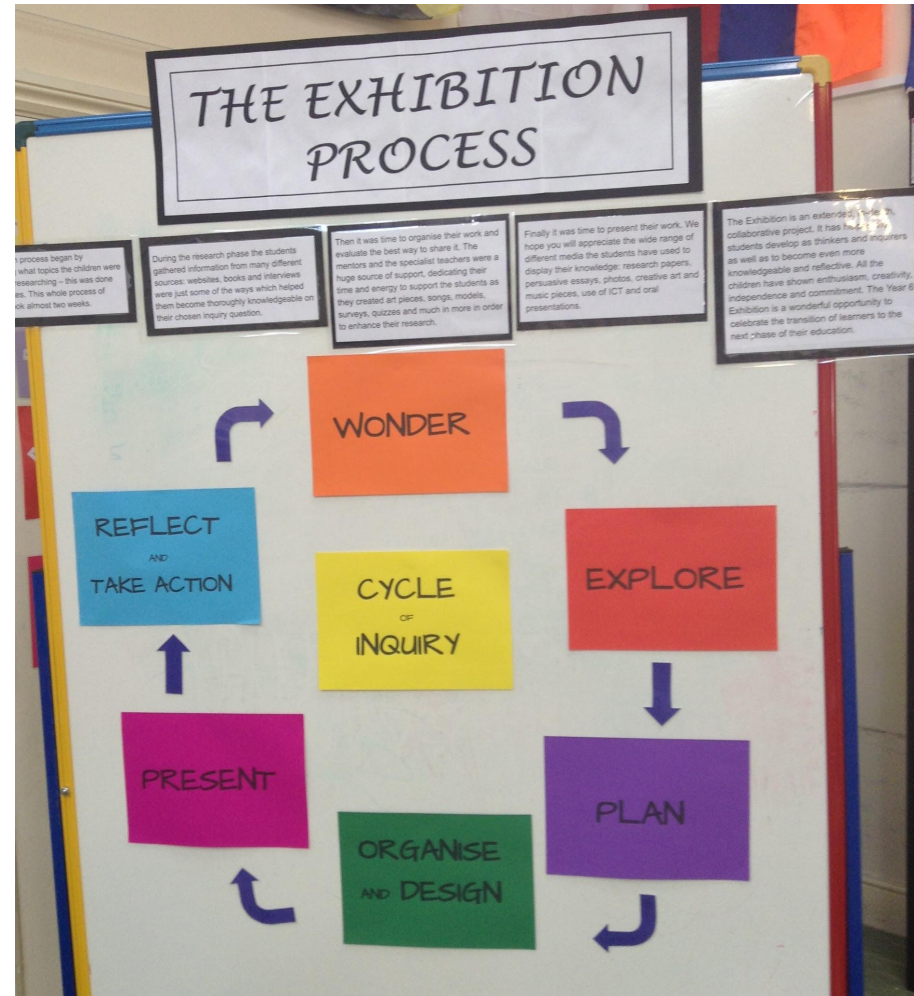
Technology



Year 6 PYP Exhibition

Students:

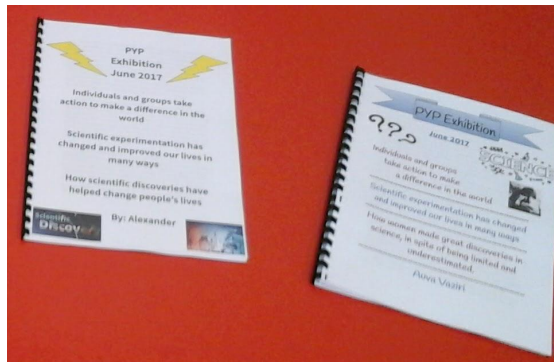
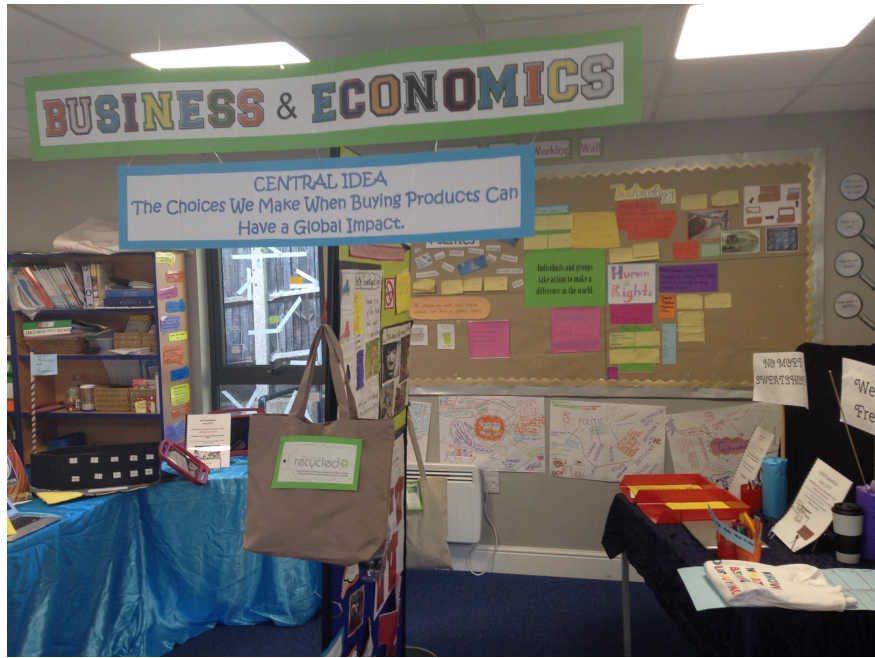
- take an active role in all aspects of planning, inquiring, investigating, communicating and assessing their learning in the exhibition





Communicating Learning







Community Project and Personal Project



M3 Community Project

Students:

- work in groups (no larger than three)
- frame their learning within a global context
- identify and investigate a community
- locate a need within that community
- plan and undertake action to address that need
- Record evidence of their planning, investigation and evidence in a process journal
- present and reflect on how the action has made an impact upon the community and upon themselves as learners



Student Projects

- Run a homework club for teenagers in the Barnet area that are refugees from Syria to help develop their English language skills and develop friendships
- Raise awareness about period poverty for homeless women. Fundraising and seeking sponsorship to buy products for a London homeless shelter
- Weekly visits to a local rest home for elderly patients of Dementia to provide companionship
- Creating a short film and presenting a speech to an Upper School assembly to raise awareness of Islamophobia and its dangers



M5 Personal Project

Students:

- work individually on an area of interest or a personal passion
- frame their learning within a global context
- determine their own goal with regards a product or outcome
- record evidence of their planning, investigation and action taken in a process journal
- construct qualitative criteria to measure their own achievement
- report and reflect upon their learning progression



Student Projects

- Stage model and costume design for a wedding scene in my play adaptation of the film, 'The Best Exotic Marigold Hotel'
- Writing and publishing a collection of poems that enable people to understand the wonder of Mathematics in the human world (architecture, economy, navigation)
- Design a website that shows various calisthenic fitness and nutrition programmes that I have designed for different levels of fitness. The website contains images and videos where I model and explain the exercises, as well as providing wellbeing suggestions.
- To write, produce and perform a one man play that provides a social critique of corruption in Nigeria
- Create a student friendly app that helps young people to better manage their finances



Extended Essay



DP Extended Essay

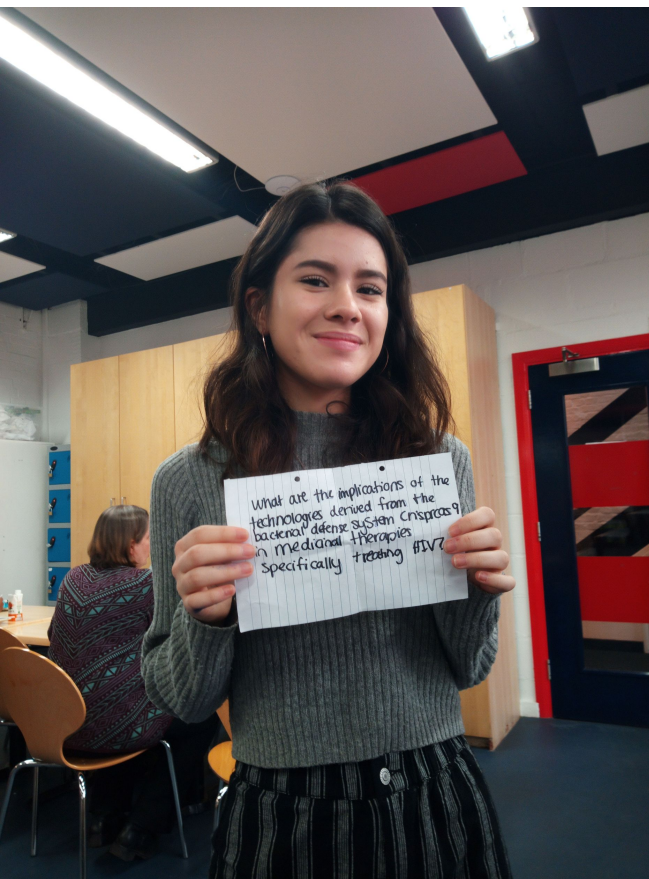
4,000 word research / investigation based essay

Students:

- Choose a subject of interest to them it is usually a Higher level subject
- Chose a topic of interest that is outside of the main curriculum
- Meet with supervisor with a proposal for a research question and refine
- Develop a focus and realistic research question
- Engage in independent research with intellectual initiative and rigour
- Develop research, thinking, self-management and communication skills
- Work towards achieving the criteria
- Reflect on what has been learned throughout the research and writing process



Wear your question day





Student Research Questions

English L&L: How has gender representation changed in Van Heusen male fashion advertisements between the 1950s and the contemporary period and to what effect?

History: To what extent was Molotov a driving force behind Stalin's foreign and domestic policies in the 1930s?

Theatre: To what extent do Katie Mitchell's directorial intentions enhance Alice Birch's play "Anatomy of a Suicide" staged at the Royal Court Theatre, London? 2017

Physics: What is the relationship between the tension of strings and the coefficient of restitution in ball to string collision in tennis



Your turn...



Role of adults

Project	School Support
PYP Exhibition	Class teachers Mentors Experts in the community Parents/guardians
MYP Community Project	Supervisor : Magda Krohn, Lucy Allen, Flora Mather
MYP Personal Project	Supervisor PP Coordinator : Karine Villatte
DP Extended Essay	Supervisor EE Coordinator: Margaret Boyle



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