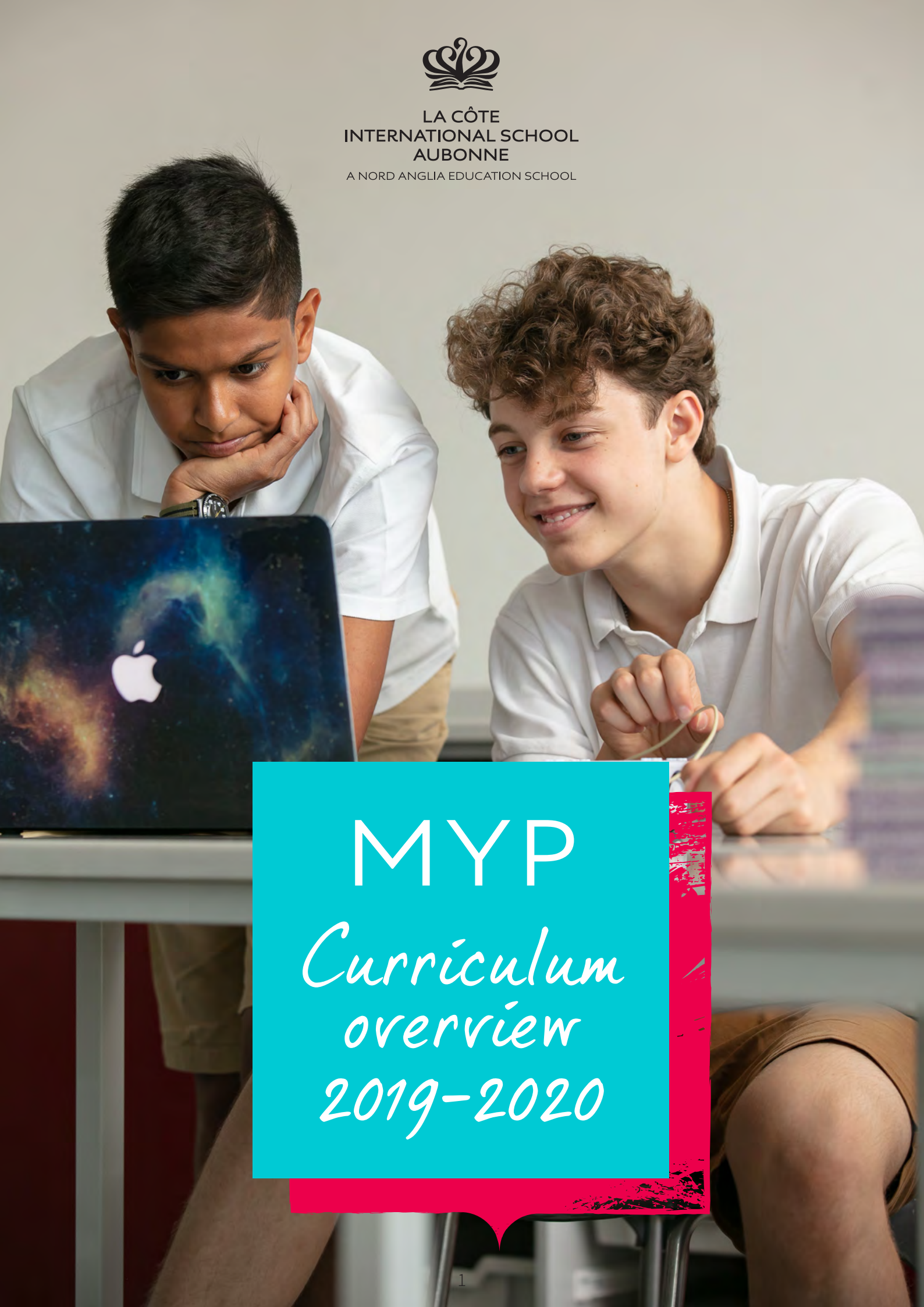
LA CÔTE
INTERNATIONAL SCHOOL
AUBONNE
A NORD ANGLIA EDUCATION SCHOOL



MYP

Curriculum overview 2019-2020

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Language & Literature - English

Students will develop an appreciation of the nature of language and literature, of the many influences on language and literature, and of its power and beauty.
They will be encouraged to recognize that proficiency in language is a powerful tool for communication in all societies.
Furthermore, language and literature incorporates creative processes and encourages the development of imagination and creativity through self-expression.
(IB Website 2014)

> Language is what makes us human. It is a recourse against the meaningless noise and silence of nature and history.
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> Octavio Paz

> Literature is the art of discovering something extraordinary about ordinary people, and saying with ordinary words something extra-ordinary.
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> Boris Pasternak

KeyConcepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among courses within the language and literature subject group (intra-disciplinary learning) and other subject groups (interdisciplinary learning).
The key concepts contributed by the study of language and literature are communication,connections,creativityand perspective.

Objectives

The objectives of MYP Language & Literature are divided into 4 criteria, which relate directly to the assessment criteria.

Objectives Middle Years Programme – Language & Literature

Objective A Analysing

Through the study of language and literature students are enabled to deconstruct texts in order to identify their essential elements and their meaning. Analysing involves demonstrating an understanding of the creator's choices, the relationships between the various components of a text and between texts, and making inferences about how an audience responds to a text (strand i), as well as the creator's purpose for producing text (strand ii).
Students should be able to use the text to support their personal responses and ideas (strand iii).
Literacy and critical literacy are essential lifelong skills; engaging with texts requires students to think critically and show awareness of, and an ability to reflect on, different perspectives through their interpretations of the text (strand iv).
In order to reach the aims of studying language and literature, students should be able to:
i. analyse the content, context, language, structure, technique and style of text(s) and the relationships among texts
ii. analyse the effects of the creator's choices on an audience
iii. justify opinions and ideas, using examples, explanations and terminology
iv. evaluate similarities and differences by connecting features across and within genres and texts.

Objective B Organizing

Students should understand and be able to organize their ideas and opinions using a range of appropriate conventions for different forms and purposes of communication. Students should also recognize the importance of maintaining academic honesty by respecting intellectual property rights and referencing all sources accurately.
In order to reach the aims of studying language and literature, students should be able to:
i. employ organizational structures that serve the context and intention
ii. organize opinions and ideas in a sustained, coherent and logical manner
iii. use referencing and citations.

Objective C Producing Text

Students will produce written and spoken text, focusing on the creative process itself and on the understanding of the connection between the creator and their audience. In exploring and appreciating new and changing perspectives and ideas, they will develop the ability to make choices aimed at producing texts that affect both the creator and the audience.
In order to reach the aims of studying language and literature, students should be able to:
i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
iii. select relevant details and examples to develop ideas.

Objective D Using Language

Students have opportunities to develop, organize and express themselves and communicate thoughts, ideas and information. They are required to use accurate and varied language that is appropriate to the context and intention. This objective applies to, and must include, written, oral and visual text, as appropriate.
In order to reach the aims of studying language and literature, students should be able to:
i. use appropriate and varied vocabulary, sentence structures and forms of expression
ii. write and speak in a register and style that serve the context and intention
iii. use correct grammar, syntax and punctuation
iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
v. use appropriate non-verbal communication techniques.

MYP1 - English

Unit 1
Exploring the World Around Us – How do people live?
Through the study of a novel such as 'Trash' by Andy Mulligan or 'A Long Walk to Water' by Linda Sue Park, MYP1 will explore characterisation, theme and relationships in the context of the developing world. They will learn how to structure their analysis using point, evidence, explain paragraphs and develop writing for purpose, audience and form. Key themes will allow them to develop critical thinking skills and depending on the chosen text, they will compare the way a film and a book are presented, culminating in a written review.

Unit 2
Telling Tales – Writing Experience and Genre
Students will examine the conventions of genre when creating a narrative and how this may influence a reader in certain ways. They will read a number of short stories and develop a creative approach to writing a narrative through the study of narrative voice, structure and language use. This unit will also focus on technical accuracy with the specifics of punctuation and sentence structure being taught explicitly.

Unit 3
Playing with plays – exploring the role of a director
Through an introduction to theatre, students examine how literature can be timeless. They will learn the conventions of a script, contextual analysis and will concentrate on the dramatic and performance aspects of a play. Emphasis will be placed on the art of reading aloud and dramatizing suitable scenes. Film and discussion will be used as additional tools. There will be an opportunity to create a stage set and animate a scene from the play, working in groups to achieve this end result.

Unit 4
What is poetry?
What counts as a poem? How do you study poetry? How do you approach a text if you have never seen it before? In this unit, students will be exposed to the study of an unseen text and will concentrate on analytical skills such as literary and linguistic devices. They will also explore specific poetic structures and forms and learn how to develop their PEE paragraphs into a more extended analysis.

Unit 5
The Power of Moving Image
A multi-media unit will allow students to study specific media terminology and explore a range of texts such as adverts, trailers, music videos, short films and vlogs. They will explore the effect of a director's choices in terms of camera shots and angles and show their understanding of this by creating a short film in a group project.

MYP2 - English

Unit 1 – Dystopian Literature
A study of a selection of short stories and the issues within societies that dystopian fiction raises (restrictions on living conditions, access to information, choice, etc.). Students will look at elements of dystopia in real life and conduct research into these trends. They will be introduced to the conventions of short story writing and will apply their new knowledge and skills to produce their own dystopian short stories. There will also be an introduction to film study – terminology, basic analysis, placement, camera angles, etc. – and students will watch and analyse a dystopian film.

Unit 2 – The Power of Words
Students will investigate the power of words in real world contexts. How does meaning change? What are the connotations of language? How can words be used for impact in different contexts? They will study rhetorical techniques and look at speeches that have changed the world. Their summative assessment will require them to write their own speech that 'takes a stand' about a subject they feel passionate about.

Unit 3 – Shakespearian Doom and Gloom: Exploring a Tragedy
Students will study a Shakespearian tragedy ('Macbeth' / 'Romeo and Juliet') and develop further skills of analysis: literary devices, character, theme and setting. They will look at how and why Shakespeare is relevant in today's world and the lessons we can learn from the text.

Unit 4 – Read all about it
What do I gain from being aware of global and local situations?
An examination of non-fiction genres through newspaper, magazine, campaigns, visual images and internet. Students will look at the history of the press, the purpose of different types of media, the role of the press in the modern world, and the premise of freedom of speech. Students will learn the elements of a broadsheet and write their own articles. They will look at the components of a news broadcast and work in groups to produce their own broadcast.

Unit 5 – Poetry of Conflict
Students will use the Global Context of 'Orientation in Space and Time' to explore a range of poetry relating to the theme of 'conflict'. This could be the obvious conflict of war or some more unusual contexts. Students will explore poetic forms and devices and develop approaches to essay writing that are more challenging than the previous year.

MYP3 - English

Unit 1 – Lessons from the past – 'The Book Thief'

To what extent can our relationships benefit from historical lessons? How can we avoid being manipulated by what we see, hear and read? Critical readers understand that historical context and authors' perspectives affect readers' interpretations of literary texts and the concept of truth. This unit includes a detailed analysis of literature through the novel The Book Thief, considering narrative, characterisation and context. Students will be introduced to appropriate terminology for character description and analysis.

Language work will cover aspects of propaganda, manipulation of language, PEE-chain paragraph writing, and the ethics of truthfulness. Students will be required to make connections between the language and literature aspects of this unit.

Unit 2 – Media Bias – Should we believe everything we read?

Students will understand that critical readers view the media as being subject to bias and will learn how to discern the different perspectives that might shape reporting. They will look at various media types and bias techniques such as labelling, slant, placement and omission. They will also explore representation and stereotypes. Their final comparative essay assessment will allow them to develop the analytical skills they worked on in the first unit.

Unit 3 – Poetry of Identity

The identity of a poet or the persona they create is important in shaping the themes, language choices and context of their creative work. Students will explore a range of poetry that relates to this context and produce creative responses as well as an analytical essay.

Unit 4 – Shakespearian Study: Character, Conflict and Context

How can a classic text be communicated effectively to new audiences and cultures? Analysis of Shakespeare through The Merchant of Venice, Much Ado About Nothing will look at the issues raised in the play and compare them to modern issues (discrimination, the role of women in society, marriage, friendship, etc.) Students will focus on the components of academic essay writing.

Unit 5 – Short stories

Students will read a selection of short stories and learn the conventions of the genre as a lead into their iGCSE Literature studies. Students will produce their own creative responses to the texts and will explore them critically through an oral commentary similar to what they will need to produce at Diploma level.

MYP4 - English Language and Literature

English Language Assessment Overview
All candidates take one exam and a coursework option.

Paper 1: Reading (50%)
This will be in the form of an externally assessed two-hour examination, where all questions are focused around three reading texts, which students should spend approximately 15 minutes reading.
Students will be asked structured and extended questions focusing on comprehension, summary writing, and language.

Coursework Option: Writing (50%)
This will be in the form of a coursework portfolio made up of three written pieces, which will be internally assessed and externally moderated.
Candidates will be required to submit three pieces of written coursework:
Assignment 1: Writing to discuss, argue and/or persuade in response to a text or texts.
Assignment 2: Writing to describe
Assignment 3: Writing to narrate

English Literature Assessment Overview
The course is assessed through three examinations.

Paper 1: Poetry and Prose (50%)
This examination is one hour and 30 minutes in length and makes up 50% of the overall total for IGCSE English Literature.
Students must answer one question from a choice of two, for each of the topic areas below. These questions come in the form of essay questions or passage-based questions.
1. Poetry (from a selection of Carol Ann Duffy poems).
2. Prose (Cambridge short story anthology: 'Stories of Ourselves').

Paper 3: Drama, Open text (25%)
This examination is forty-five minutes in length and is 25% of the overall total for IGCSE English Literature. Candidates answer one question in this examination, which will either be essay based or passed based. At present, the drama text studied will be 'The Crucible' by Arthur Miller.

Paper 4: Unseen (25%)
This examination is 1 hour, 15 minutes long and is 25% of the overall total for IGCSE English Literature. Candidates answer one question from a choice of two. They are required to write a critical commentary on an unseen poem or prose extract and demonstrate an appreciation of the text. One question is based on a passage of literary prose, such as an extract from a novel or short story. The other question is based on a poem or extract from a poem.

Set Texts
1. 15 poems from 'New Selected Poems 1984-2004', by Carol Ann Duffy
2. 10 stories from 'Stories of Ourselves' Anthology
3. 'The Crucible' by Arthur Miller

MYP5 - English

Unit 1 – Graphic novel
A study of the graphic novel Maus to ascertain how individuals are shaped by the society in which they live. Does the individual create society or society create the individual? Students will learn the conventions of a graphic novel and will apply their understanding of visual literacy to their analysis of the text.

Unit 2 – Wartime Perspectives
What are the rights and responsibilities of individuals within a conflicted environment? Through the novel Spies, students will explore themes of relationships, growing up, microcosmic societies and the way individuals are influenced by the people in their lives. Students will complete close textual analysis of a variety of poems related by context and themes.

Unit 3 – Investigating Conflict
We all face conflicts in one form or another. We can choose to perceive and respond to these conflicts in a positive or negative manner. How and what can conflict teach us about ourselves? How can being exposed to other points of view influence our own perspectives? Students will read The Cellist of Sarajevo and produce a creative response portraying the perspective of a character facing a difficult situation. This unit will integrate written word and the arts.

Unit 4 – Documenting Human Experience
Directors create films, photojournalists take photos, and writers create texts. They all try to position their audience to respond in a particular way with the conventions of their genre. Students will engage with the central question: 'To what extent is there value in documenting human experience?' through an examination of visual texts (a documentary, photographs) and non-fiction texts. They will create a portfolio of spoken and written texts for an exhibition.

Unit 5 – World English
How does our perception of language change and develop depending on the context and the people who use it? How is the English language influenced by different cultures and technology? Is there one correct version or are all dialects equally acceptable? Students will read Educating Rita, a selection of poems from different English-speaking countries around the world, as well articles and documentaries on the globalisation of English.

Language & Literature - French / A

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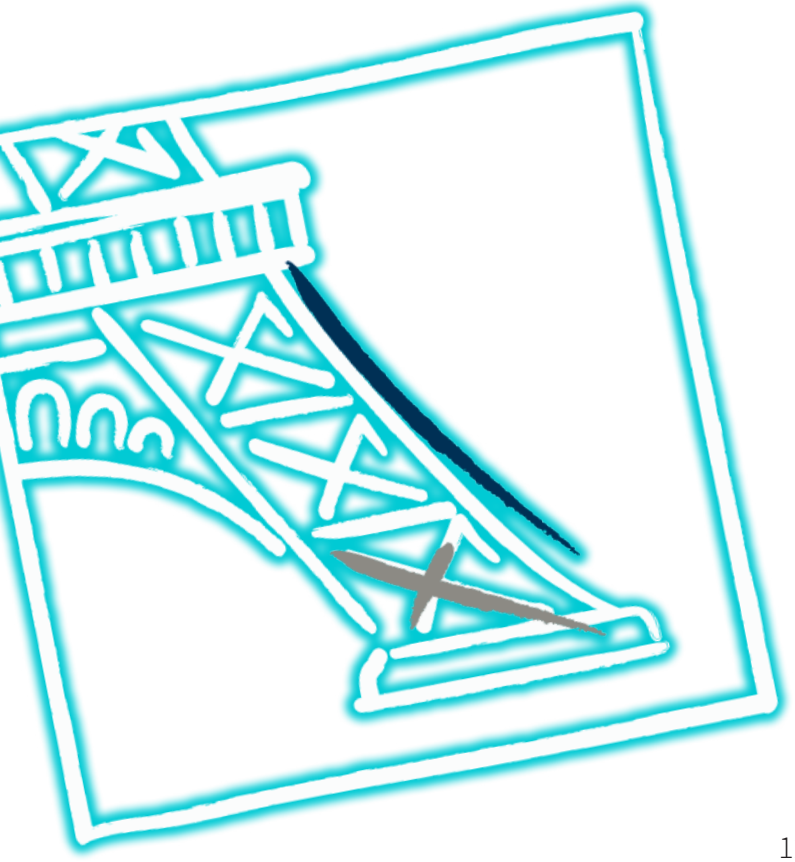
MYP1 and 2 - French A

La Fable et les Fabliaux : Comment critique-t-on la société au travers de personnages représentants des animaux ? Comment fait-on passer un message et une morale ?
Les élèves répondent, entre autre, à ces questions en faisant l'étude de Le Roman de Renart et de Fables de La Fontaine.
Le théâtre : Peut-on rire de tout ?
Après avoir étudié et révisé les rudiments du langage critique littéraire propre au texte théâtral, les élèves découvrent le théâtre classique au 17ème siècle en France et la comédie de Molière en particulier.
Poésie : Comment les poètes réinventent-ils la vision du monde au travers des objets quotidiens ? Après une introduction ou révision du langage critique de base nécessaire à l'analyse d'un poème, et grâce à une sélection de poésies d'écrivains, les élèves s'initient au jeu du langage poétique et s'exercent à la création de poèmes.



MYP3 - French A

Emouvoir à travers le genre littéraire du théâtre
Grâce à un corpus de textes, et notamment d'extraits de Tragédie, les élèves découvrent comment l'expression des émotions est transcrite au genre théâtral.
Roman : Les romanciers sont-ils des témoins critiques et dénonciateurs des défauts de leur société ?
A travers l'analyse précise de divers extraits de romanciers célèbres du XIXe siècle tels que Balzac, Emile Zola et Victor Hugo, les élèves s'interrogent sur la manière et à quelles fins les écrivains dépeignent la société de leur temps. Ils ont aussi l'opportunité de se demander si l'honnêteté est toujours prônée pour grimper les échelons de la société d'aujourd'hui.
Poésie: Comment traduit-on des émotions en poésie ?
Grâce à une sélection de poèmes en vers et en prose d'écrivains francophones, les élèves étudient la poésie lyrique en particulier. Ils comprennent alors l'art d'associer les mots pour traduire des émotions.

MYP4 - French A

Fiction ou réalité dans le récit autobiographique ?
A partir de l'étude de divers extraits d'auteurs portant sur la thématique de souvenirs d'enfants, les élèves s'interrogeront sur les notions de fiction et de réalité dans le récit.

Dans quelle mesure sommes-nous libres de défendre les valeurs propres à nos yeux dans un contexte d'échange avec autrui ?
A travers l'analyse de textes théâtraux entre autres, les élèves s'interrogent sur la difficulté de soutenir ses valeurs face à l'adversité.

Quand littérature et politiques se mélangent... vers une poésie engagée
A travers des extraits divers, les élèves découvrent les voix et les messages qui se cachent derrière les mots de poètes célèbres.
Au sein de cette unité, les élèves apprendront également à écrire un texte argumentatif en présentant leur point de vue de manière structurée.

MYP5 - French A

La nouvelle fantastique
Le Horla de Maupassant, oeuvre majeure du XIXème siècle, permet aux élèves de découvrir un autre genre de récit.

Ecriture littéraire versus écriture journalistique : Quel est le rôle des médias dans le monde actuel ?
A travers l'analyse comparative de journaux, les élèves s'interrogent sur les informations véhiculées par la presse. Ils différencient la presse d'opinion de la presse d'information. Ainsi, ils développent un regard critique sur divers types de documents (compte-rendu, entretien, reportage, etc.). A la fin de l'unité, ils sont capables d'identifier quelques techniques stylistiques propres à l'écriture journalistique.

Le théâtre : La Tragédie classique ou le théâtre de l'Absurde
L'analyse littéraire et linguistique de Le Cid de Corneille ou de La Leçon de Ionesco permettra aux élèves de découvrir d'autres facettes du théâtre français et qu'il ne se résume pas à la comédie.
En préparation à la classe de DP, les élèves commencent aussi l'analyse de texte non guidée.

Composante grammaticale pour les cours de MYP1 à 5:
Chaque classe de MYP1 à 5, en plus des contenus détaillés ci-dessus, se concentre sur des notions grammaticales et de vocabulaire précis qui permettent aux élèves de progresser dans leur apprentissage de la langue française. Grâce à une meilleure connaissance de ces notions, les élèves sont à même de pouvoir apprécier et mieux commenter les oeuvres littéraires et non littéraires. Les élèves peuvent aussi améliorer leurs capacités rédactionnelles grâce à un entrainement méthodique à partir de livres de grammaire ainsi que du logiciel en ligne du Projet Voltaire (www.projet-voltaire) qui sont, tous deux, des outils utilisés tout au long de l'année en classe et à la maison.

Individuals & Societies

Individuals & Societies

MYP Individuals & Societies encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments.
It encourages learners, both students and teachers, to consider local and global contexts. MYP individuals and societies incorporates disciplines traditionally studied under the general term “the humanities” (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science).
(MYP Guide 2014)

KeyConcepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:
• courses within the individuals and societies subject group (intra-disciplinary learning)
• other subject groups (interdisciplinary learning).
The key concepts contributed by the study of individuals and societies are change, global interactions, systems & time, place & space.

Objectives

The objectives of MYP Individuals & Societies are divided into 4 criteria, which relate directly to the assessment criteria.

Objectives MYP Individuals & Societies

Objective A Knowing & Understanding

Students develop factual & conceptual knowledge about individuals and societies. In order to reach the aims of individuals and societies, students should be able to:
i. use terminology in context
ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.

Objective B Investigating

Students develop systematic research skills and processes associated with disciplines in the humanities and social sciences. Students develop successful strategies for investigating independently and in collaboration with others. In order to reach the aims of individuals and societies, students should be able to:
i. formulate a clear and focused research question and justify its relevance
ii. formulate and follow an action plan to investigate a research question
iii. use research methods to collect and record relevant information
iv. evaluate the process and results of the investigation.

Objective C Communicating

Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats. In order to reach the aims of individuals and societies, students should be able to:
i. communicate information & ideas appropriately for the audience and purpose
ii. structure information/ideas in a way that is appropriate to the specified format
iii. document sources of information using a recognised convention.

Objective D ThinkingCritically

Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation. In order to reach the aims of individuals and societies, students should be able to:
i. discuss concepts, issues, models, visual representation and theories
ii. synthesize information to make valid arguments
iii. analyse/evaluate sources/data for origin, purpose, examining value & limitations
iv. interpret different perspectives and their implications.

MYP1 - Individual & Societies

Unit 1: What does it mean to be a global citizen?
In this unit students will look at human achievement and the issues facing the world today. Students will consider issues such as the environment, political issues, human rights, wars, unlimited resources, health, terrorism & inequality. Case studies on plastics in the ocean & deforestation will be studied, looking at causes, consequences and solutions. Another area of focus will be human rights issues, specifically the rights of the child and The United Nations Global Goals.

Unit 2: How can maps provide us with a sense of time, place and space?
Maps and the different types of maps are the focus of Unit two. Students will become familiar with political, topographic, road, data & resource, physical and satellite maps. They will look at the purpose and use of maps. They will become familiar with direction, scale, symbols, and grid references. Another aspect of this unit looks at height and how it is represented on a map – contours & relief. Towards the end of the unit, maps and time, place and space will be considered and students will ask 'can we always trust maps?'

Unit 3: What can we learn from different civilisations?
What is history? Students will explore the five important questions. How can we find out about the past? – primary and secondary sources. What are the challenges of studying history? Origin and validity. Students will critically investigate the founding of Rome and form opinions on the reality. They will consider the death of Julius Caesar, asking what is fact and fiction. Students will find out about classification and identification and consider the factors that classify a civilised nation. They will carry out research on how civilisations developed & the importance of river valley civilizations. Through case studies, they will learn about Samaria, Mesopotamia, Egypt, Greece & Rome. They will also look at Maya and Inca civilisations and the features of these.

Unit 4: Where do we live?
In this unit, the students' work focuses on the inquiry question - Where do we live? Students look at different type of settlements – dwellings, hamlet, village, city & mega city. They become familiar with geographic terms such as settlement, hierarchy and settlement function – nucleated, dispersed & linear. Students will investigate what makes a good location – water, land quality, defence, shelter, natural resources, attractiveness, function. Through case studies they identify the reasons for settlement change, researching Hong Kong, Sar, China, London & Mexico City. Towards the end of the unit, the students look at urban growth, migration and push and pull factors and the reason why some settlements were abandoned. They cover causes, consequences & future challenges for urbanisation with particular focus on sustainable settlements and ideas for development.

Unit 5: What do people believe in?
Different types of belief systems are the focus of this chapter. Students will explore the different beliefs of the major world religions with particular focus on Buddhism, Islam, Hinduism, Judaism, and Christianity. Students will then ask the question: What is an indigenous belief system ? Researching examples of different indigenous groups, they will complete the unit by looking at examples of non-religious belief with particular focus on atheism, agnostics and humanists.

MYP1
Individual & Societies

Unit 6: What factors contribute to fairness and development of societies?

In this unit of study, students will consider access to resources and equality of opportunities. They will look at the difference between what people need and what they want and the issues surrounding resource allocation. They will consider issues surrounding poverty and the different types of poverty. Students will investigate the causes and consequences of poverty in both developed and less economically developed countries and discuss issues such as the poverty trap. They will discuss what is development and the problems relating to collecting data and measuring development. They will explore the factors that influence the development of a country and identify the connections between health and wealth. They will look at the resources that help reduce extreme poverty and will consider, through a case study on fair trade, the role of aid in this.

MYP2
Individual & Societies

Unit 1: How has globalisation shaped the world?

In this unit, students will look at 'what is globalisation?' They will identify key terms such as companies, corporation, industry, global, multinationals. Students will explore the causes of globalisation such as improved transportation, communications, trade, labour. They will then explore whether globalisation is new. Through the use of case studies, they will look at the impact of inventions such as the wheel, printing press, steam train and commercial flights. Students will then turn their attention to exploring how globalisation has affected languages. They will investigate which languages are more prominent and the reasons why and which are disappearing. Towards the end of the unit students will investigate transnational corporations and the reasons for their rapid development. They will explore advantages and disadvantages of big businesses and the environmental, political, economic and social consequences of multinational giants. These issues will be explored through a case study on the textile industry. Finally, students will look at how globalisation has affected sport and the gaming industry. The students will be investigating the development and impact of growth in these industries.

Unit 2: Why are natural environments important to individuals and societies?

Natural environments and their importance to individuals and societies is the focus of this unit. Students will explore 'what are biomes and where are they found?' They will investigate desert, grassland, tundra, rainforest, marine and freshwater biomes creating description and giving examples. They will investigate how climate affects the make-up of a biome with particular focus on latitude, distance from the sea, altitude, and ocean currents. Students will then look at how is

climate represented on graphs? – interpreting and constructing climate graphs. Students will explore how do different environments work as systems? Increasing their knowledge of terminology such as ecosystems, producers, consumer, scavengers & decomposers. Students will investigate food webs giving definitions, examples and graphic illustrations. They will consider 'what impact have humans had on different environments?' They will carry out this investigation through the case studies on grassland biomes and rainforest biomes. Towards the end of the unit students will look at how climate change is affecting the natural environments of the world and 'how can sustainability help different environments?'

Unit 3: How does exploration affect global interactions?

In this unit students will consider why do people explore? They will look at discovery, resources, survival, adventure, trade & exchange, conquer new lands, advances in technology and curiosity. They will explore how exploration effected earlier societies with particular reference to the Silk Road, Marco Polo, the Columbian exchange and the Conquistadors. Students will focus on what were the causes of the 'age of exploration' They will consider the impact of the Renaissance period and key figures in exploration. Students will then turn their attention to how industrialisation affected exploration, looking at inventions such as the steam locomotives, bicycle, automobile, airplane, telegraph, telephone, roller coaster & car. To finish the unit students will critically analyse 'what were the consequences of the 'age of exploration'?' They will carry out a case study into the triangular slave trade and its ongoing legacy and consider the consequences of the expansion of the Empires and Colonialism.

Unit 4: How can energy be produced sustainably?

In this unit students will look at 'what are natural resources?' Focusing on biotic & abiotic. renewable, non-renewable and sustainable resources. They will explore the differences between human and economic resources. Focusing on the circular flow of income and the production process, they will research sources of renewable energy such as hydroelectric, solar power, wind power, geothermal power. Students will carry out case studies on the Itaipu Dam, Masdar City. They will consider the sustainability of the school. To finish the unit student will explore, through data analysis, whether wind power is a viable option?

Unit 5: How have innovations and ideas changed the world?

In this unit students will consider the difference between an innovation or an idea. They will explore ideas that have been considered to have changed the world. At the start of the unit students will focus on the Renaissance period and key ideas at the time. They will study significant individuals at the time and advances that were made during this period. The will continue studying the themes drawn out looking at the Enlightenment period, focusing particular on developments in science, medicine and politics.

MYP3
Individual & Societies

Unit 1: How are societies governed?
In this unit students investigate the different systems of governance that are used to run societies. They will explore different case studies of countries that use monarchy, democracy and dictatorship. Through an inquiry question what is a monarchy? Students will learn about the different types of monarchy and they will compare and contrast the system of monarchy in both Japan and the United Kingdom. Students will carry out an investigation into democracy in Ancient Greece and ask how have modern democracies developed? Students will then turn their attention towards dictatorships. They will learn about dictatorships in the past, specifically in Germany, Italy and Japan. The students will look at features of totalitarian states through a case study on life in North Korea.

Unit 2: What are natural hazards and how do societies respond to them?
The statement of inquiry for this unit is "societies can be affected by different types of hazards and require innovative systems and resources in order to respond effectively to them". In this unit students find out about the causes and consequences of natural disasters and explore case studies of natural hazards and how societies have responded to them. They start the unit by looking at how the earth is structured and then they learn about plate tectonics and the causes and consequences of earthquakes and volcanoes. Students will then carry out an inquiry based investigation into the different ways that societies can respond to natural disasters. They will end the unit by considering how disasters affect the identities of societies.

Unit 3: How can new technologies affect our identities and relationships?
In this unit students consider the major technological breakthroughs from history. They will explore how modern technologies such as the television and the computer have affected our identities and relationships with others. Students will investigate the major technological breakthroughs in history. Some of the examples they will look at are the wheel, paper, the printing press, the steam engine, x-rays. They will end the unit by carrying out an investigation asking does technology harm our relationship with others?

Unit 4: Where are all the people?
Patterns of global population change is the focus of this unit. Students will consider how the world population has changed over time and which processes allowed this to happen. Students will become familiar with the ways of modelling population change and look at case studies of social issues in different societies due to these changes. Students will explore how sustainable development can promote more equitable and fairer societies. Students will learn to use case studies, data analysis and statistics as tools to aid critical understanding of the issues surrounding population.

Unit 5: What is culture?
In this unit students learn about culture and the different ways it can be expressed. They will investigate different examples of cultural identity and its role in different societies. They well explore opportunities to protect and preserve traditions. Students will learn about the cultural iceberg and how culture can be expressed. They will carry

MYP3 Individual & Societies

out case studies in music and different festivals. They will ask how culture depends on time, place and space? They will then consider different organisations and how they can create their own culture. At the end of the unit students will carry out an investigation into how conflict threatens culture and use case studies to demonstrate the damaging impact of conflict.

Unit 6: Why do societies experience revolution?

In this unit students learn about the reasons why societies experience revolution and the different types that can occur. They start by asking themselves what is a revolution? And the different types of revolutions that can take place. They then look at the causes and consequences of specific revolutions. Towards the end of the unit students consider the role of propaganda in revolutions and the significance of leadership.

MYP4 History

Component 1:

The Twentieth century: international relations since 1919

The following key questions will act as focus points to be reviewed:

- Were the peace treaties of 1919–23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the United States contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948–c.1989?
- Why did events in the Gulf matter, c.1970–2000?

Assessment:

Written paper-Two hours focusing on essays

Component 2:

In addition, all candidates must also study a depth Study:

- The United States 1919–41

Assessment:

Written paper-Two hours focusing on a range of source material

Component 3:

Alternative to coursework

Candidates must choose one question on a depth study

Possible depth studies:

- The First World War 1914–18
- Germany, 1918–45
- Russia, 1905–41
- The United States 1919–41
- China, c.1930–c.1990
- South Africa, c.1940–c.1994
- Israelis and Palestinians since 1945

Assessment:

Written paper-one hour focusing on an essay question

MYP4 Geography

Component 1: Geographical Themes – Exam paper 1 hour 45 minutes examination
45% towards final IGCSE grade
Key themes include:
• Population and settlement
• The natural environment
• Economic development.

Component 2: Geographical Skills -Exam paper 1 hour 30 minutes
27.5% towards final IGCSE grade
The paper is based on testing skills of application, interpretation and analysis of geographical information, e.g. topographical maps, other maps, diagrams, graphs, tables of data, written material, photographs and pictorial material, and on the application of graphical and other techniques as appropriate.

Component 3: Coursework
27.5% towards final IGCSE grade
Teachers set one Centre-based-assignment of up to 2000 words (Centre-based assessment)
Coursework
• Candidates must complete one coursework assignment, set by teachers, of up to 2000 words. The proposals for the coursework that may be undertaken by candidates must be approved beforehand by Cambridge.
• The coursework assignment may be based on physical geography, human geography or on an interaction between physical and human geography and must be clearly related to one or more of the syllabus themes.

Or
Component 4: Alternative to Coursework -Exam paper 1 Hour and 30 minutes
27.5% towards final IGCSE grade
This component will be a possible alternative to coursework and will provide a complementary assessment of the assessment objectives tested in Papers 1 and 2, with an emphasis on skills and analysis.

MYP5 History

Unit 1 – Industry, Nationalism and Empire: 1815-1914
What was the Industrial Revolution and why was Britain first? agricultural revolution, factory system, transport and communications revolution, the political, economic, social and cultural consequences of the Industrial Revolution; what is nationalism? Napoleon and Switzerland, Greece, 1830 and 1848 revolutions, Italian and German Unification; what is imperialism? China and the Opium Wars, Japan and the Meiji revolution, Britain and India, the Scramble for Africa, Belgium and the Congo.

Unit 2 – Modernism, War and Revolution
What is Modernism? Belle Époque, sport, cinema and popular culture before WWI; Stravinsky, Freud, Einstein and Picasso; tensions in Europe before WWI: suffrage and forward march of labour; Long-term causes of WWI: imperialism, nationalism and militarism; short-term causes of WWI: Sarajevo and consequences; the Great War as total war: nature, extent and impact, trench experience, Homefront; why was Germany defeated? the Russian Revolutions, causes and consequences for Russia and the world; 1919: peace treaties in Paris.

Unit 3 - Twenty Years' Crisis: 1919–1939
The consequences of WWI, fascism, communism and democracy; the 'Roaring 20s': the USA and Weimar Germany, modernism part II: sport and popular culture; the Great Depression; Stalin and USSR; Hitler's Germany; FDR and the New Deal; realism and idealism, international relations in the 1930s: the role of the League of Nations, Manchuria, Abyssinia and Spain; the causes of WWII.

Unit 4 – Making of our Modern World
WWII as total war: nature, extent and impact; Morgenthau to Marshall, origins of the Cold War in Europe; decolonisation: India, Indo-China and the Congo; Great Leap Forward: China 1949-62; the European project from Schuman to Delors; Cold War crises: Berlin, Korea and Cuba; 1960s: Civil Rights, feminism, LBGT, Vietnam, Cultural Revolution and pop culture; 1970s Détente; the New Right: Pinochet, Reagan and Thatcher; 1989: the end of the Cold War; Genocide: Yugoslavia and Rwanda.

MYP5
Geography

Unit 1: Tourism and development
Can tourism lead to social and economic development for NIC's and LIC's? What form will this development take? What are the externalities of tourism for the host country? What are the negative effects of tourism on the local, regional and global scale? How can these be managed more effectively?

Unit 2: Atmosphere, weather and climate
What are the physical processes that cause weather and climate? How do we measure and record weather and climate? Students will study the global trends causing increased climatic events and the impacts upon people and environments.

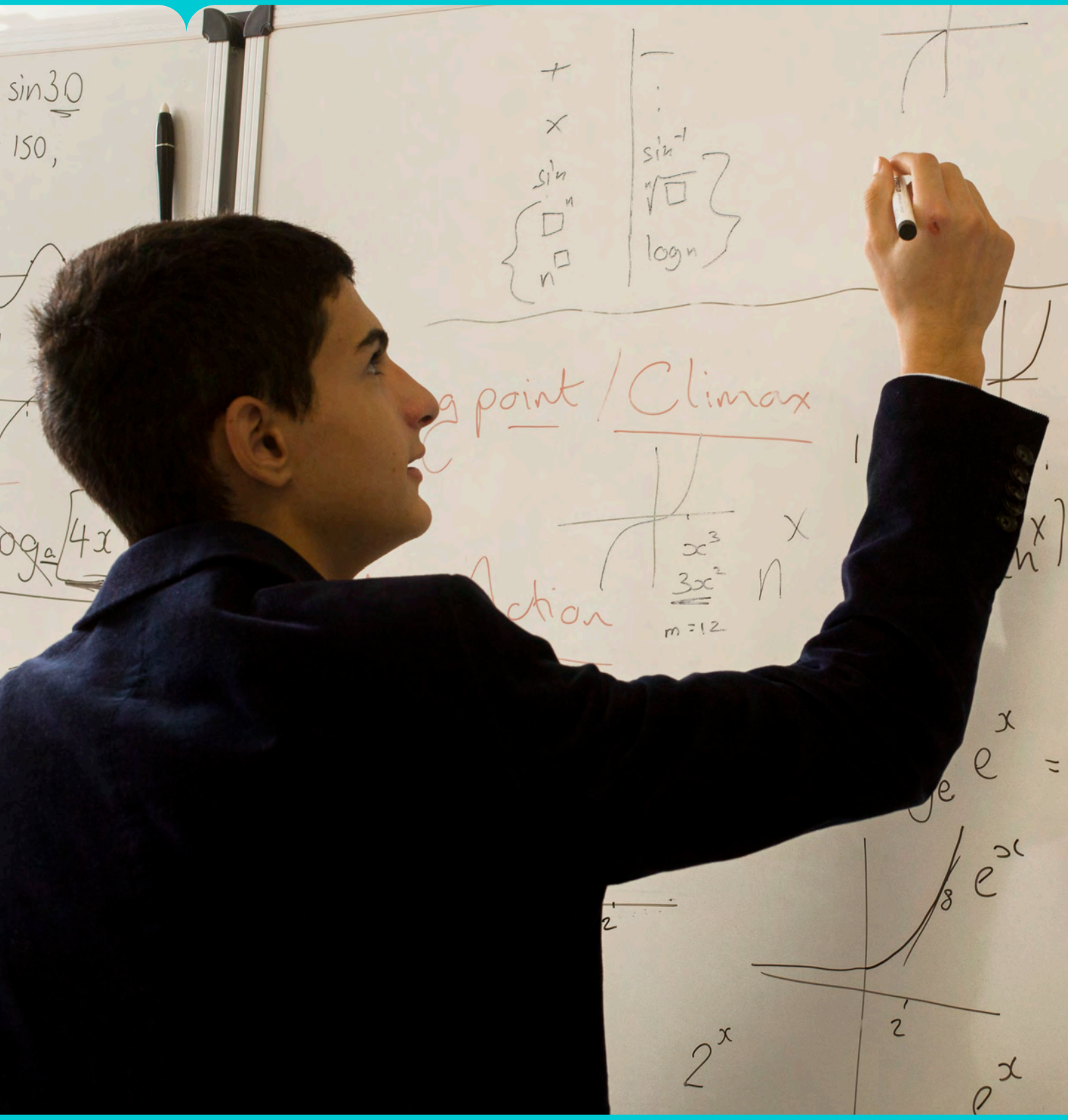
Unit 3: Impacts and management of resource extraction, production and consumption
What impact is globalized trade having upon the environment at the local, regional and global scale? How does industry produce problems for the environment? How can we make industrial processes more sustainable? Can global consumption be reduced? What are the externalities of the current global economic system?

Unit 4: Impacts and management of natural disasters
What are the causes of natural disasters? Where do they occur and what forms do they take? How can we measure disaster impacts and regularity? How can these impacts be predicted and their severity lessened? What role do NGO's play in the prevention and management of the worst of a natural disaster's impacts?

Unit 5: Impacts and management of tectonically active areas
Where are the world's major tectonically active areas located? What causes tectonic events and what forms do they take? What are the benefits and problems for people living in tectonically active areas? What strategies can be used to predict tectonic events and how effective are these predictions? What can be done to limit the damage they cause?

Unit 6: The use and outputs of technology to revolutionise geography
What are the range and types of capabilities for GIS within the study of Geography? How have they changed our understanding of both the human and physical geographical processes that impact our societies? What are their limitations?

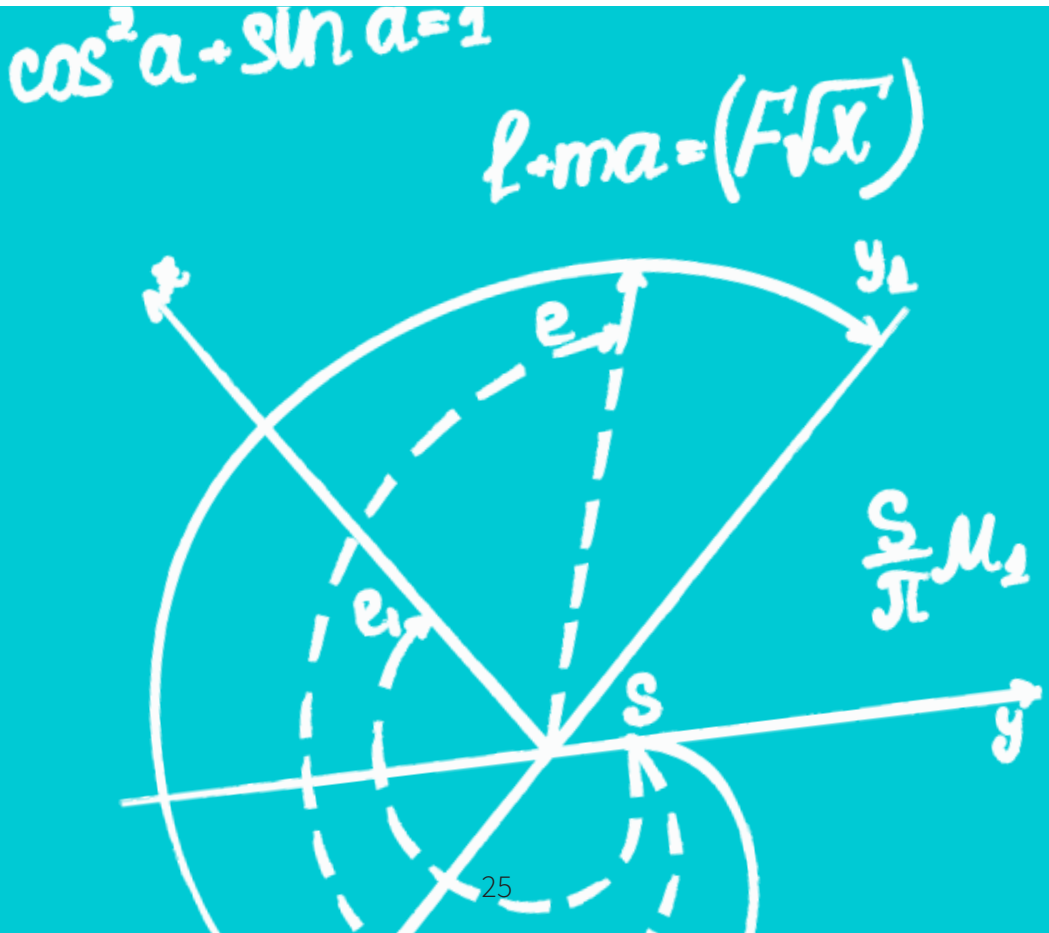
Mathematics



Mathematics

The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. Mathematics can help make sense of the world and allows phenomena to be described in precise terms. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom. Mathematics, then, should be accessible to and studied by all students.
(IBO, Mathematics Guide, 2014)

Mathematics,
rightly viewed, possesses
not only truth,
but also supreme beauty.
Bertrand Russell



Objectives Middle Years Programme (MYP) Mathematics

Criteria A Knowing &Understanding
Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop skills. This objective assesses the extent to which students can select and apply mathematics to solve problems in both familiar and unfamiliar situations in a variety of contexts.
This objective requires students to demonstrate knowledge and understanding of the concepts and skills of the four branches in the prescribed framework (number, algebra, geometry and trigonometry, statistics and probability).
In order to reach the aims of mathematics, students should be able to:
I. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
II. apply the selected mathematics successfully when solving problems
III. solve problems correctly in a variety of contexts.

Criteria B Investigating Patterns
Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Working through investigations encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning.
In order to reach the aims of mathematics, students should be able to:
i. select and apply mathematical problem-solving techniques to discover complex patterns
ii. describe patterns as general rules consistent with findings
iii. prove, or verify and justify, general rules.

CriteriaC Communicating
Mathematics provides a powerful and universal language. Students are expected to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing. In order to reach the aims of mathematics, students should be able to:
i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
ii. use appropriate forms of mathematical representation to present information
iii. move between different forms of mathematical representation
iv. communicate complete, coherent and concise mathematical lines of reasoning
v. organize information using a logical structure.

Criteria D Applying mathematics in real-life contexts
MYP mathematics encourages students to see mathematics as a tool for solving problems in an authentic real-life context. Students are expected to transfer theoretical mathematical knowledge into real-world situations and apply appropriate problem-solving strategies, draw valid conclusions and reflect upon their results.
In order to reach the aims of mathematics, students should be able to:
i. identify relevant elements of authentic real-life situations
ii. select appropriate mathematical strategies when solving authentic real-life situations
iii. apply the selected mathematical strategies successfully to reach a solution
iv. justify the degree of accuracy of a solution
v. justify whether a solution makes sense in the context of the authentic real-life situation.

MYP1 - Mathematics

Numbers, where, when and how?
How can we manipulate numbers? Does the order of operations matter? How do we use negative numbers? Students use their understanding to explain to others how to calculate with negative numbers and how we use them in our lives.

Can I live off chocolate?
How do we express parts of a whole? How can we move between the different representations? How are they useful to us in making decisions in our lives? Students ask themselves if chocolate can provide the right amounts of nutrition for our bodies to live, using their understanding of fractions, decimals and percentages.

Shaping the world
How does mathematics express 2D and 3D quantities? How can we explore the different shapes in the world around us? How are they useful to us? Students explore angles both inside and outside of shapes. They explore how the perimeter, area and volume of shapes can be found.

Can you keep a secret?
How can we encode information? How have secret codes been developed and how does this relate to mathematics. We begin our exploration into algebra, how we can manipulate algebraic terms and substitute values into them. Students are challenged to create their own secret code and see if their peers can crack it!

What are the chances?
How do we address the future? Can we predict what will happen? How sure can we be? We look at the idea of probability through games and examine how we can use our understanding to increase our chances of success? Are games about skill, or chance, or a mixture of both?

MYP2 - Mathematics

What comes next?
How do patterns occur in our lives? What use do we make of these patterns? How can we continue a pattern? Or communicate a pattern to others? Students explore different number systems and how we can use Venn Diagrams to sort numbers. They also continue their study of algebra, exploring patterns and how algebra can be used to communicate these.

The art of lines
Is there any link between Maths and Art? Students are introduced to the Cartesian plane and how to draw straight line (linear) graphs. They explore different lines, including parallel and perpendicular and consider how these can be communicated. Their challenge is to design a composition, in the style of Mondrian, and communicate this to others using linear equations.

Shape-shifters
How can we transform 2D shapes? How do these shapes appear in our lives? How does advertising make use of images? Students examine the different forms transformations can take; reflections, translations, rotations, enlargements. They also consider different “D mathematical shapes and their properties.

People, people everywhere
How can we make sense of the huge number of people on our planet? Statistics is explored as a way to find information about people and how we behave. Students explore averages and think about their different merits. They also consider how this information can be shared, including tables and diagrams. How useful is the information we gather in representing our behaviour as a group? Students will be given the opportunity to explore an area of their own interest and represent their findings to others.

MYP3 - Mathematics

The change factor
Students continue to explore their understanding of the number system, focusing on the difference between approximation and exactitude. When are approximations acceptable? Is it better to over- or under- estimate? They examine how one quantity can change in relation to another (proportionality and ratio) and think about when this is useful in our lives.

The power of numbers
Students are introduced to exponential change and where it occurs. How do populations grow? How can values deteriorate? They explore the laws of exponents and examine how we can communicate both very large and very small numbers. Students consider how quickly ideas and information can spread, and think about both the positive and negative implications of this.

From a different angle
What do we know about the angles in different 2D shapes? What do we know about angles around parallel lines? How can this information be useful to us? Students extend their understanding of geometry and link it to work previously covered on linear graphs.

Tri-, tri-, and tri- again!
How useful is the triangle as a shape? How do we use our understanding of triangles to make our lives more manageable or ourselves more efficient? Students explore Pythagoras' Theorem and the three trigonometric ratios within right-angled triangles. They use their understanding to solve problems involving shortest routes between points.

Ahead of the game
Students look at the role probability plays within our lives, both as a useful tool, and as a source of entertainment. They explore more complex situations using their understanding of probability, including conditional probability and combined events. They examine how mathematics represents the idea of chance and how this can be useful in simplifying problems. They consider why some people find playing Casino games so compelling and how Casino owners protect their interests in the very nature of the games they offer.

MYP4 - Mathematics

Course Outline: Students are required to demonstrate application and understanding of the following:

1. Number
• Use numerical skills in a purely mathematical way and in real-life situations.

2. Algebra
• Use letters as equivalent to numbers and as variables.
• Understand the distinction between expressions, equations and formulae.
• Use algebra to set up and solve problems.
• Demonstrate manipulative skills.
• Construct and use graphs.

3. Geometry
• Use properties of angles.
• Understand a range of transformations.
• Work within the metric system.
• Understand ideas of space and shape.
• Use ruler, compasses and protractor appropriately.

4. Statistics
• Understand basic ideas of statistical averages.
• Use a range of statistical techniques.
• Use basic ideas of probability.

MYP5 - Mathematics

Functioning functions
Students extend their understanding of how functions behave and how changes in these functions alter how they appear in the Cartesian plane. They explore how restricting the input/domain of a function affects the output/range of that function. The relationship between a function and its inverse is considered both graphically and algebraically, as are composite functions.

Splitting letters
Students bring together their understanding of algebra and of fractions into this unit which explores how we can manipulate algebraic fractions. They explore how to deal with having a variable as part of a denominator and how factorisation can help us to separate a variable. The ability to change the subject of a formula is also examined.

The power of the root
How can we express an amount which we do not know the exact size of? How can we manipulate these amounts? Students return to their study of exponents, extending their understanding to radicals/surds. They explore the relationships between the two and how this can help us to manipulate them.

Where in the world?
How do we find our way around our space? How do we represent this on a 2D map? Students explore how Cartesian geometry can help us to find distances and midpoints, both in two and three dimensions. They also explore circles and their properties.

A change is as good as a rest?
How do patterns grow and change? How can these changes be of a different nature? How do we extend them in a time efficient manner? Sequences and series are explored, both of an arithmetic and of a geometric nature? How does the financial world use these different types of sequences? How can an understanding of them be useful in our lives?

Design

Design

Design is the link between innovation and creativity, taking thoughts and exploring the possibilities and constraints associated with products or systems, allowing them to redefine and manage the generation of further thought through prototyping, experimentation and adaptation.
It is human-centered and focuses on the needs, wants and limitations of the end user.
MYP design challenges all students to apply practical and creative thinking skills to solve design problems; encourages students to explore the role of design in both historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.
(MYP Design Guide 2014)

"Good design is making something intelligible and memorable. Great design is making something memorable and meaningful."
Dieter Rams

Key Concepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between, and among, other subject groups (interdisciplinary learning).
Studying Design within the MYP focuses on many concepts (Aesthetics, form, creativity, culture…) but four key concepts are highlighted by the study of design. These are:
Communication; Communities; Development and Systems.

Objectives

The objectives of MYP Design are divided into 4 criteria, which relate directly to the assessment criteria.

Objectives Middle Years Programme (MYP)

Objective A Inquiring & Analysing

Students are presented with a design situation, from which they identify a problem that needs to be solved. They analyse the need for a solution and conduct an inquiry into the nature of the problem.
In order to reach the aims of design, students should be able to:
i. explain and justify the need for a solution to a problem for a specified client/target audience
ii. identify and prioritize the primary and secondary research needed to develop a solution to the problem
iii. analyse a range of existing products that inspire a solution to the problem
iv. develop a detailed design brief which summarizes the analysis of relevant research.

Objective B DevelopingIdeas

Students write a detailed specification, which drives the development of a solution. They present the solution.
In order to reach the aims of design, students should be able to:
i. develop a design specification which states the success criteria for a solution
ii. develop a range of design ideas which can be correctly interpreted by others
iii. present the final chosen design and justify its selection
iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

Objective C Creating the Solution

Students plan the creation of the chosen solution and follow the plan to create a prototype sufficient for testing and evaluation.
In order to reach the aims of design, students should be able to:
i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
ii. demonstrate excellent technical skills when making the solution
iii. follow the plan to create the solution, which functions as intended
iv. fully justify changes made to the chosen design and plan when making the solution
v. present the solution as a whole, either:
a. in electronic form, or
b. through photographs of the solution from different angles, showing details.

Objective D Evaluating

Students design tests to evaluate the solution, carry out those tests and objectively evaluate its success. Students identify areas where the solution could be improved and explain how their solution will impact on the client or target audience.
In order to reach the aims of design, students should be able to:
i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
ii. critically evaluate the success of the solution against the design specification
iii. explain how the solution could be improved
iv. explain the impact of the solution on the client/ target

The project ideas illustrated below are examples of the type of work that can be covered in an academic year within design – they can vary in brief.

MYP1 - Design

Pewter Casting Project (10 weeks)

• Introduction to logo design — Design influence. Cultural influence. Chinese/Cantonese/Japanese characters as a source.
• Pupil development of their own unique logo
• Pewter casting of logo monotype
• Introduction to packaging

Study Existing Asian Alphabet/Characters & Morphing/Design

• Introduction of project
• Introduction to sketching style and technique
• Produce a mood board with the theme 'Asian Characters' at its centre
• Produce a mood board with the theme 'casting' at its centre
• Look at Packaging and point of sale.

Choosing the Character and Introduction to Casting in Pewter

Students shown existing Chinese/Japanese etc. characters and shown how they can be morphed to make them 'whole' for casting purposes. Methods of morphing an idea on paper explained. Introduce the Idea of producing an idea to make a mould in the cuttle fish.

Characteristics of Cuttle Fish and Pewter

• Cuttle fish explored
• Costs of a variety of casting materials discussed
• Working characteristics/properties of pewter
• Range of effects achieved through the combination of different materials and how these could be joined.
• Vacuum forming demonstrated

Concepts and Specification

Students start on some design concepts – sketched initial ideas from their original morphed ideas

MYP2 - Design

Re-Purposing Project – Plastic Bottles (10 weeks)

• Introduction to manufacture in plastics — workshop processes. Health & safety. Thermosets and Thermoplastics. Recycling (bottle manufacture)
• Pupil development of their own ideas – sketches and annotation
• Looking at how a plastic bottle can be 're-purposed'
• Looking at Acrylic sheet to use in support of an idea
• Introduction to packaging and marketing of the idea.

Study Existing Ideas and Design Approach

• Introduction of project and Pinterest boards to nurture ideas
• Introduction to Health & Safety
• Produce a range of ideas and concepts (sketching with annotation)
• Look into methods of manufacture with plastics in the workshop
• Discuss the needs of the client (who is their design for?) and present these on either the mood board or in a separate analysis.

Developing the Idea and Introduction to Product Development

Students shown existing ideas for re-purposing plastic bottles using an A4 size of acrylic sheet in support. Existing ideas are researched and then shown how they can be morphed to make into a re-purposed product. Methods of developing an idea on paper explained. Introduce the idea of using the bottle in conjunction with the piece of acrylic sheet.

Characteristics of Acrylic Sheet

• Acrylic /Perspex explored
• Costs of plastics materials discussed
• Working characteristics/properties of acrylic looked at
• Range of effects achieved through the combination of different materials and processes (line bending, convection oven, vacuum forming…) and how these could be utilized with their ideas.

Concepts and Specification

Students start on some design concepts – sketched initial ideas developing into one idea based on research and analysis

MYP3 - Design

Desk Top Storage (10 weeks)

• Introduction to design and problem solving in detail – using sketching as a main source of communication
• Researching and analyzing products
• Introduction to manufacturing of plastics and man-made boards (timber)
• Introduction to graphics techniques.

Study Existing Storage Design

• Introduction of project – structures, plastics, containers, ergonomics, storage
• Introduction to sketching style and technique
• Produce sketches with the theme 'storage' at its centre
• Introduction to laser cutter – 2D Design (CAD/CAM)
• Discuss the needs of the client and present these on either the mood board or in a separate analysis.

Investigation and disassembly

Students shown an existing storage concept and shown how it is assembled/disassembled. Methods of holding items explained. Introduce the Idea of producing a net/development to make a form (limit to one or two pieces of acrylic and or ply/MDF possibly?) so that the ideas can be developed and modelled.

Characteristics of sheet material

• Range of plastics and MMB explored.
• Costs of a variety of plastics and MMB discussed.
• Working characteristics / properties investigated and demonstrated
• Range of effects achieved through the combination of different materials and how these could be joined.
• Vacuum forming, cutting, shaping, wasting, machining, laser cutting…

Concepts and Specification — Design concepts and sketched initial ideas.

Students ask questions and tease out possible answers by sketching and annotation:
• Where will the iPad stand be situated (lounge, bedroom, other)?
• What size will it be?

MYP4 - Design

In MYP4 you will study:

- The impact of new and emerging technologies
- How the critical evaluation of new and emerging technologies informs design decisions; considering contemporary and potential future scenarios from different perspectives, such as ethics and the environment
- How energy is generated and stored in order to choose and use appropriate sources to make products and power systems
- Developments in modern and smart materials, composite materials and technical textiles
- The functions of mechanical devices used to produce different sorts of movements, including the changing of magnitude and the direction of forces
- How electronic systems provide functionality to products and processes, including sensors and control devices to respond to a variety of inputs, and devices to produce a range of outputs
- The use of programmable components to embed functionality into products in order to enhance and customise their operation
- The categorisation of the types, properties and structure of ferrous and non-ferrous metals
- The categorisation of the types, properties and structure of papers and boards
- The categorisation of the types, properties and structure of thermoforming and thermosetting polymers
- The categorisation of the types, properties and structure of natural, synthetic, blended and mixed fibres, and woven, non-woven and knitted textiles
- The categorisation of the types, properties and structure of natural and manufactured timbers
- All design and technological practice takes place within contexts which inform outcomes
- Investigate environmental, social and economic challenges when identifying opportunities and constraints that influence the processes of designing and making
- Investigate and analyse the work of past and present professionals and companies in order to inform design
- Use different design strategies to generate initial ideas and avoid design fixation
- Develop, communicate, record and justify design ideas, applying suitable techniques

MYP5 - Design

Seating Project (8 weeks – then E-portfolio is given to study Nov-Apr)

• Introduction to designing within a context (historical and other)
• Researching and analysing products
• Introduction to manufacturing techniques including woods, metals, plastics and possibly CAD/CAM
• Introduction to graphics techniques

Brief

The students are asked to design a method of 'seating', and produce a scale model, that has taken influence from a specific historical period of their choice based on their research:

• Material choice is up to you (cost considerations to be made though)
• Model making/modelling is encouraged
• 8x A3 sheets total (research/mood board, initial ideas, development of ideas, orthographic/Sketchup, final idea & evaluation)
• Study Existing Lighting Design
• Introduction of project. Existing seating, historical influence, ergonomics.
• What is the context of use?
• Produce a mood board with the theme 'seating' at its centre
• Initial analysis and synthesis begins
• Develop an initial specification
• Basic introduction to lighting, health & safety, and manufacturing processes

Design Tasks for Seating project — Research Existing Designs

Your task is to investigate different seating designs. Analyse the different designs you have looked at using the following points:

• What type of environment or room is/would the chair be used and why?
• What kind of materials have been used in the construction of the seat and what makes these materials suitable?

The Arts

The Arts

The arts are a universal form of human expression and a unique way of knowing that engage us in effective, imaginative and productive activities. Learning through the arts helps us to explore, shape and communicate our sense of identity and individuality. A focus on the individual enhances our self-confidence, resilience and adaptability. It encourages our sense of belonging and community through the recognition of identities.
(MYP Guide 2014)

The aim of art is to represent not the outward appearance of things, but their inward significance.
Aristotle

KeyConcepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among courses within the arts subject group (intra-disciplinary learning) and other subject groups (interdisciplinary learning).
The key concepts contributed by the study of arts are aesthetics, change, communication and identity.

Objectives

The objectives of MYP Arts are divided into 4 criteria, which relate directly to the assessment criteria.

Objectives Middle Years Programme (MYP) - Arts

Criteria A Knowing &Understanding

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

Criteria B Developing Skills

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to
an audience. Skills are evident in both process and product.

Criteria C Thinking Creatively

The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

Criteria D Responding

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

MYP1 - The Arts

All projects use examples of artists and historical and critical study, relating Art to its contexts for work in class and homework. All tasks require both visual and written study.

Use of sketchbooks.

Form, line, tone, colour, shape, composition, scale, pattern, texture, measurement/intuition, aesthetics.

Various projects which develop these skills. Use of historical examples of work and their contexts in relation to these techniques. Use of the appropriate language both written and visual to apply and acquire these skills.

Perspective, drawing interiors/exteriors both real and fictional. Perspective using Art historical examples.

Introduction to Graphic design.

Introduction to observational drawing and portraiture.

Use of 3D, collage and printmaking

Identifying artistic intentions, knowledge and understanding, developing skills and use of materials, expressing ideas, thinking creatively, developing confidence, imagination and inventiveness. Responding.

MYP2 - The Arts

All projects use examples of artists and historical and critical study relating Art to its contexts for work in class and homework. All tasks require both visual and written study.

Use of sketchbooks and investigation.

Form, line, tone, colour, shape, composition, measurement/intuition, hue, texture, scale, superimpose, fragmentation, repetition, transparency, pattern, perspective, isolation, parody, aesthetics.

Various projects which develop these skills. Use of historical examples of work and their cultural contexts in relation to these techniques. Eg, Cubist and Op Art. Use of the appropriate language, investigation and sources.

Observational drawing and painting looking at both natural and man-made forms. Synthesising imagery, eg, hybridize organic and inorganic elements.

Graphic design, use of lettering and hieroglyphics, portraiture and self-portraiture.

Use of 3D, collage and printmaking.

Identifying artistic intentions, knowledge and understanding, developing skills and use of materials, expressing ideas/concepts which correspond to today's world, thinking creatively, imagination, reflection, cross curricular/ disciplinary projects, refining techniques. Responding and making connections.

MYP3 - The Arts

All projects use examples of artists and historical and critical study relating Art to its contexts for work in class and homework. All tasks require both visual and written study.

Use of sketchbooks.

Form, line, tone, colour, shape, composition, intuition/measurement and proximity, hue, texture, scale, distortion, fragmentation, repetition, transparency, metamorphose and transfer, addition, parody, analogize, superimpose, distortion, define. Aesthetics.

Various projects which develop these skills. Use of historical examples of work and their cultural/ critical contexts in relation to these techniques. For example, Surrealist and Op Art. Use of the appropriate language, subject specific vocab, investigation and sources to apply and acquire these skills.

Observational and interpretative drawing and painting, synthesizing imagery. Automatic and classical drawing, illusion.

Graphic design, use of lettering and hieroglyphics, portraiture and observational self-portraiture and figure work, computer-generated art.

Use of 3D, collage and printmaking.

Identifying artistic intentions, developing skills and concepts, knowledge and understanding, expressing ideas which correspond to today's world, thinking creatively, imagination, confidence and inventiveness, self-direction, reflection, cross curricular/disciplinary projects, brainstorming, refining ideas and techniques. Sensitivity to materials. Responding and making connections.

MYP4 - The Arts

Form of Assessment: Edexcel's IGCSE Art & Design is made up of two units:

Unit 1: Personal Portfolio in Art and Design this is an internally set theme which is then marked and externally moderated.

Unit 2: Externally Set Assignment in Art and Design this is an externally set theme which is then marked and externally moderated.

Both units are assessed using four Assessment Objectives. The units are marked out of 80 and have a weighting of 60% for Unit 1 and 40% for Unit 2 towards their final mark.

Course Outline: Students will be introduced to a variety of materials, techniques and processes through the delivery of short workshops in photography, painting, print making, drawing and sculpture. They will investigate a given theme, researching work by artists and making contextual links. They will be guided through the project by the teacher and set specific tasks for homework. As the year progresses, they will be taught to think more independently, using their skills in analysis, recording observations, exploring ideas, experimenting and developing. They will begin a final piece that is in their chosen material. They will plan and develop their work taking it in their own direction with the guidance and support of the teacher. By the end of the course the students should understand the assessment objectives, enabling them to complete their examination unit confidently and successfully. In order to meet the four assessment objectives, the students will be:

• generating and developing ideas informed by primary and contextual sources

• refining their ideas through experimenting with media, and developing and applying skills

• researching, recording, analysing and reviewing their own and others' work

• selecting, creating, realising and presenting personally developed outcome(s).

MYP5 - The Arts

All projects require inquiry and knowledge using examples of artists and historical/critical study, relating Art to its contexts for work in class and homework. All tasks require both visual and written study and ideas are communicated through developing skills.

Use of sketchbooks and investigation.

Working on the MYP INQUIRY QUESTION which has 4 tasks- INVESTIGATION, DEVELOPING IDEAS BOTH WRITTEN AND VISUAL, A FINAL CONCLUSION, SELF REFLECTION.

Form, line, tone, colour, shape, composition, intuition/measurement and proximity, hue, texture, scale, distortion, fragmentation, repetition, transparency, metamorphose and transfer, add, parody, analogize, superimpose, distortion, symbolize, animate, define.

Aesthetics

Various projects which develop these skills. Use of historical examples of work and their cultural/ critical contexts in relation to these techniques. Use of the appropriate language, subject specific vocab, investigation and sources.

Observational and interpretative drawing and painting, synthesising imagery and developing skills which deal with spatial concepts. Automatic and classical drawing.

Graphic design, use of lettering and hieroglyphics, portraiture and observational self-portraiture and figure work, computer-generated art and installation/performance, Land Art, perspective, narrative.

Use of 3D, collage and printmaking.

Identifying artistic intentions, development of skills, concepts and strategies for expression which correspond to today's world and cultural issues, (inquiry questions). Thinking creatively, knowledge and understanding, imagination, self-direction, reflection, confidence and inventiveness, cross curricular/disciplinary projects, brainstorming, refining, reviewing and modifying ideas and techniques. Self-direction and reflective judgment, sensitivity to materials, depth and breadth of ideas. Responding and making connections.

Curation, presentation and the relationship between studio work and investigation.

The Expressive Arts

The Expressive Arts

The Performing Arts offers a unique human experience that bridges cultural and artistic divides and nurtures confidence in our young generation. The interplay between a shared and extremely personal experience makes Performing Arts a powerful vehicle for individual expression, interpretation and understanding, encouraging personal growth and a sense of community.
At LCIS, we focus on generating intuitive learners, inspire profound intrinsic and extrinsic emotional awareness, encourage cognitive growth, and nurture a collaborative, supportive learning environment where students not only excel but thrive within Music, Drama, and Dance.
We have developed a curriculum that is committed to excellence and academic achievement, drawing on our established relationship with Juilliard, our experience as educators, and through establishing new relationships working with industry subject-matter experts whilst collaborating with other NAE schools and the wider community.
Our music curriculum at La Cote has been designed in collaboration with the world-renowned Juilliard Performing Arts School and gives your child a unique opportunity to learn about music through iconic works and regular connections with practicing musicians.
Our embedded expressive arts curriculum begins with music at its core. Whilst at LCIS, your child will be drawn into a Juilliard-curated repertoire comprising of twelve core categories that encompass a wide range of genres, styles and cultures. Each of the 12 categories is exemplified by an iconic work supplemented with carefully curated extension works, enabling your child to explore different elements of music and its role in our society.

Engaging activities developed by our teachers and Juilliard will help your child understand the language of music and develop creative skills such as improvisation and composition. Our teachers regularly use the Juilliard Creative Classroom to access these and a host of other teaching materials, recordings and videos for lessons.
As part of our music offer we use a wide range of instruments to engage and enthuse our students. The keyboard acts as an entry point for music theory learning in the classroom. There is no better way for students to understand musical concepts than from first-hand experience. In all year groups at LCIS, every student will have regular access to, and actively use the, keyboard suite to explore the fundamentals of music and notation.

KeyConcepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:

- courses within the sciences subject group (intra-disciplinary learning)
- other subject groups (interdisciplinary learning).

The key concepts contributed by the study of expressive arts are
aesthetics, change, communication and identity.

Objectives

The objectives of MYP Expressive Arts are divided into 4 criteria, which relate directly to the assessment criteria.

Objectives Middle Years Programme (MYP) Expressive Arts

Objective A Knowledge & Understanding

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

Objective B Developing Skills

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process and product.

Objective C Thinking Creatively

The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

Objective D Responding

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

MYP1 - Expressive Arts Drama

Unit 1: The fundamentals of Drama – a breakdown
Students' brain-storm the key elements and categories of what they believe constitutes 'Drama' focusing on different dramatic techniques, personal interpretation and performance based skills.

Unit 2: Performance
Students identify different types of performance and perform accordingly to the class their chosen play/script/mime/piece incorporating the elements of performance covered.

Unit 3: Characterisation
Students explore characterisation using case studies of familiar characters and then go on to develop their own unique character before presenting that character to class.

Unit 4: Monologues
Students explore well known monologues from various sources and adapt well known current music into a monologue and perform it to their peers.

MYP2 - Expressive Arts Drama

Unit 1: The fundamentals of Drama – a breakdown
Students' brain-storm the key elements and categories of what they believe constitutes 'Drama' focusing on different dramatic techniques, personal interpretation and performance-based skills.

Unit 2: Performance
Students identify different types of performance and perform accordingly to the class their chosen play/script/mime/piece incorporating the elements of performance covered.

Unit 3: Characterisation
Students explore characterisation using case studies of familiar characters and then go on to develop their own unique character before presenting that character to class.

Unit 4: Monologues
Students explore well known monologues from various sources and adapt well known current music into a monologue and perform it to their peers.

MYP3 - Expressive Arts
Drama

Unit 1: Drama – what does it mean to you?
Students identify core sub-categories of drama and explore what drama means to them, incorporating performance-based analysis and attributes associated with the subject.

Unit 2: Annunciation and Diction
Students learn the fundamental rules of performing; clear annunciation and good diction. Using examples in class students analyse how a piece of prose should be presented according to the mood and tone of the piece.

Unit 3: Monologues
Students explore well known monologues from various sources and adapt well known current music into a monologue and perform it to their peers.

Unit 4: Characterisation
Students choose characters to analyse and present to each other based on films, novels or performances that they have seen before developing their own character and storyline.

MYP4 - Expressive Arts
Music

Unit 1: Performing music 1MU0/01 (30% the total IGCSE)
You will record one solo piece which can be in any style or genre, with or without accompaniment as appropriate to the style of music. You will also record a piece as part of an ensemble performance. This must be an un-doubled part within the ensemble (this means that there should be no other pupil playing or singing your part). The combined minimum duration of the two performances is 4 minutes. There is no minimum duration for either performance, but each piece should be of sufficient length and complexity to give adequate opportunity to showcase your abilities. You will be accessed on technical control, expression and interpretation and ensemble skills.

Unit 2: Composing music 1MU0/02 (30% the total IGCSE)
In this unit you will develop your musical ideas in the form of compositions. You must submit two compositions: one free composition and one in response to a brief set by the exam board. The exam briefs will relate to the four areas of study from which you will select one. Each composition must be at least one minute in length and the combined duration must be at least three minutes. Each composition must be submitted as a traditionally notated score or a detailed written account and a recording (which can be produced electronically). Each composition is marked separately out of 30 and assessed on developing musical ideas, demonstrating technical control and composing with musical coherence.

Unit 3: Music Listening and Appraising 1MU0/03 (40% the total IGCSE)
In this unit you will develop your listening and appraising skills through the study of music across a variety of styles and genres. The content for the unit is grouped into four areas of study each of which contains two set works. You will learn how to analyse music independently and compare and contrast the set works with unfamiliar music. You will use your knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the repertoire and context of music within the areas of study.
The areas of study are as follows:
-Instrumental Music 1700–1820 -Vocal Music
-Music for Stage and Screen -Fusions
In MYP4 you will study Instrumental Music 1700–1820, Vocal Music and Music for Stage and Screen. You will write the free composition and prepare your solo performance.

MYP4 - Expressive Arts
Drama

There are two assessment components that all students will take:
Exam Paper 1 - Written Examination 40%
2 hours 30 minutes 80 marks
Candidates answer all questions in Section A and choose one question from Section B and one question from Section C.
The questions on this paper relate to the pre-release material which is sent to centres in the December preceding the examination.

The pre-release material consists of:
• Three stimuli such as short titles, poems, pictures, songs, historical events, stories, etc. Candidates will work in groups of between two and six performers to devise and perform a piece of drama based on one of the stimuli. The piece should last approximately 15 minutes. In the written examination candidates will be required to reflect on and evaluate aspects of their practical work.
• An extended extract (or an abridged version of an entire play) from one of a repertoire of plays from a variety of genres, countries and periods. Students will study the extract to enable them to understand both the text and the practical aspects of production.
A clean copy of the pre-release material will be provided in the examination.

The question paper is structured as follows:
Section A (30 marks) The students will answer 6–8 short-answer questions on the extract from the play (20 marks) and 2–4 questions on the piece devised from their chosen stimulus (10 marks).
Section B (25 marks) Students answer one longer-answer question from a choice of three on the extract from the play.
Section C (25 marks) Students answer one longer-answer question from a choice of three on the drama they have devised from their chosen stimulus.
The students will be asked to divide their time equally between the three sections.

Questions will cover a variety of aspects of:
acting (e.g. interaction, pacing, physicality, proxemics, role, vocal expression*)
devising (e.g. characterisation, contrast, structure, tension*)
directing (e.g. advice to actors, directorial concept, mood, staging*)
design (costume and make-up, lighting, props, scenography, set, sound).

Component 2 - Coursework 60%
120 marks
Students submit:
• one individual performance based on an extract from a play
• one group performance based on an extract from a play
• one group performance based on an original devised piece Internally assessed and externally moderated.

This coursework is internally assessed and externally moderated

One individual piece:
• one performance of an extract from a play*.
The individual piece must last between three and five minutes.
Two group pieces:
• one performance of an extract from a play*
• and one original devised piece**.

Science

Science

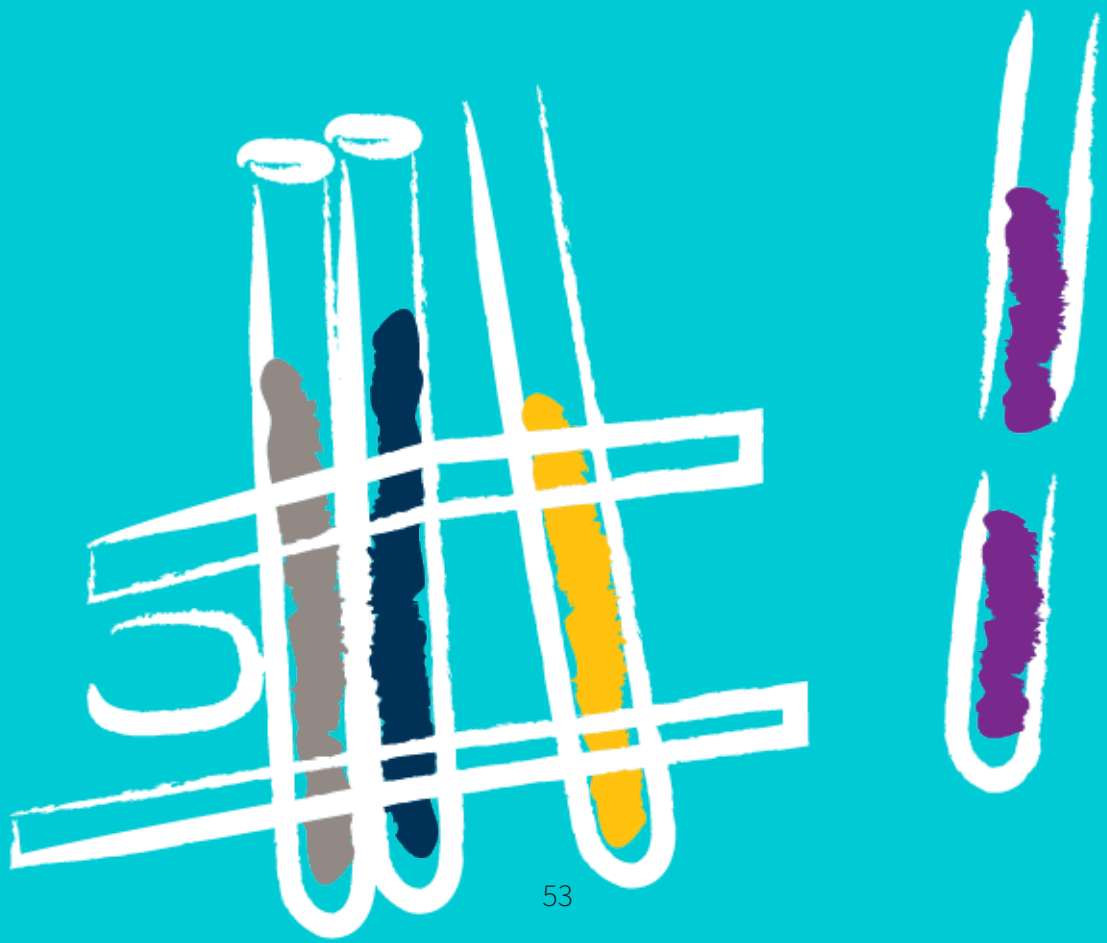
The vision of MYP sciences is to contribute to the development of students as inquirers, scientifically literate, caring and responsible individuals who will think critically and creatively when solving problems and making decisions about aspects affecting themselves, others and their social and natural environments.
Science and its methods of investigation offer a way of learning that contributes to the development of an analytical and critical way of thinking. Inquiry is at the heart of MYP Sciences and aims to support students' understanding of sciences by providing them with opportunities to independently investigate relevant issues through both research and experimentation.

KeyConcepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:
courses within the sciences subject group (intra-disciplinary learning)
other subject groups (interdisciplinary learning).
The key concepts contributed by the study of sciences are change, relationships and sytems.

Objectives

The objectives of MYP Science are divided into 4 criteria, which relate directly to the assessment criteria.



Objectives Middle Years Programme (MYP) – Science

Criteria A Knowing &Understanding

Students develop scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and apply it to solve problems and express scientifically supported judgments.
In order to reach the aims of sciences, students should be able to:
i. explain scientific knowledge
ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
iii. analyse and evaluate information to make scientifically supported judgments.

Criteria B Inquiring & Designing

Intellectual and practical skills are developed through designing, analysing and performing scientific investigations. Although the scientific method involves a wide variety of approaches, the MYP emphasizes experimental work and scientific inquiry.
In order to reach the aims of sciences, students should be able to:
i. explain a problem or question to be tested by a scientific investigation
ii. formulate a testable hypothesis and explain it using scientific reasoning
iii. explain how to manipulate the variables, and explain how data will be collected
iv. design scientific investigations.

Criteria C Processing & Evaluating

Students collect, process and interpret qualitative and/or quantitative data, and explain conclusions that have been appropriately reached. MYP sciences helps students to develop analytical thinking skills, which they can use to evaluate the method and discuss possible improvements or extensions.
In order to reach the aims of sciences, students should be able to:
i. present collected and transformed data
ii. interpret data and explain results using scientific reasoning
iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
iv. evaluate the validity of the method
v. explain improvements or extensions to the method.

Criteria D Reflecting on the Impacts of Science

Students gain global understanding of science by evaluating the implications of scientific developments and their applications to a specific problem or issue.
A variety of communication modes will be applied in order to demonstrate understanding.
In order to reach the aims of sciences, students should be able to:
i. explain the ways in which science is applied and used to address a specific problem or issue
ii. discuss and evaluate the various implications of the use of science and its application in solving a specific problem or issue
iii. apply communication modes effectively
iv. document the work of others and sources of information used.

MYP1 - Science

Unit 1 Particles- By using models we can demonstrate how solids liquids and gases change state when energy is added to or is taken away from particles. Pupils will study: the particle/atom (molecule) structure of solids, liquids and gases, changes of state, expansion and contraction of solids in hot and cold, Brownian motion, diffusion and the principal of gas pressure.

Unit 2 Energy - Energy can be changed from one form to another by the transformation of energy, but it can never be created or destroyed.
Pupils will study: the different types of energy and be able to represent them in transfer diagrams, the different types of potential energy, how fossil fuels are formed and how power stations generate electricity, and the advantages and disadvantages of renewable energy along with how these are used to generate electricity.

Unit 3 Cells - Cells in plants and animals can become specialised to form systems and are required within the body to enable organisms to function. Pupils will study: how to use a microscope, the basic constituents of an animal and plant cell, specialised cells and their adaptions, tissues, organs, and organ systems.

Unit 4 Mixtures - When particles are not bonded together they are a mixture which means they can be separated.
Pupils will study: elements, mixtures, compounds, colloids, suspensions and solutions, the saturation point of different liquids or solutes and various separation techniques.

Unit 5 Forces- Everything on earth depends on the interaction of forces.
Pupils will study: different forces, the unit for force and how to calculate force from mass, how to measure forces using a newton meter, Hooke's law, resultant force and terminal velocity.

Unit 6 Acids and Alkalis- The relationship between everyday acids and alkalis and their reactions enable us to utilise their properties effectively.
Pupils will study: the properties of acids, alkalis and bases, the pH scale, indicators, reactions of acids with metals, metal carbonates and metal oxides, salts and neutralisation.

Unit 7 Reproduction - The change that occurs during adolescence in humans leads to a change in form and enables humans to be able to reproduce sexually.
Pupils will study: sexual reproduction in animals and plants, variation, internal and external fertilisation, identification of the human and plant reproductive organs and gametes, puberty, the menstrual cycle and the human sex hormones, the placenta and amniotic sac and pollination.

Unit 8 Classification - The development of a classification system is determined by the evolutionary relationship with the form and function of the anatomy of an organism and its interactions with its environment.
The pupils will study: the 6 kingdoms, methods of classification, vertebrates and invertebrates, species and the evolution of new species.

MYP2 - Science

Unit 9 Combustion - How can the change that comes about through the reaction of combustion help us to understand what a fuel is?
The pupils will study: combustion, its reactants and products, the word and chemical equations of combustion, the energy changes involved, different fuels and how to extinguish different fires based on their fuels.

Unit 10 Elements & Compounds - What are the relationships between elements mixtures and compounds?
The pupils will study: patterns and trends within the periodic table, identify specific elements and compounds, how certain elements react with each other, and the differences between elements, mixtures and compounds.

Unit 11 Breathing, Respiration & Exercise - What are the main functions of the organs of the respiratory system and how do these help keep us alive?
The Pupils will study: the structure and function of the organs of the respiratory system, the process of breathing, the effects of smoking, aerobic and anaerobic respiration and their word equations, the factors that affect heart rate and the risk factors associated with CHD.

Unit 12 Fluids, Density & Pressure – The relationship between pressure and force can be demonstrated with models and their consequences can be observed.
The pupils will study: surface tension and upthrust provided by fluids; volume, density, energy changes during changes of state, air pressure and altitude.

Unit 13 Nutrition - There is a relationship between nutrition and body health which is influenced by your environment.
The pupils will study: a balanced diet, the energy content of different foods, calorie requirements of different people, deficiency diseases, the structure and function of the digestive system, enzymes, chemical and mechanical digestion.

Unit 14 Light – The properties of light enable it to change as it is reflected and refracted as it travels.
The pupils will study: light as a form of energy and as a wave, refraction, reflection, mirrors, lenses, how the eye perceives light and the use of ray boxes.

Unit 15 Metals & Reactivity - The reactivity of metals enables them to change places with each other and to produce different products.
The pupils will study: the properties of metals, catalysts, corrosion, reactions of metals with acids, oxidation, the reactivity series and metal extraction.

Unit 16 Microorganisms – Humans have a relationship with microorganisms as microorganisms can provide energy and nutrients for our essential body functions as well as cause disease.
The pupils will study: what microorganisms are, the kingdoms, where microorganisms live, what they need for survival, asexual reproduction, the impact of different microorganisms on humans and their usefulness.

MYP3 - Science

Biology

Unit 1 Cells, Life Processes and Variety of Living Organisms — All living things are made of cells and are based on the principals of the 8 life processes, which require the movement of substances in and out cells.
The pupils will study: Life processes, cell theory, specialised cells, tissues, organs and organ systems; bacteria, fungi, viruses and protoctists; movement of substances in and out of cells, osmosis, diffusion and active transport.

Unit 2 Respiration, Photosynthesis & Transpiration – Systems can be demonstrated as models and are required within the body to enable organisms to function.
The pupils will study: aerobic and anaerobic respiration, word and chemical equations, cellular metabolism, the use of anaerobic respiration in yeast (fermentation); adaptations of the leaf and roots, the word and chemical equations for photosynthesis, factors that affect the rate of photosynthesis, the rate of oxygen and the carbon dioxide production in a plant.

Chemistry

Unit 1a - States & Properties of Matter - Matter are systems where movement of the subatomic particles define the state of the matter.
The pupils will study: atomic structure, electron configuration, types of mixtures and separation techniques, filtration, distillation, atoms, isotopes, subatomic particles, electron configuration, arrangement of electrons, chemical formula and equations.

Unit 1b - Bonding - There are many subatomic particles that can form an atom and the changing of this arrangement in an atom can lead to the formation of ions, isotopes and molecules, and this can affect how atoms interact.
The pupils will study: Ionic bonding, covalent bonding, metallic bonding, valency, ions and molecule formation.

Unit 2 - Rates of reaction – models of atoms help with the understanding of the interaction of the protons and electrons and are crucial for the understanding of the reactivity of atoms.
The pupils will study: kinetics and factors that affect the rate of reaction.

Physics

Unit 1 Forces and Motion - Through analysing and reflecting on data patterns people redesign products to improve their functionality.
The pupils will study: scientific units and notation such as kilogram (kg) and metre (m); movement and position of objects using graphs and calculations; the effects of forces between bodies such as changes in speed, shape or direction, using the laws of physics, calculations and experimental data.

Unit 2 Electricity – There are environmental consequences to developing electrical energy production to meet the needs of an expanding global population.
The pupils will study: scientific units and notation such as ampere (A) and coulomb (C); how to calculate the nature of mains electricity; the calculation of energy and voltage in circuits; practical investigations of electrical circuits; electric charge, and the properties of electrical conductors and insulators.

MYP4 - Science

Biology

Unit 3 Enzymes & the Digestive System and Breathing– The pupils will study: enzymes and factors that affect their activity, the importance of various enzymes in digestion, the structure and function of the digestive system.

Unit 4 Breathing, Heart, Blood and The Circulation in Animals and Plants – The pupils will study: the structure and function of the breathing system, gaseous exchange in humans and the effects of smoking; translocation, and transpiration in plants and the structure and function of their associated tissues; the structure and function of the circulatory system and its interaction with breathing; the effect of exercise on the heart, the components of blood and the factors affecting coronary heart disease and prevention of diseases through natural immunity and vaccination.

Unit 5 Excretion, Nervous System, Hormones & Homeostasis – The pupils will study: the waste products of metabolism, the structure and function of the kidney, osmoregulation, reflex actions, the reflex arc and the eye; adrenaline, glucose control, thermoregulation, negative feedback and tropisms in plants.

Unit 6 Reproduction – The pupils will study: sexual and asexual reproduction in animals and plants; the reproductive organs, the menstrual cycle, fertilisation, the structure and function of the supporting organs of a developing foetus in humans; pollination, fertilisation, seed and fruit formation in plants.

Chemistry

Unit 3 – Moles and solutions - The pupils will study: the mole concept, stoichiometry, chemical calculations, reactions in solution and calculations for preparation of solutions and reactions involving gases.

Unit 4 – Acids and Bases – The pupils will study: acid and base reactions, formation of salts and the uses of salts.

Unit 5 - Periodic table trends - The pupils will study: metals, non-metals, periodic trends and some of the chemical and physical properties of the elements within the periodic table.

MYP4 - Science

Physics

Unit 3 Forces - The pupils will study: scientific units and notation such as newton/kilogram (N/kg) and newton metre (Nm); the effects of forces between bodies such as changes in speed, shape or direction, using the laws of physics, calculations and experimental data; investigate how extension varies with applied force for helical springs, metal wires and rubber bands; and use Newton's three laws to explain the behaviour

Unit 4 Waves - The pupils will study: scientific units and notation such as degree (°) and hertz (Hz); the properties of waves and calculations to predict the behaviour of waves; the uses and properties of the electromagnetic spectrum; practical investigations and calculations demonstrating the nature and behaviour of light and sound waves.

Unit 5 Energy Resources and Energy Transfers - The pupils will study: scientific units and notation such as joule (J) and watt (W); the process of energy transfers; thermal energy transfer by conduction, convection and radiation; the relationship between power, work done (energy transferred) in calculations and practical tasks; the processes of electricity generation.
Unit 6 Solids, Liquids and Gases - The pupils will study: scientific units and notation such as Kelvin (K) and pascal (Pa); density using direct measurements of mass and volume; pressure through calculation; the processes that occur during changes of state; the specific heat capacity of materials including water and some solids; the qualitative and quantitative concepts of an ideal gas.

MYP5 - Science

Biology

Unit 7 Ecology, the Environment and Food Production – The pupils will study: definitions of terms, abiotic and biotic factors, transfer of energy between organisms, predator prey relationships, food chains and food webs, the human impact on the environment, the carbon and nitrogen cycles and maximizing food production.

Unit 8 DNA, Inheritance & Evolution - The pupils will study: the structure and function of DNA, transcription, translation, mitosis, meiosis, Mendelian inheritance, stem cells, mutation, asexual reproduction, evolution and natural selection and selective breeding.

Unit 9 Genetic Engineering & Biotechnology – The pupils will study: cloning, genetic engineering and the use of microorganisms in industry.

Chemistry

Unit 6 Organic Chemistry - The pupils will study: petrochemicals, variety of organic chemicals and their naming, alkanes, alkenes , alcohols, carboxylic acids, esters and polymers, the greenhouse effect, global warning, acid rain, sulphur dioxide, nitrogen oxides, the ozone hole, CFCs, HFCs, the burning of fossil fuels and their impact on the environment.

Unit 7 Energetics – The pupils will study: energy and reactions, calorimetry, bond enthalpies and energy profiles.

Unit 8 Metal extraction - The pupils will study: metals, redox reactions, the reactivity series, extraction of metals, corrosion and electrochemical cells.

Unit 9 Equilibrium - The pupils will study: complete reactions, equilibrium and reversible reactions.

Physics

Unit 7 - Magnetism and Electromagnetism - The pupils will study: scientific units and notation such as ampere (A) and volt (V); investigate the magnetic field pattern for a permanent bar magnet and between two bar magnets; describe the properties of magnets; describe the behaviour and construction of electromagnets; qualitative and quantitative concepts of electromagnetic induction.

Unit 8 Radioactivity and Particles -The pupils will study: scientific units and notation such as becquerel (Bq) and centimetre (cm); investigate the penetration powers of different types of radiation using either radioactive sources or simulations; explain the origin, uses and dangers of atomic radiation; explain the processes, uses and dangers of nuclear fission and fusion.

Unit 9 Astrophysics - The pupils will study: the structure of the universe; the difference in the behaviour of celestial bodies, and what causes those differences; the life cycle and structure of stars; how to calculate the properties of distant stars; the evidence and causes of the expansion of the universe.

Physical & Health Education (PHE)

Physical & Health Education (PHE)

Physical education in the Middle Years Programme (MYP) is concerned with more than just participating in sports and games. Its primary aims are to encourage the development of "intelligent performers" and to encourage students to understand the importance of a balanced, healthy lifestyle.
Throughout the five years of the MYP, students will develop knowledge, critical thinking and reflection skills, and a sense of responsibility, as well as interpersonal and self-motivational skills. This in turn should encourage choices that will contribute to long term healthy living.
(MYP Physical & Health Education)

Physical fitness is not only one of the most important keys to a healthy body, it is the basic of dynamic and creative intellectual activity.
John F. Kennedy

KeyConcepts

Key concepts promote the development of a broad curriculum. They represent big ideas that are both relevant within and across disciplines and subjects. Inquiry into key concepts can facilitate connections between and among:
• Courses within the physical and health education subject group (intra-disciplinary learning).
• Other subject group (interdisciplinary learning).
The key concepts contributed by the study of physical and health education are change, communication and relationships.

Objectives

The objectives of MYP Physical & Health Education are divided into four criteria, which relate directly to the assessment criteria.

Objectives Middle Years Programme (MYP) – PHE

Objective A Knowledge & Understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems.

Objective B Planning For Performance

Students through inquiry design, analyze, evaluate and perform a plan in order to improve performance in physical and health education.

Objective C Applying & Performing

Students develop and apply practical skills, technique, strategies and movement concepts through their participation in a variety of physical activities.

ObjectiveD Reflecting & Improving Performance

Students enhance their personal and social development, set goals, take responsible action and reflect on their performance and the performance of others.

MYP1 - PHE

Unit 1: Olympics
SOI: Olympic tradition has changed to maintain fairness and development of international sport - KC: Change - RC - Adaptation and Perspectives - GC: Fairness and development
In this unit students will discover information about the modern and ancient Olympic Games through participating in an LCIS Olympic Games. Students will do a Secondary School introduction to Football, Basketball, Hockey, Running and Badminton. They will also participate in our own LCIS torch relay and have an opening and closing ceremony.
Criteria C: Applying and performing.
Criteria D: Reflecting and improving performance.
ATL: Transfer skills from one sport to the next. Communication through film.

Unit 2: Training for Skiing
SOI: Use of scientific and technical innovation can help identify areas of development for sport - KC: Change - RC: Refinement, Adaptation - GC: Scientific and technical innovation.
In this unit students will learn about and develop a training programme, using the aid of scientific and technical innovation to improve their skiing. Most students will have attended a Ski week before and have a level of ability awarded to them. Therefore, this unit allows for independent goal setting and intervention to help them develop to the next level.
Criteria A: Knowing and understanding
Criteria B: Planning for performance.
ATL: Organisation by designing and implementing a training programme. Self-motivation as students will practice analysing causes for failure.

Unit 3: Movement Composition
SOI: Our choice of movements can affect the quality of a performance. - KC: Relationships. - RC: Choice, Movement, Balance. - GC: Personal and Cultural Expression.
This unit will look at gymnastics and circus skills to create a performance. The 1-2 minute performance will have elements of shared balances and circus skills.
Criteria B: Planning for performance
Criteria C: Applying and performing

Unit 4: Athletics
SOI: Using SCHEMA can help develop different athletics events. KC: Relationships. - RC: - GC: Orientation in space and time
In this unit students will explore what schema is and how to use it for throwing, jumping and running events.
Criteria A: Knowing and understanding
Criteria D: Reflecting and improving performance
Unit 5: Competitive Swimming
SOI: Swimming has sustained global recognition, using only 4 competitive swimming stroke. KC: Communication. - RC: - GC: Globalisation and sustainability.
Using the four swimming strokes: front crawl, backstroke, breaststroke, butterfly students will explore how swimming has stayed globally recognised in competitive sport.
Criteria C: Applying and performing
End of year exam will assess criteria A, B, D from all units. It will be 60 Minutes in length and 60 mark paper. Students are encouraged to spend 1 minute per mark.

MYP2 - PHE

Unit 1: How do we adapt?
Football. SOI: Adapting the rules of the game creates new challenges. - KC: Change. - RC: Adaptation and Challenge. - GC: Fairness and development.
In this unit students will explore the rules of football and how to adapt play for fairness and development. The students will experience ideas such as blind football, two touches and more. The students will have the opportunity to create their own game based on football skills to try and test with the cohort.
Criteria B: Planning for Performance
Criteria D: Reflecting on Performance
ATL: Communication through poster presentation. Collaboration skills.

Unit 2: Training for Skiing
SOI: Use of scientific and technical innovation can help identify areas of development for sport - KC: Change - RC: Refinement, Adaptation - GC: Scientific and technical innovation.
In this unit, students will learn about and develop a training programme, using the aid of scientific and technical innovation to improve their skiing. Most students will have attended a Ski week before and have a level of ability awarded to them. Therefore, this unit allows for independent goal setting and intervention to help them develop to the next level. As students have done a similar unit to this, the learning will be more specific, and further in depth around the muscular and skeletal system than the previous year.
Criteria A: Knowing and understanding
Criteria B: Planning for performance.
ATL: Organisation by designing and implementing a training programme. Self-motivation as students will practice analysing causes for failure.

Unit 3: Net Games (Basketball, Volleyball, Badminton)
SOI: Movement choices reflect adaptation to space and environment when working in teams. - KC: Relationships. - RC: Movement, Adaptation, Space. - GC: Orientation in Time and Space.
In this unit, students will explore team net sports, namely; basketball, volleyball and badminton. They will use transfer skills from one sport to the next to learn similarities and differences in movement techniques and tactical play.
Criteria A: Knowing and Understanding
Criteria C: Applying and Performing
ATL: Transfer skills and Media Literacy

Unit 4: Stories through Dance
SOI: Using dance from other cultures can help communicate ideas of cultural expression. - KC: Communication. - RC: Movement and Choice. - GC: Personal and cultural expression.
In this unit, students will work in groups to tell a fairytale story through dance. Different dance styles will be explored so students can choose the best style to portray the story. This unit will embrace creativity, collaboration and perseverance. It will take time and effort to make the final product polished.
Criteria B: Planning for Performance
Criteria C: Applying and performing
ATL: Creative Thinking.

Unit 5: Hockey/ Uni- Hockey
SOI: Effective systems of verbal and non-verbal communication enhance a team`s ability to apply tactics and strategies. - KC: Communication. - RC: Systems. - GC: Fairness and Development.
In this unit, students will play a mix of both field hockey and uni-hockey. Their focus for the unit will be on effective communication. Strategies will focus on using communication for tactical benefit.
Criteria C: Applying and Performing
Criteria D: Reflecting and Improving Performance
ATL: Communication Skills

Unit 6: Swimming: Personal Survival
SOI: Water safety management has its own communication and movement techniques. - KC: Communication. - RC: Movement. GC: Globalisation and Sustainability.
In this unit, students will undergo personal survival training. They will learn how to manage themselves in water out of their depths and swimming in clothing. The students will look at communication between a group of peers and how to communicate when out of hearing distance.
Criteria C: Applying and Performing
The end of year exam will assess criteria A, B, D from all units. It will be 60 Minutes in length and 60 mark paper. Students are encouraged to spend 1 minute per mark.

MYP3 - PHE

Unit 1: Volleyball: TTPP
SOI: Using T, T, P, P. amongst your team can help develop understanding and shared goals. - KC: Communication. - RC: Systems and Environment. - GC: Identities and relationships.
In this unit, students will learn how to use the technical, tactical, physiological and psychological model in aid to help the team develop. Therefore, students will explore technical skills of volleyball such as: serve, dig, set, and spike. They will focus on tactical skills such as aiming and positioning of the team; psychological skills where they look at boosting the confidence of the team to serve and react to the ball in front of the class. Finally, physiological skills will be developed to work on a person`s physical ability to perform at the task.
Criteria B: Planning for Performance
ATL: Analysing skills.

Unit 2: Basketball: Sports Psychology
SOI: Sport psychology helps improve relationships through understanding of what creates optimal levels of arousal for performance of team sports. - KC: relationships. - RC: perspective and interaction. - GC: Identities and relationships.
In this unit, students will look at Sports Psychology theories that particularly introduce students to the `inverted U theory' and the `catastrophe theory'. They will do this through investigation of their own arousal level for optimal performance in basketball.
Criteria C: Applying and Performing
Criteria D: Reflecting and Improving Performance
ATL: Self-management

Unit 3: Gymnastics/ parkour
SOI: Exploring different ideas using gymnastics can help build strength using our own bodies. - KC: relationships. - RC: - GC: Orientation in space and time.
In this unit, students will use Gymnastics and Parkour knowledge to explore different apparatus to help them build more body tension. Apparatus they will use includes, rings and vault.
Criteria B: Planning for Performance
Criteria C: Applying and Performing

Unit 4: Badminton: Biomechanics
SOI: Scientific and technical innovation help identify biomechanics that lead to refinement and change of badminton skills. - RC: Change. - Refinement and Function. - GC: Scientific and Technical Innovation.
In this unit, students will explore biomechanics of Badminton and learn more about how their body works.
Criteria A: Knowing and Understanding
ATL: Research Skills: Collect, record and verify data.

Unit 5: Athletics: Energy Systems
SOI: Understanding energy systems can help target specific training zones for different athletic events. - KC: Change. - RC: Energy and Choice. - GC: Scientific and Technical Innovation
In this unit, students will explore the 3 energy systems our body uses and how to apply it for different athletic events. The students will then investigate how to apply this to training zones for energy systems. Athletic events explored will be: long and short distance running, high jump, long jump, discus, shot put, javelin.
Criteria A: Knowing and Understanding

Unit 6: Swimming: Life saving
SOI: Understanding how to rescue others can give you more confidence in a water based environment. - KC: Communication. - RC: Interaction and environments - GC: Identities and Relationships.
In this unit, students will explore ways to prevent and rescue others from danger in water-based environments. They will do this by learning about survival swimming, first aid and environment management.
Criteria C: Applying and Performing
Criteria D: Reflecting and Improving Performance.
ATL: Self-Management
Mid and end of year exam will assess criteria A, B, D from all units. It will be 60 Minutes in length and 60 mark paper. Students are encouraged to spend 1 minute per mark.

MYP4 - PHE

Students going into MYP4 will be doing practical only, unless they have chosen the iGSCE PE. They will spend 1 hour and 30 minutes working predominantly on team sports. These sports will include, but are not exclusive to: Football, Basketball, Hockey, Volleyball, Badminton, Dodgeball and Parkour. They will generally work on a 5-week rotation throughout the year. During the mid and end of year exam week the students will have a fitness-based exam.

iGCSE Option

Form of Assessment: Assessment is through the following components:
Practical activities - 50% of course mark
Students will be required to offer four physical activities for assessment, example list shown below:
Association Football (11 a side)
Badminton
Basketball
Rounders
Netball
Volleyball
Gymnastics
Dance
Cross-country running
Track and Field
Hill Walking
Rock Climbing
Skiing
Swimming (Competitive, life-saving or personal survival)
Judo - using the Judo teacher

Written Examination – 1 paper for 50% of the total course mark – 1 hour and 45 minutes

Course Outline: The course consists of both practical and theoretical components.

Practical Components: Students will study a range of different practical activities during the two years. Each candidate must offer one team activity, one individual activity and one activity of their choosing. An example of some of the options is below:
Students will study activities that can be accommodated at school but can offer other activities if they study these outside of school e.g. horse riding or golf.

Theoretical Components include:
Fitness and Body Systems: To include - Applied Anatomy and Physiology, Movement Analysis, Physical Training, Use of Data
Health and Performance: To include - Health, Fitness and Wellbeing, Sports' Psychology, Socio-cultural Influences, Use of Data.

In MYP4 you will study:
Practical: A range of activities from the list previously mentioned.

Theory: Students will learn about Health, Fitness and Exercise and how these contribute towards their performance and a Healthy Active Lifestyle. During the year the students will also produce a Personal Exercise Programme (PEP) where they will choose an area of fitness to improve and then plan, perform and evaluate a training programme.

MYP5 - PHE

Students going into MYP5 will be doing practical only. They will spend 1 hour and 30 minutes working predominantly on team sports. These sports will include but are not exclusive too; football, basketball, hockey, volleyball, badminton, dodgeball and parkour. They will generally work on a 5-week rotation throughout the year. During the mid and end of year exam week, the students will have a fitness-based exam.

Language Acquisition - French B

The ability to communicate in a variety of modes, in more than one language, is essential to the concept of an international education. The language acquisition course provides a linguistic and academic challenge for students in order to facilitate the best possible educational experience.
Students are given the opportunity to develop their language skills to their full potential, as well as the possibility of progressing through various phases over the course of the MYP.
In this subject group, teaching and learning is organized into six phases. The phases do not correspond to particular age groups or MYP year levels. Students do not necessarily begin in phase one – they can begin at any phase, depending on their prior experiences, and may exit from any phase on the continuum.
(IB website, 2016)

Key Concepts

The MYP Global contexts developed are:
•Identities and relationships
•Orientation in space and time
•Personal and cultural expression
•Scientific and technical innovation
•Globalization and sustainability
•Fairness and development

Objectives

The language acquisition is organized under 4 equally weighted criteria. The assessment in all years of the programme is based on them.

ObjectivesMiddle Years Programme Language French / B – 1-5

Objective A Comprehending Spoken & VisualText

Comprehending spoken and visual text encompasses aspects of listening and viewing, and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text.

As appropriate to the phase, the student is expected to be able to:

• listen for specific purposes and respond to show understanding

• interpret visual text that is presented with spoken text

• engage with the text by supporting opinion and personal response with evidence and examples from the text.

Objective B Comprehending Written & Visual Text

Comprehending written and visual text encompasses aspects of reading and viewing, and involves the student in constructing meaning and interpreting written and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written and/or visual text.

As appropriate to the phase, the student is expected to be able to:

• read for specific purposes and respond to show understanding

• interpret visual text that is presented with written text

• engage with the text by supporting opinion and personal response with evidence and examples from the text.

Objective C Communicating in Response to Spoken, Written & Visual Text

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.

As appropriate to the phase, the student is expected to be able to:

• interact and communicate in various situations

• express thoughts, feelings, ideas, opinions and information in spoken and written form

• speak and write for specific purposes.

Objective D Using Language in Spoken & Written Form

This objective relates to the correct and appropriate use of the spoken and written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, social and academic language.

When speaking and writing in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies (spelling, grammar, plot, character, punctuation, voice) and techniques with increasing skill and effectiveness.

As appropriate to the phase, the student is expected to be able to:

• organize thoughts, feelings, ideas, opinions and information in spoken and written form

• develop accuracy when speaking and writing in the target language.

MYP1

Unit 1. Connexions
How is communication influenced by technologies? How do I use language to communicate with people? How can I express an opinion? Do new technologies help us in our everyday life?

Unit 2. Toute la vie
How do celebrities have an impact on us? Who are the people that influence us in the 21st century? Will the development of new technologies have an impact on jobs in our future?

Unit 3. Remonter le temps
How does history have an impact on our society? How do I use my language to talk about past and present issues? Is written communication the perfect tool in our world nowadays?

Unit 4. Après la pub
How do I use my language to discuss and debate about societal issues? Analysing publicity and marketing makes us realise the hidden impact they have on us. How do I use language to communicate my opinion or my disagreement? What is the influence of media(s) in our world?

Unit 5. Suspense…
What are the different types of fiction? How do writers organise plots, mystery and ideas in their novels? What is the place of tales in our francophone cultural identity?

Unit 6. À demain!
What has the world got in store for us? How have past and present innovations and inventions influenced our society? What is the future of our world?

MYP2

Unit 1. En route
How do I talk about my surroundings? What do we do in our leisure time? Where do people like to travel? How do I use my knowledge to express opinions and discuss my travels?

Unit 2. Réseaux
What is my relationship with people around me? How does this influence my life and my well being? How do I use the language to express my feelings, make suggestions and talk about people?

Unit 3. La forme?
What is the meaning of healthy living? How do I make sure I comply to health advice in my everyday life? How do I use language to discuss advice and health issues? Do I know myself and my body?

Unit 4. Notre cinéma
What is the cinema industry? Who are the people behind the scenes? How do I use language to express emotions and actions? What technology can I use to produce my own work?

Unit 5. Engagés
Why is it important to voice our opinions and fears? How do I the language to debate and discuss problems and solutions? How can I use my experience to get involved in local community projects?

Unit 6. Faites du bruit!
What cultural impact does music have on our society? How do musicians use language to convey traditions and talk about issues? What mental images are conjured up in your mind when you listen to music? What metaphors do you see in songs?

MYP3

Unit 1. D'ici et d'ailleurs
What is the impact of cultural diversity in our school? How can we coexist in a multicultural environment? How do I use the language to suggest and offer solutions?

Unit 2. Langue Vivante!
What are the different types of language we use on our everyday life? How do we use them in different aspects of our life? How do I make sure I use them in the right situation? Can I discover new expressions?

Unit 3. En famille
Can I understand and reflect on relationships with people around me? What is the impact of intergeneration in families and what conflicts exist (and why do they happen)? How can I use the language to formulate regrets and remorse? How do I question?

Unit 4. Demain est à nous
What is my future? What are the education opportunities I would like to have? How do I use the language to discuss potential careers and the world of work?

Unit 5. Culture jeune
What is my generation identity? Where do young adults position themselves in our society? How do I make the right choices in relationships?

Unit 6. Tous engagés!
What is the work of charities and humanitarian organisations in our world? How can I get involved and help my world and my community? How do I use the language to communicate my ideas and defend charity organisations? How can I have an impact in my local area?

MYP4

Students will build up their skills in all four language areas over the course of the two years, including translation skills, dealing with authentic texts and speaking with spontaneity. The IGCSE questions will be set in common contexts, addressing a range of relevant contemporary and cultural themes.

The subject content is organized around five broad 'Topic Areas' which provide contexts for acquisition of vocabulary and the study of grammar and tenses. Through the study of these topic areas, students will gain insight into target language countries and communities.

The Topic Areas are:
- Everyday activities
- Personal and Social life
- The world around us
- The world of work
- The International world

MYP5

Unit 1. Lieux dits
What is around me? What are the historical and cultural values of architecture in my area? What is my knowledge of types of buildings and urban areas? How do I use the language to describe them and express opinions?

Unit 2. Mémoires vives
How does memory influence our learning? What do I know about science and the way my brain works? How can I use the language to explain scientific phenomenon and understand scientific texts? How does amnesia affect our abilities?

Unit 3. Arts
How does art influence us? What are the different artists I can learn about?
What do I know about Art that I can use? How do I use language to discuss artistic issues and explain perspectives?

Unit 4. En tous genres
What are stereotypes and clichés? How do I use language to express feelings and emotions (hopes, expectations, confidence, relief etc.)? How do I use language to get involved and communicate my ideas?

Unit 5. Héroïques!
How do characters evolve in fiction? How can I use language to describe qualities and weaknesses, physical attributes and success or failure?

Unit 6. Que du Bonheur!
How can I link my knowledge to sociology and psychology? How do I use language to express happiness or sadness? How can I use my relationships to spread joy?

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