



King's College UK
GURUGRAM INTERNATIONAL SCHOOL

PRIMARY YEARS CURRICULUM

For Children Aged 6 to 11

Building Foundations for Lifelong Learning and Success

Where Learning Becomes a Way of Thinking

At King's, the Primary Years are about more than building strong academic foundations. They are about developing **how children think, how they learn, how they relate to others and how they participate in the world around them.**

As a candidate school for the **IB Primary Years Programme (PYP)**, our approach is grounded in inquiry, conceptual understanding, international-mindedness and learner agency. Students are encouraged to ask meaningful questions, investigate ideas, make connections, consider different perspectives and take increasing ownership of their learning.

We want children to leave the Primary Years not simply knowing more, but knowing **how to learn** — with the curiosity to ask questions, the confidence to explore ideas and the independence to make thoughtful choices.

IB Candidate School Notice

King's is a candidate school for the Primary Years Programme (PYP). This school is pursuing authorization as an IB World School. These are schools that share a common philosophy — a commitment to high-quality, challenging, international education that we believe is important for our students.

Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes, visit www.ibo.org.

A Small Community Where Every Child Is Known

King's is intentionally a close-knit learning community.

Our size allows relationships to be at the heart of school life. Teachers know their students well — not only as learners, but as individuals with their own strengths, interests, questions, experiences and perspectives.

This enables us to provide learning that is both ambitious and personal. Students receive appropriate challenge and support while developing within a community where they are seen, heard and valued.

We believe that a strong learning community gives children the confidence to take intellectual risks, ask questions, make mistakes and try again.

Student Agency That Is Lived, Not Just Taught

At King's, student agency is not simply a concept we talk about. **It is part of everyday school life.**

Students have genuine opportunities to exercise **voice, choice and ownership**. They contribute ideas, ask questions, influence aspects of their learning, set goals, reflect on their progress and take action.

As they move through Grades 1–5, students increasingly learn to make informed decisions about how they approach their learning and how they contribute to the wider school community.

Teachers provide expertise, structure and purposeful guidance, while making space for students to take meaningful responsibility.

We want children to experience themselves as capable people whose ideas matter and whose actions can make a difference.

Learning Democracy Through Everyday School Life

We believe that democracy is something children need to experience and practise, not simply learn about from a textbook.

Our students are given meaningful opportunities to participate in decisions that affect their learning and their community. They learn to express their views, listen to others, consider different perspectives, discuss ideas respectfully and understand that collective decisions require both freedom and responsibility.

Through everyday interactions and opportunities for participation, children begin to understand important democratic principles such as **voice, representation, fairness, dialogue, responsibility and respect for different perspectives.**

This is closely connected to our understanding of the child as an active member of a community. Students learn that having a voice also means listening to others, that choice comes with responsibility and that contributing to a community means considering more than simply one's own needs.

Truly International from the Beginning

International-mindedness is not an additional topic at King's. It is part of who we are.

Our students learn in a genuinely international community, alongside children and adults with different cultural backgrounds, languages, experiences and perspectives.

This diversity is a powerful part of everyday learning. Students encounter different ways of thinking and living naturally through their relationships, conversations, languages, stories and collaborative experiences.

They learn to be curious rather than judgemental, to listen before making assumptions and to recognise that their own perspective is one of many.

At the same time, our students remain deeply connected to their context in India. They learn to understand their local community while developing the confidence and awareness to engage with the wider world.

We want our students to become internationally minded people who can connect across cultures, think beyond their immediate context and contribute positively to an interconnected world.

Inquiry That Goes Beyond the Topic

Inquiry at King's is about developing a different relationship with knowledge.

Through our units of inquiry, students investigate significant concepts and questions rather than simply collecting facts. They ask questions, develop and test ideas, research, make connections, consider different perspectives and communicate their understanding.

Teachers establish clear learning intentions and provide the knowledge and expertise students need, while remaining responsive to their questions and emerging thinking.

Students learn to move from:

“What is the answer?”

to

“How do we know?”

and ultimately:

“What can we do with what we have learned?”

This develops the foundations of critical thinking, independent learning and meaningful action.

Strong Academic Foundations, Meaningful Connections

Inquiry does not replace academic rigour. It gives knowledge a purpose.

Students develop strong foundations in English, Language Acquisition, Mathematics, Science, Social studies, PE, the arts and PSPE.

At the same time, learning is connected across disciplines wherever meaningful connections can deepen understanding. Students learn to apply knowledge, transfer skills and recognise relationships between ideas.

Teachers and specialists collaborate to create coherent learning experiences that balance explicit teaching with exploration, inquiry and application.

Our goal is for students to develop both secure knowledge and the ability to use that knowledge thoughtfully.

Learning How to Learn

One of the most important outcomes of the Primary Years is becoming an increasingly independent learner.

Through the **Approaches to Learning**, students develop skills in communication, thinking, research, collaboration and self-management.

They learn how to ask effective questions, find and evaluate information, communicate clearly, work with others, organise themselves, respond to feedback and reflect on their own learning.

These skills are deliberately developed across the curriculum because they are not only useful at school. They are foundations for lifelong learning.

Learning Through Action

We want learning to have meaning beyond the classroom.

Students are encouraged to consider how their knowledge and understanding can lead to meaningful action. They may identify a need, propose a solution, change a habit, support another person, improve their community or take action to care for the environment.

Action does not have to be large to be meaningful. What matters is that students understand that their learning gives them the capacity to contribute.

Over time, they begin to see themselves not simply as students, but as active members of their communities.

A Culture of Belonging and Well-Being

Children learn best when they feel known, respected and secure.

Our close community allows teachers to build strong relationships with students and create classrooms where children feel confident to ask questions, share ideas, disagree respectfully, make mistakes and try again.

Well-being is integrated into everyday school life. Students develop self-awareness, resilience, empathy, positive relationships and an understanding of their own physical and emotional well-being.

Our inclusive approach recognises that every child brings different strengths, experiences and needs. Teachers differentiate learning to ensure that students are appropriately supported and challenged.

Preparing Children for a Changing World

The Primary Years provide much more than preparation for the next stage of school.

Through Grades 1–5, students develop strong academic foundations alongside the skills, dispositions and confidence to navigate an increasingly complex world.

We want our students to become curious inquirers, thoughtful thinkers, confident communicators, caring community members and increasingly independent learners.

Most importantly, we want them to understand that education is not simply about achieving an answer. It is about asking better questions, listening to others, thinking deeply, making responsible choices and having the confidence to act.

At King's, the Primary Years are where children begin to discover not only what they can learn, but what they can contribute.