

## Year 7 Curriculum

	Title	Statement of Enquiry
1	Number Systems	Making fair judgements about quantities is easier if we understand a variety of numeric systems and forms
2		
3	Geometry & Measures	Measurement is expressed in various forms to communicate the space around or within an object
4	Fractions	Equivalence helps us to find general rules in quantities and relationships and to make exciting, innovative discoveries
5	Algebraic Expressions	Identifying and using patterns and generalisation are the key to simplifying relationships in life and in algebra
6	Percentages & Charts	Representing data visually helps to identify relationships that can justify global change

## 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. For Maths these are **Form, Logic and Relationships**.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
<b>Form</b>	Global interactions	Identity	<b>Logic</b>
Perspective	<b>Relationships</b>	Systems	Time, place and space



## Global Concepts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

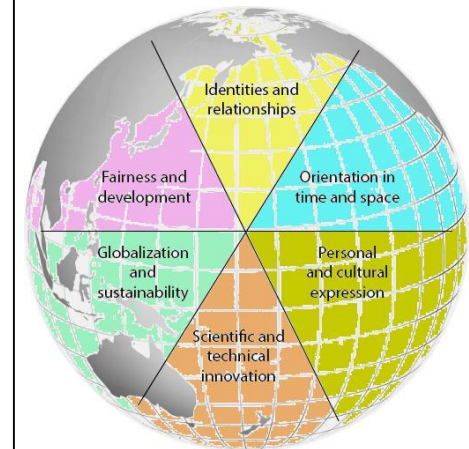
MYP maths can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

## Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of Mathematics.

Related concepts in mathematics		
Change	Equivalence	Generalization
Justification	Measurement	Models
Patterns	Quantity	Representation
Simplification	Space	Systems



## Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

## Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Knowing and understanding	Criterion B: Investigating patterns	Criterion C: Communicating	Criterion D: Applying mathematics in real-life contexts
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student is able to: i. select appropriate mathematics when solving simple problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.	The student is able to: i. apply, with teacher support, mathematical problem-solving techniques to recognize simple patterns ii. state predictions consistent with simple patterns.	The student is able to: i. use limited mathematical language ii. use limited forms of mathematical representation to present information iii. communicate through lines of reasoning that are difficult to understand.	The student is able to: i. identify some of the elements of the authentic real-life situation ii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success.
3–4	The student is able to: i. select appropriate mathematics when solving more complex problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.	The student is able to: i. apply mathematical problem-solving techniques to recognize patterns ii. suggest how these patterns work.	The student is able to: i. use some appropriate mathematical language ii. use different forms of mathematical representation to present information adequately iii. communicate through lines of reasoning that are able to be understood, although these are not always coherent iv. adequately organize information using a logical structure.	The student is able to: i. identify the relevant elements of the authentic real-life situation ii. apply mathematical strategies to reach a solution to the authentic real-life situation iii. state, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation.
5–6	The student is able to: i. select appropriate mathematics when solving challenging problems in familiar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.	The student is able to: i. apply mathematical problem-solving techniques to recognize patterns ii. suggest relationships or general rules consistent with findings iii. verify whether patterns work for another example.	The student is able to: i. usually use appropriate mathematical language ii. usually use different forms of mathematical representation to present information correctly iii. communicate through lines of reasoning that are usually coherent iv. present work that is usually organized using a logical structure.	The student is able to: i. identify the relevant elements of the authentic real-life situation ii. select adequate mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation iv. describe the degree of accuracy of the solution v. state correctly whether the solution makes sense in the context of the authentic real-life situation.
7–8	The student is able to: i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving these problems iii. generally solve these problems correctly in a variety of contexts.	The student is able to: i. select and apply mathematical problem-solving techniques to recognize correct patterns ii. describe patterns as relationships or general rules consistent with correct findings iii. verify whether patterns work for other examples.	The student is able to: i. consistently use appropriate mathematical language ii. consistently use different forms of mathematical representation to present information correctly iii. communicate clearly through coherent lines of reasoning iv. present work that is consistently organized using a logical structure.	The student is able to: i. The student is able to: i. identify the relevant elements of the authentic real-life situation ii. select adequate mathematical strategies to model the authentic real-life situation iii. apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation iv. explain the degree of accuracy of the solution v. describe correctly whether the solution makes sense in the context of the authentic real-life situation.

**Year 7 Curriculum**

	Title	Statement of Enquiry
1	Identity	Self-expression is essential to building identity and relationships.
2		
3	Change	A character's development and change are an integral part of the writer's personality and culture.
4		
5	Perspectives	Understanding the writer's perspective and their literary context helps us orientate texts and ourselves in space and time.
6		

**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. For Language and Literature these are:

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

**Related Concepts**

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. Related concepts may arise from the subject matter of a unit or the craft of a subject—its features and processes. The table below lists related concepts for the study of language and literature. Teachers are not limited to the related concepts listed in this chart and may choose others when planning units, including from other subject groups.

Audience imperatives	Character	Context	Genre
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme

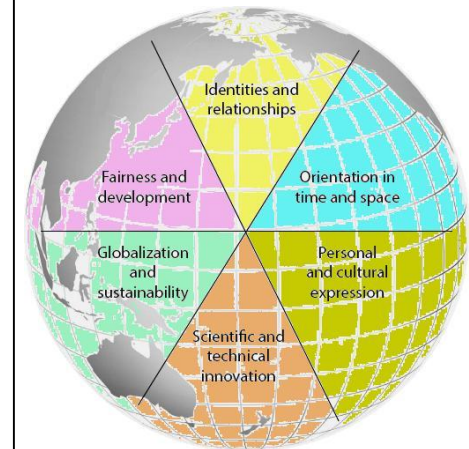
**Global Concepts**

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- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP Language & Literature can develop meaningful explorations of:

- identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development



## Assessment Criteria

## Grading

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Analysing	Criterion B: Organising	Criterion C: Producing text	Criterion D: Using language
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student: i. provides minimal identification and comment upon significant aspects of texts ii. provides minimal identification and comment upon the creator's choices iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology iv. identifies few similarities and differences in features within and between texts.	The student: i. makes minimal use of organizational structures, though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.	The student: i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought or imagination and minimal exploration of new perspectives and ideas ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience iii. selects few relevant details and examples to support ideas.	The student: i. uses a limited range of appropriate vocabulary and forms of expression ii. writes and speaks in an inappropriate register and style that do not serve the context and intention iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication iv. spells/writes and pronounces with limited accuracy; errors often hinder communication v. makes limited and/or inappropriate use of non-verbal communication techniques
3–4	The student: i. provides adequate identification and comment upon significant aspects of texts ii. provides adequate identification and comment upon the creator's choices iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology iv. identifies some similarities and differences in features within and between texts.	The student: i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.	The student: i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some thought or imagination and some exploration of new perspectives and ideas ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating some awareness of impact on an audience iii. selects some relevant details and examples to support ideas.	The student: i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression ii. sometimes writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication v. makes some use of appropriate non-verbal communication techniques.
5–6	The student: i. provides substantial identification and comment upon significant aspects of texts ii. provides substantial identification and comment upon the creator's choices iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. describes some similarities and differences in features within and between texts.	The student: i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a logical manner, with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.	The student: i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought or imagination and substantial exploration of new perspectives and ideas ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience iii. selects sufficient relevant details and examples to support ideas.	The student: i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competently ii. writes and speaks competently in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communication iv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communication v. makes sufficient use of appropriate non-verbal communication technique
7–8	The student: i. provides perceptive identification and comment upon significant aspects of texts ii. provides perceptive identification and comment upon the creator's choices iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. compares and contrasts features within and between texts.	The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style.	The student: i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought or imagination and perceptive exploration of new perspectives and ideas ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience iii. selects extensive relevant details and examples to support ideas.	The student: i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a consistently appropriate register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective v. makes effective use of appropriate non-verbal communication techniques.





## Language Acquisition

### Year 7 Curriculum

	Title	Statement of Enquiry
1	Identities & relationships	Communicating key messages about personal identities is important as a global citizen.
2		
3	Local and international places	Discovering differences and similarities between places helps connect communities and provide cultural contexts.
4	In and out of school	Exploring ways of life in different environments helps us understand the cultural context and conventions.
5		
6	Traditions in different countries	The celebration of different customs helps us to understand different expressions of creativity.

### 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. For language acquisition these are **Communication, Connections, Creativity** and **culture**

Aesthetics	Change	<b>Communication</b>	Communities
<b>Connections</b>	<b>Creativity</b>	<b>Culture</b>	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space



### Global Concepts

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- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

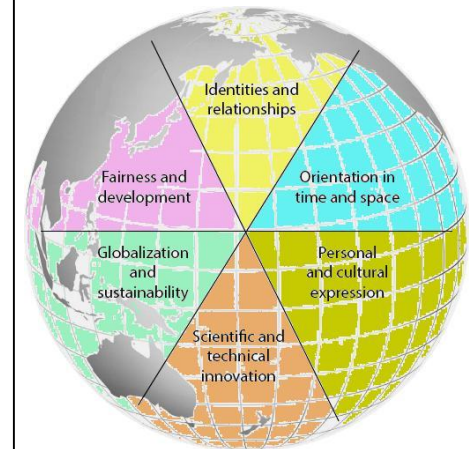
The MYP develops meaningful explorations of:

- identities and relationships • orientation in space and time • personal and cultural expression • scientific and technical innovation • globalization and sustainability • fairness and development

### Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of language acquisition.

Phases 1–2					
Accent	Audience	Context	Conventions	Form	Function
Meaning	Message	Patterns	Purpose	Structure	Word choice
Phases 3–4					
Audience	Context	Conventions	Empathy	Function	Idiom
Meaning	Message	Structure	Point of view	Purpose	Word choice
Phases 5–6					
Argument	Audience	Bias	Context	Empathy	Idiom
Inference	Point of view	Purpose	Stylistic choices	Theme	Voice



## Assessment Criteria

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1	2	3	4	5	6	7
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level	Level Descriptor			
	Criterion A: Comprehending spoken and visual text	Criterion B: Comprehending written and visual text	Criterion C: Communicating in response to spoken and/or written and/or visual text	Criterion D: Using language in spoken and/or written form
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student: i. identifies minimal basic facts, messages, main ideas and supporting details ii. has limited awareness of basic conventions iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. The student shows limited understanding of the content, context and concepts of the text as a whole.	The student: i. identifies minimal basic facts, messages, main ideas and supporting details ii. has limited awareness of basic aspects of format and style, and author's purpose for writing iii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. The student shows limited understanding of the content, context and concepts of the text as a whole.	The student: i. makes limited attempt to respond to simple short phrases and basic information in spoken and/or written and/or visual text; responses are often inappropriate ii. interacts minimally in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics iv. communicates with a limited sense of audience.	The student: i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult ii. organizes limited basic information, and basic cohesive devices are not used iii. makes minimal use of language to suit the context..
3–4	The student: i. identifies some basic facts, messages, main ideas and supporting details ii. has some awareness of basic conventions iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. The student shows some understanding of the content, context and concepts of the text as a whole.	The student: i. identifies some basic facts, messages, main ideas and supporting details ii. has some awareness of basic aspects of format and style, and author's purpose for writing iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. The student shows some understanding of the content, context and concepts of the text as a whole.	The student: i. responds to simple short phrases and basic information in spoken and/or written and/or visual text, though some responses may be inappropriate ii. interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics iv. communicates with some sense of audience.	The student: i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult ii. organizes some basic information and uses a limited range of basic cohesive devices, not always appropriately iii. uses language to suit the context to some degree.
5–6	The student: i. identifies most basic facts, messages, main ideas and supporting details ii. has considerable awareness of basic conventions iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. The student shows considerable understanding of the content, context and concepts of the text as a whole.	The student: i. identifies most basic facts, messages, main ideas and supporting details ii. has considerable awareness of basic aspects of format and style, and author's purpose for writing iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. The student shows considerable understanding of the content, context and concepts of the text as a whole. Language acquisition assessment criteria: Phase 1 52 Language acquisition guide Achievement level Level descriptor.	The student: i. responds appropriately to simple short phrases and basic information in spoken and/or written and/or visual text ii. interacts considerably in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics iv. communicates with a considerable sense of audience.	The student: i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility ii. organizes basic information and uses a limited range of basic cohesive devices accurately iii. usually uses language to suit the context
7–8	The student: i. clearly identifies basic facts, messages, main ideas and supporting details ii. has excellent awareness of basic conventions iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows thorough understanding of the content, context and concepts of the text as a whole.	The student: i. clearly identifies basic facts, messages, main ideas and supporting details ii. has excellent awareness of basic aspects of format and style, and author's purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. The student shows thorough understanding of the content, context and concepts of the text as a whole.	The student: i. responds in detail and appropriately to simple short phrases and basic information in spoken and/or written and/or visual text ii. interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicates with an excellent sense of audience	The student: i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; when speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organizes basic information clearly and uses a range of basic cohesive devices accurately iii. uses language effectively to suit the context.



## Sciences Subject Area

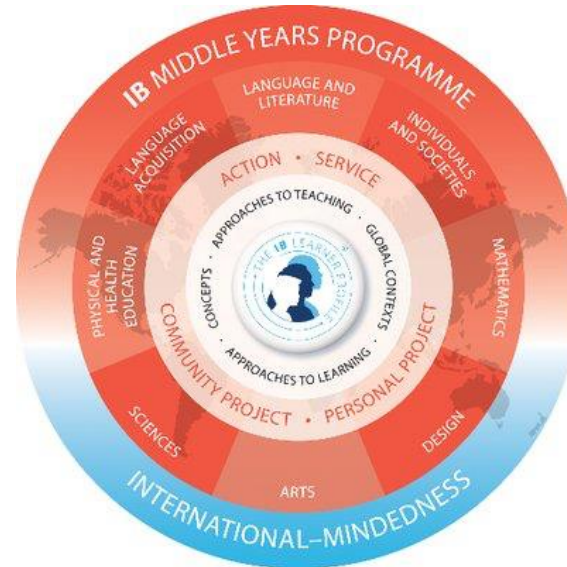
### Year 7 Curriculum

	Title	Statement of Enquiry
1	Working Scientifically	Investigate how the components of organisms are formed to function and interact together as biological systems.
2	Particles and their behaviour	Science enables us to manipulate the conditions, interactions and patterns of systems to make the world a better place.
3	Forces and Motion	The interaction of forces can link to the transformation of the motion of objects. Implications of force interactions need to be carefully considered.
4	Acids and Alkalis	Science enables us to change the form and composition of matter into useful and very different materials that can make the world a better but more dangerous place.

### 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. For Science these are **Change, Relationships** and **Systems**.

Aesthetics	<b>Change</b>	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	<b>Relationships</b>	<b>Systems</b>	Time, place and space



### Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each branch of Science.

Related concepts in biology		
Balance	Consequences	Energy
Environment	Evidence	Form
Function	Interaction	Models
Movement	Patterns	Transformation

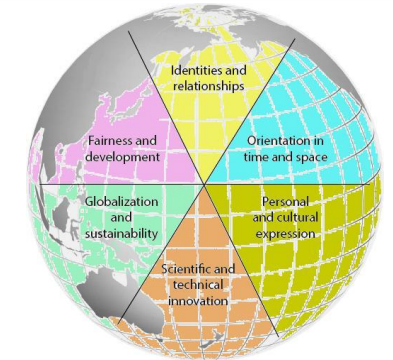
Related concepts in chemistry		
Balance	Conditions	Consequences
Energy	Evidence	Form
Function	Interaction	Models
Movement	Patterns	Transfer

Related concepts in physics		
Consequences	Development	Energy
Environment	Evidence	Form
Function	Interaction	Models
Movement	Patterns	Transformation

### Global Concepts

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- Why are these concepts important?
- Why is it important for me to understand?
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## Assessment Criteria

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level	Level Descriptor			
	Criterion A: Knowing and Understanding	Criterion B: Inquiring and designing	Criterion C: Processing and evaluating	Criterion D: Reflecting on the impacts of Science
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student is able to: i. select scientific knowledge ii. select scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. apply information to make judgments, with limited success.	The student is able to: i. select a problem or question to be tested by a scientific investigation ii. select a testable prediction iii. state a variable iv. design a method with limited success.	The student is able to: i. collect and present data in numerical and/or visual forms ii. interpret data iii. state the validity of a prediction based on the outcome of a scientific investigation, with limited success iv. state the validity of the method based on the outcome of a scientific investigation, with limited success v. state improvements or extensions to the method that would benefit the scientific investigation, with limited success.	The student is able to, with limited success: i. state the ways in which science is used to address a specific problem or issue ii. state the implications of using science to solve a specific problem or issue, interacting with a factor iii. apply scientific language to communicate understanding iv. document sources.
3–4	The student is able to: i. recall scientific knowledge ii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. apply information to make judgments.	The student is able to: i. state a problem or question to be tested by a scientific investigation ii. state a testable prediction iii. state how to manipulate the variables, and state how data will be collected iv. design a safe method in which he or she selects materials and equipment.	The student is able to: i. correctly collect and present data in numerical and/or visual forms ii. accurately interpret data and outline results iii. state the validity of a prediction based on the outcome of a scientific investigation iv. state the validity of the method based on the outcome of a scientific investigation v. state improvements or extensions to the method that would benefit the scientific investigation	The student is able to: i. state the ways in which science is used to address a specific problem or issue ii. state the implications of using science to solve a specific problem or issue, interacting with a factor iii. sometimes apply scientific language to communicate understanding iv. sometimes document sources correctly
5–6	The student is able to: i. state scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations iii. apply information to make scientifically supported judgments.	The student is able to: i. state a problem or question to be tested by a scientific investigation ii. outline a testable prediction iii. outline how to manipulate the variables, and state how relevant data will be collected iv. design a complete and safe method in which he or she selects appropriate materials and equipment.	The student is able to: i. correctly collect, organize and present data in numerical and/or visual forms ii. accurately interpret data and outline results using scientific reasoning iii. outline the validity of a prediction based on the outcome of a scientific investigation iv. outline the validity of the method based on the outcome of a scientific investigation v. outline improvements or extensions to the method that would benefit the scientific investigation.	The student is able to: i. outline the ways in which science is used to address a specific problem or issue ii. outline the implications of using science to solve a specific problem or issue, interacting with a factor iii. usually apply scientific language to communicate understanding clearly and precisely iv. usually document sources correctly
7–8	The student is able to: i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. interpret information to make scientifically supported judgments.	The student is able to: i. outline a problem or question to be tested by a scientific investigation ii. outline a testable prediction using scientific reasoning iii. outline how to manipulate the variables, and outline how sufficient, relevant data will be collected iv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment.	The student is able to: i. correctly collect, organize, transform and present data in numerical and/ or visual forms ii. accurately interpret data and outline results using correct scientific reasoning iii. discuss the validity of a prediction based on the outcome of a scientific investigation iv. discuss the validity of the method based on the outcome of a scientific investigation v. describe improvements or extensions to the method that would benefit the scientific investigation	The student is able to: i. summarize the ways in which science is applied and used to address a specific problem or issue ii. describe and summarize the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. consistently apply scientific language to communicate understanding clearly and precisely iv. document sources completely



**Year 7 Art Curriculum**

	Title	Statement of Enquiry
1	Mark Making	Learning to represent texture, pattern, movements (principles of art) through the use of mark making.
2	Line	Learning to represent relationships between 2D recording of 3D form.
3	Tone	Relationship between form and identity. Qualities of different materials.
4	Form	Relationship between form and identity. Qualities of different materials.
5	Colour	
6	Theory	

**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. The Arts these are **Aesthetics, Change, Communication and Identity**.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	<b>Identity</b>	Logic
Perspective	Relationships	Systems	Time, place and space

**Global Concepts**

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- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

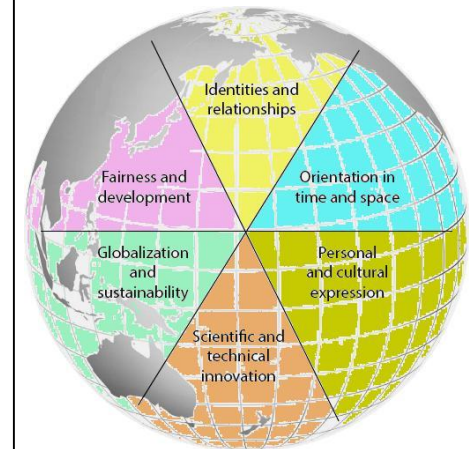
MYP Arts can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

**Related Concepts**

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each visual and performing arts.

Related concepts in arts			
Visual arts			
Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Presentation	Representation	Style	Visual culture
Performing arts			
Audience	Boundaries	Composition	Expression
Genre	Innovation	Interpretation	Narrative
Play	Presentation	Role	Structure



## Assessment Criteria

## Grading

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Knowing and understanding	Criterion B: Developing Skills	Criterion C: Thinking creatively	Criterion D: Responding
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student: i. demonstrates limited awareness of the art form studied, including limited use of appropriate language ii. demonstrates limited awareness of the relationship between the art form and its context iii. demonstrates limited awareness of the links between the knowledge acquired and artwork created.	The student: i. demonstrates limited acquisition and development of the skills and techniques of the art form studied ii. demonstrates limited application of skills and techniques to create, perform and/or present art.	The student: i. identifies a limited artistic intention ii. identifies limited alternatives and perspectives iii. demonstrates limited exploration of ideas.	The student: i. identifies limited connections between art forms, art and context, or art and prior learning ii. demonstrates limited recognition that the world contains inspiration or influence for art iii. presents a limited evaluation of certain elements of artwork.
3–4	The student: i. demonstrates adequate awareness of the art form studied, including adequate use of appropriate language ii. demonstrates adequate awareness of the relationship between the art form and its context iii. demonstrates adequate awareness of the links between the knowledge acquired and artwork created.	The student: i. demonstrates adequate acquisition and development of the skills and techniques of the art form studied ii. demonstrates adequate application of skills and techniques to create, perform and/or present art.	The student: i. identifies an adequate artistic intention ii. identifies adequate alternatives and perspectives iii. demonstrates adequate exploration of ideas.	The student: i. identifies adequate connections between art forms, art and context, or art and prior learning ii. demonstrates adequate recognition that the world contains inspiration or influence for art iii. presents an adequate evaluation of certain elements of artwork.
5–6	The student: i. demonstrates substantial awareness of the art form studied, including substantial use of appropriate language ii. demonstrates substantial awareness of the relationship between the art form and its context iii. demonstrates substantial awareness of the links between the knowledge acquired and artwork created.	The student: i. demonstrates substantial acquisition and development of the skills and techniques of the art form studied ii. demonstrates substantial application of skills and techniques to create, perform and/or present art.	The student: i. identifies a substantial artistic intention ii. identifies substantial alternatives and perspectives iii. demonstrates substantial exploration of ideas.	The student: i. identifies substantial connections between art forms, art and context, or art and prior learning ii. demonstrates substantial recognition that the world contains inspiration or influence for art iii. presents a substantial evaluation of certain elements of artwork.
7–8	The student: i. demonstrates excellent awareness of the art form studied, including excellent use of appropriate language ii. demonstrates excellent awareness of the relationship between the art form and its context iii. demonstrates excellent awareness of the links between the knowledge acquired and artwork created.	The student: i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied ii. demonstrates excellent application of skills and techniques to create, perform and/or present art.	The student: i. identifies an excellent artistic intention ii. identifies excellent alternatives and perspectives iii. demonstrates excellent exploration of ideas.	The student: i. identifies excellent connections between art forms, art and context, or art and prior learning ii. demonstrates excellent recognition that the world contains inspiration or influence for art iii. presents an excellent evaluation of certain elements or principles of artwork.

**Year 7 Drama Curriculum**

	Title	Statement of Enquiry
1	Introduction to Drama	Global thinkers will learn to communicate with each other, expressing themselves personally as well as exploring culturally.
2	Voice	Changes in vocal tone, pitch, pace and volume are key in communicating a person's identity and relationships with others.
3	Ensemble work	Ensemble work is key in life when composing and developing an artistic piece with fairness.
4	Character work	Identity must be explored when creating a role, as well as discovering how time and space affect a person.
5	Script work	Narrative informs identity and demonstrates changes in relationships.
6	Consolidation of character	Personal and cultural expression must be used alongside a clear structure in order to communicate effectively with an audience.

**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. The Arts these are **Aesthetics, Change, Communication and Identity**.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space

**Global Concepts**

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

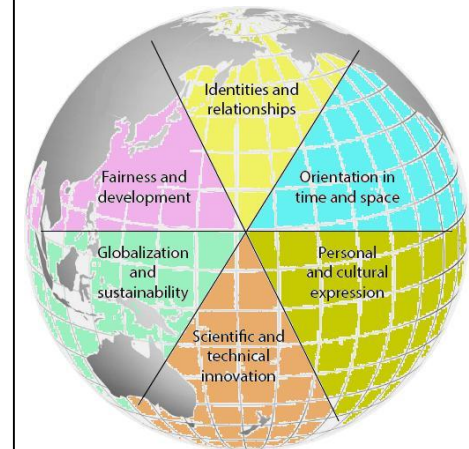
MYP Arts can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
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**Related Concepts**

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each visual and performing arts.

Related concepts in arts			
Visual arts			
Audience	Boundaries	Composition	Expression
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Audience	Boundaries	Composition	Expression
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## Assessment Criteria

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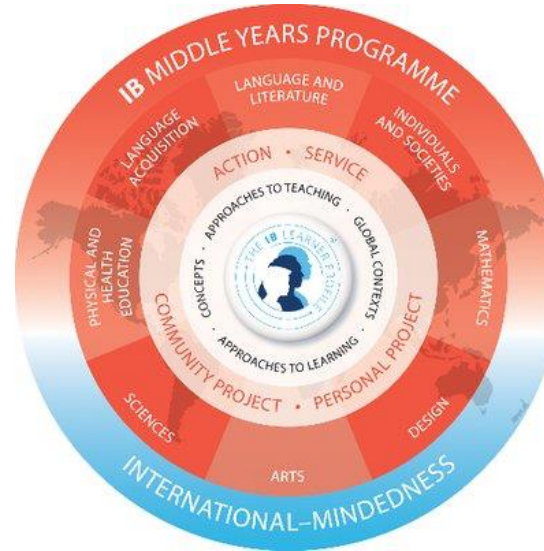
**Year 7 Music Curriculum**

	Title	Statement of Enquiry
1 2	How is Music Made?	Music is important in forming our sense of identity, through our interpretation of the musical world around us.
3 4	Form and convention in music	Aesthetics can be influenced by the structure and organisation of the music.
5 6	Genre and cultural context	Changing cultural contexts and the development of genre over time affect how music sounds.

**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. The Arts these are **Aesthetics, Change, Communication and Identity**.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	<b>Identity</b>	Logic
Perspective	Relationships	Systems	Time, place and space

**Global Concepts**

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
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- Why do people care about this topic?

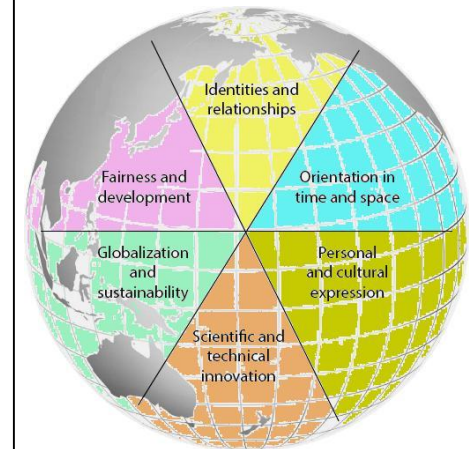
MYP Arts can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development

**Related Concepts**

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Related concepts in arts			
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## Assessment Criteria

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## Design Subject Area

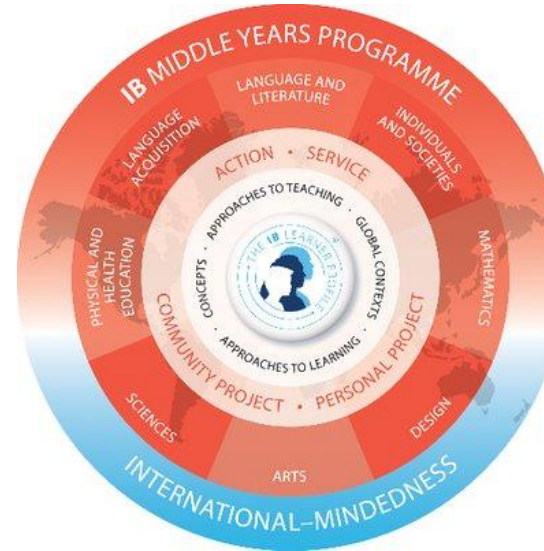
### Year 7 Technology Curriculum

	Title	Statement of Enquiry
1	Investigate	Designers adapt the form in which information is communicated in order to make it accessible for the end user.
2	Design	A local invention can diffuse into a global market through successful and targeted communication.
3	Plan	Products can be influenced by developments in technology, which enhance their form and function while still meeting ergonomic requirements.
4	Create	Technology can be utilised to save time and will allow for less mistakes to be made.
5	Create	Minimising the carbon footprint in your local area.
6	Evaluate	Waste from one product can be used to make another and can link friends and family.

### 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. For Design these are **communication, communities, development** and **systems**.

Aesthetics	Change	Communication	Communities
Connections	Creativity	Culture	Development
Form	Global interactions	Identity	Logic
Perspective	Relationships	Systems	Time, place and space



### Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for Design.

Related concepts in design		
Adaptation	Collaboration	Ergonomics
Evaluation	Form	Function
Innovation	Invention	Markets and trends
Perspective	Resources	Sustainability

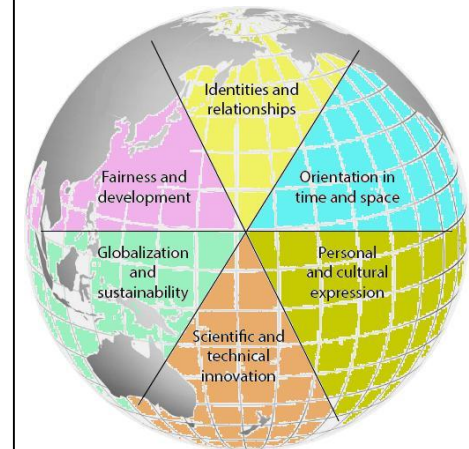
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MYP Design can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development



## Assessment Criteria

## Grading

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1–2	The student: i. states the need for a solution to a problem ii. states the findings of research.	The student: i. states one basic success criterion for a solution ii. presents one design idea, which can be interpreted by others iii. creates an incomplete planning drawing/diagram.	The student: i. demonstrates minimal technical skills when making the solution ii. creates the solution, which functions poorly and is presented in an incomplete form.	The student: i. defines a testing method, which is used to measure the success of the solution ii. states the success of the solution.
3–4	The student: i. outlines the need for a solution to a problem ii. states some points of research needed to develop a solution, with some guidance iii. states the main features of an existing product that inspires a solution to the problem iv. outlines some of the main findings of research	The student: i. states a few success criteria for the solution ii. presents more than one design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others iii. states the key features of the chosen design iv. creates a planning drawing/diagram or lists requirements for the creation of the chosen solution	The student: i. lists the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. demonstrates satisfactory technical skills when making the solution iii. creates the solution, which partially functions and is adequately presented iv. states one change made to the chosen design or plan when making the solution.	The student: i. defines a relevant testing method, which generates data, to measure the success of the solution ii. states the success of the solution against the design specification based on the results of one relevant test iii. states one way in which the solution could be improved iv. states one way in which the solution can impact the client/target audience.
5–6	The student: i. explains the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with some guidance iii. outlines the main features of an existing product that inspires a solution to the problem iv. outlines the main findings of relevant research..	The student: i. develops a list of success criteria for the solution ii. presents feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others iii. presents the chosen design describing the key features iv. creates a planning drawing/diagram, which outlines the main details for making the chosen solution.	The student: i. lists the steps in a plan, which considers time and resources, resulting in peers being able to follow the plan to create the solution ii. demonstrates competent technical skills when making the solution iii. creates the solution, which functions as intended and is presented appropriately iv. states one change made to the chosen design and plan when making the solution.	The student: i. defines relevant testing methods, which generate data, to measure the success of the solution ii. states the success of the solution against the design specification based on relevant product testing iii. outlines one way in which the solution could be improved iv. outlines the impact of the solution on the client/target audience, with guidance.
7–8	The student: i. explains and justifies the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with minimal guidance iii. describes the main features of an existing product that inspires a solution to the problem iv. presents the main findings of relevant research.	The student: i. develops a list of success criteria for the solution ii. presents feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others iii. presents the chosen design describing the key features iv. creates a planning drawing/diagram, which outlines the main details for making the chosen solution.	The student: i. outlines a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ii. demonstrates excellent technical skills when making the solution iii. follows the plan to create the solution, which functions as intended and is presented appropriately iv. lists the changes made to the chosen design and plan when making the solution	The student: i. outlines simple, relevant testing methods, which generate data, to measure the success of the solution ii. outlines the success of the solution against the design specification based on authentic product testing iii. outlines how the solution could be improved iv. outlines the impact of the solution on the client/target audience.





## Design Subject Area

### Year 7 ICT Curriculum

	Title	Statement of Enquiry
1	E-Safety and a Global Society	The use of technical communication when forming relationships (ergonomics) leads to the need for safeguarding and security.
2	Preparing Graphics for Products	Development of an innovative product
3	Program Concepts	Applying scientific systems to use technical invention that solves a problem.
4	Block Based Programming	Developing block based programming functions that can be applied to global society (translation of keywords/MFL).
5	Data Representation	To portray data when developing a product or working on a project which is fairly processing data and presenting it in the way that it has to be suitable for its need. (making a website/link to a database/data protection act), formats jpeg etc. To present, interpret and convert data (binary to Hex)
6	Hardware and Software	comparing software and hardware tools to make a selection based on a given scenario to suit specific audience needs for the project/product. e.g. what spec would you provide to a gamer/ accessibility software/hardware?

### Key Concepts

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Connections	Creativity	Culture	Development
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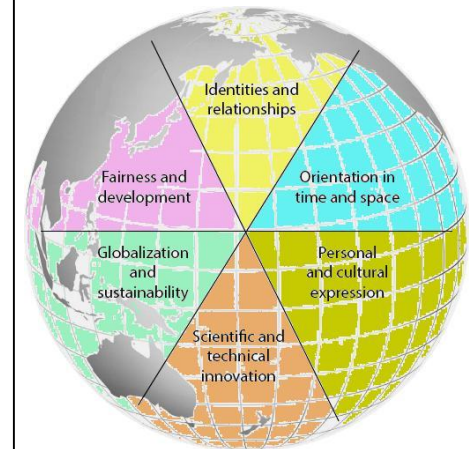
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### Related Concepts

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Related concepts in design		
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Evaluation	Form	Function
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3–4	The student: i. outlines the need for a solution to a problem ii. states some points of research needed to develop a solution, with some guidance iii. states the main features of an existing product that inspires a solution to the problem iv. outlines some of the main findings of research	The student: i. states a few success criteria for the solution ii. presents more than one design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others iii. states the key features of the chosen design iv. creates a planning drawing/diagram or lists requirements for the creation of the chosen solution	The student: i. lists the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. demonstrates satisfactory technical skills when making the solution iii. creates the solution, which partially functions and is adequately presented iv. states one change made to the chosen design or plan when making the solution.	The student: i. defines a relevant testing method, which generates data, to measure the success of the solution ii. states the success of the solution against the design specification based on the results of one relevant test iii. states one way in which the solution could be improved iv. states one way in which the solution can impact the client/target audience.
5–6	The student: i. explains the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with some guidance iii. outlines the main features of an existing product that inspires a solution to the problem iv. outlines the main findings of relevant research..	The student: i. develops a list of success criteria for the solution ii. presents feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others iii. presents the chosen design describing the key features iv. creates a planning drawing/diagram, which outlines the main details for making the chosen solution.	The student: i. lists the steps in a plan, which considers time and resources, resulting in peers being able to follow the plan to create the solution ii. demonstrates competent technical skills when making the solution iii. creates the solution, which functions as intended and is presented appropriately iv. states one change made to the chosen design and plan when making the solution.	The student: i. defines relevant testing methods, which generate data, to measure the success of the solution ii. states the success of the solution against the design specification based on relevant product testing iii. outlines one way in which the solution could be improved iv. outlines the impact of the solution on the client/target audience, with guidance.
7–8	The student: i. explains and justifies the need for a solution to a problem ii. states and prioritizes the main points of research needed to develop a solution to the problem, with minimal guidance iii. describes the main features of an existing product that inspires a solution to the problem iv. presents the main findings of relevant research.	The student: i. develops a list of success criteria for the solution ii. presents feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others iii. presents the chosen design describing the key features iv. creates a planning drawing/diagram, which outlines the main details for making the chosen solution.	The student: i. outlines a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution ii. demonstrates excellent technical skills when making the solution iii. follows the plan to create the solution, which functions as intended and is presented appropriately iv. lists the changes made to the chosen design and plan when making the solution	The student: i. outlines simple, relevant testing methods, which generate data, to measure the success of the solution ii. outlines the success of the solution against the design specification based on authentic product testing iii. outlines how the solution could be improved iv. outlines the impact of the solution on the client/target audience.

# Individuals & Societies

## Year 7 History Curriculum

	Title	Statement of Enquiry
1	Norman conquest	Conflict can lead to positive change in identity formation.
2	Medieval Life	Systems within society define a sense of identity within the context of the time.
3	Power of monarchy	The governance of the monarchy in England during specific periods led to greater fairness and development.

## 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. For Individuals in Societies these are **Change, Global Interactions, Systems and Time, Place and Space**

Aesthetics	<b>Change</b>	Communication	Communities
Connections	Creativity	Culture	Development
Form	<b>Global interactions</b>	Identity	Logic
Perspective	Relationships	<b>Systems</b>	<b>Time, place and space</b>



## Global Concepts

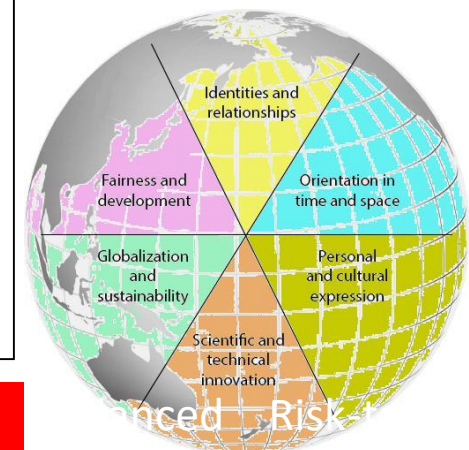
Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

## Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding. There are 12 related concepts for each phase of Individuals and Societies.

Geography		
Causality (cause and consequence)	Culture	Disparity and equity
Diversity	Globalization	Management and intervention
Networks	Patterns and trends	Power
Processes	Scale	Sustainability
History		
Causality (cause and consequence)	Civilization	Conflict
Cooperation	Culture	Governance
Identity	Ideology	Innovation and revolution
Interdependence	Perspective	Significance



## Assessment Criteria

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

## Grading

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Knowing and understanding	Criterion B: Investigating	Criterion C: Communicating	Criterion D: Thinking critically
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student: i. recognizes some vocabulary ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	The student: i. identifies a research question ii. follows an action plan in a limited way to explore a research question iii. collects and records information, to a limited extent iv. with guidance, reflects on the research process and results, to a limited extent.	The student: i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way iii. inconsistently lists sources, not following the task instructions.	The student: i. identifies the main points of ideas, events, visual representation or arguments to a limited extent ii. rarely uses information to justify opinions iii. identifies the origin and purpose of limited sources/data iv. identifies some different views.
3–4	The student: i. uses some vocabulary ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.	The student: i. describes the choice of a research question ii. partially follows an action plan to explore a research question iii. uses a method or methods to collect and record some relevant information iv. with guidance, reflects on the research process and results with some depth.	The student: i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas iii. lists sources in a way that sometimes follows the task instructions.	The student: i. identifies some main points of ideas, events, visual representation or arguments ii. justifies opinions with some information iii. identifies the origin and purpose of sources/data iv. identifies some different views and suggests some of their implications.
5–6	The student: i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	The student: i. describes the choice of a research question in detail ii. mostly follows an action plan to explore a research question iii. uses method(s) to collect and record often relevant information iv. reflects on the research process and results.	The student: i. communicates information and ideas in a way that is mostly clear ii. mostly organizes information and ideas iii. lists sources in a way that often follows the task instructions.	The student: i. identifies the main points of ideas, events, visual representation or arguments ii. gives sufficient justification of opinions using information iii. identifies the origin and purpose of a range of sources/data iv. identifies different views and most of their implications.
7–8	The student: i. consistently uses relevant vocabulary accurately ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.	The student: i. explains the choice of a research question ii. effectively follows an action plan to explore a research question iii. uses methods to collect and record consistently relevant information iv. thoroughly reflects on the research process and results.	The student: i. communicates information and ideas in a way that is completely clear ii. completely organizes information and ideas effectively iii. lists sources in a way that always follows the task instructions.	The student: i. identifies in detail the main points of ideas, events, visual representation or arguments ii. gives detailed justification of opinions using information iii. consistently identifies and analyses a range of sources/data in terms of origin and purpose iv. consistently identifies different views and their implications





## Individuals & Societies

### Year 7 Geography Curriculum

	Title	Statement of Enquiry
1 2	My Global Skills and Interactions	People's place in the world can be described using patterns and trends at different scales.
3	Population	Change is delicately managed by authorities, with intervention due to a range of social, cultural and physical factors.
4 5	Changing environments	Opportunities of globalisation have created sustainability challenges, which require interaction and management in a changing world.
6	Coasts	Communities experience and respond to processes and systems through scientific, technological and management intervention & innovation.

### 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. For Individuals in Societies these are **Change, Global Interactions, Systems and Time, Place and Space**

Aesthetics	<b>Change</b>	Communication	Communities
Connections	Creativity	Culture	Development
Form	<b>Global interactions</b>	Identity	Logic
Perspective	Relationships	<b>Systems</b>	<b>Time, place and space</b>



### Global Concepts

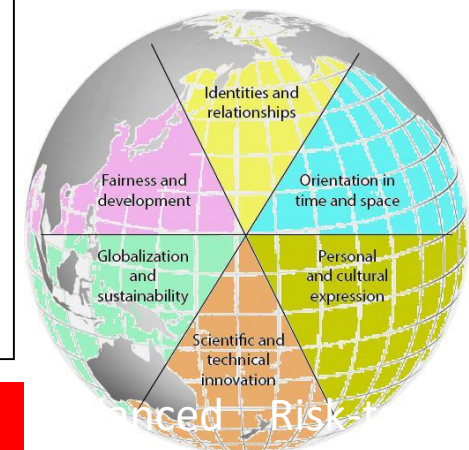
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5–6	The student: i. uses considerable relevant vocabulary, often accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	The student: i. describes the choice of a research question in detail ii. mostly follows an action plan to explore a research question iii. uses method(s) to collect and record often relevant information iv. reflects on the research process and results.	The student: i. communicates information and ideas in a way that is mostly clear ii. mostly organizes information and ideas iii. lists sources in a way that often follows the task instructions.	The student: i. identifies the main points of ideas, events, visual representation or arguments ii. gives sufficient justification of opinions using information iii. identifies the origin and purpose of a range of sources/data iv. identifies different views and most of their implications.
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## Physical Health & Education

### Year 7 Curriculum

	Title	Statement of Enquiry
1	<b>Practical:</b> Developing skills, techniques and roles <b>Health:</b> Fitness and training	<b>Practical:</b> Do you need to be good at all skills to achieve in a sport? <b>Health lesson:</b> How can you become the most efficient and successful athlete?
2	<b>Practical:</b> Performing in aesthetic activities <b>Health:</b> Fairness in Sport	<b>Practical:</b> Are performance skills more important than learning routines? <b>Health lesson:</b> Should all players follow the rules all of the time, even if the other team are being unfair?
3	<b>Practical:</b> Demonstrate personal improvement <b>Health:</b> Sport around the world	<b>Practical:</b> What decisions do you need to make to train to improve your sport? <b>Health lesson:</b> How are the sports that you play, affected by the culture and etiquette you are brought up in and with.
4	<b>Practical:</b> Range of tactics and strategies <b>Health:</b> Physical, Social and mental wellbeing	<b>Practical:</b> Does choosing the same tactic work in different sports? <b>Health lesson:</b> Discuss how physical, social and mental health contribute to the wellbeing of an individual.
5	<b>Practical:</b> Participate in problem solving activities <b>Health:</b> Media in Sport	<b>Practical:</b> What skills do you need to have to be a successful team member? <b>Health lesson:</b> Discuss the role of the media in sport.
6	<b>Practical:</b> Developing skills, techniques and roles in sport (Summer) <b>Health:</b> How the body works	<b>Practical:</b> How can skills be transferred across sports to help you achieve in more than one activity? <b>Health lesson:</b> How do the different systems in your body allow you to succeed?

### 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. For Physical and Health Education these are **Change, Communication and Relationships**



### Related Concepts

Related concepts promote deep learning. They are grounded in specific disciplines and are useful for exploring key concepts in greater detail. Inquiry into related concepts helps students develop more complex and sophisticated conceptual understanding.

Related concepts in physical and health education		
Adaptation	Balance	Choice
Energy	Environment	Function
Interaction	Movement	Perspective
Refinement	Space	Systems

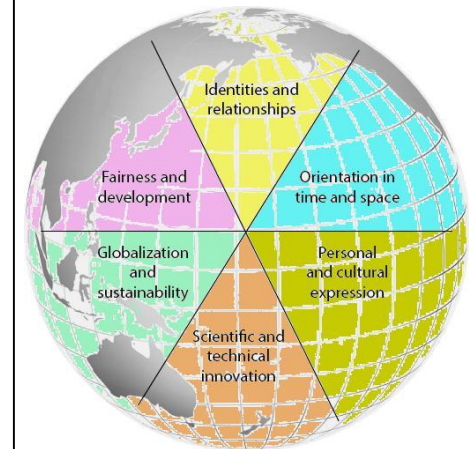
### Global Concepts

Teaching and learning in the MYP involves understanding concepts in context. Global contexts provide a common language for powerful contextual learning, identifying specific settings, events or circumstances that provide more concrete perspectives for teaching and learning. When teachers select a global context for learning, they are answering the following questions.

- Why are we engaged in this inquiry?
- Why are these concepts important?
- Why is it important for me to understand?
- Why do people care about this topic?

MYP Physical Health & Education can develop meaningful explorations of:

- identities and relationships
- orientation in space and time
- personal and cultural expression
- scientific and technical innovation
- globalization and sustainability
- fairness and development



## Assessment Criteria

## Grading

In the MYP, subject group objectives correspond to assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent:

limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

The scores for each of the four criteria are added together and a final Grade is awarded.

1	2	3	4	5	6	7
1-5	6-9	10-14	15-18	19-23	24-27	28-32

level	Level Descriptor			
	Criterion A: Knowing and Understanding	Criterion B: Planning for Performance	Criterion C: Applying and Performing	Criterion D: Reflecting and Improving Performance
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1–2	The student: i. recalls some physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues iii. recalls physical and health terminology.	The student: i. states a plan for improving health and/or physical activity ii. states the effectiveness of a plan.	The student: i. recalls some skills and techniques ii. recalls some strategies and movement concepts iii. applies information to perform with limited success.	The student: i. states a strategy to enhance interpersonal skills ii. states a goal to enhance performance iii. describes
3–4	The student: i. recalls physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success.	The student: i. outlines a basic plan for improving health and/or physical activity ii. states the effectiveness of a plan based on the outcome.	The student: i. recalls skills and techniques ii. recalls strategies and movement concepts iii. applies information to perform.	The student: i. lists strategies to enhance interpersonal skills ii. states a goal and applies strategies to enhance performance iii. summarizes performance.
5–6	The student: i. states physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.	The student: i. outlines a plan for improving health and/or physical activity ii. identifies the effectiveness of a plan based on the outcome.	The student: i. recalls and applies skills and techniques ii. recalls and applies a range of strategies and movement concepts iii. applies information to perform effectively	The student: i. identifies strategies to enhance interpersonal skills ii. lists goals and applies strategies to enhance performance iii. outlines and summarizes performance.
7–8	The student: i. outlines physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.	The student: i. constructs and outlines a plan for improving health and/or physical activity ii. describes the effectiveness of a plan based on the outcome.	The student: i. recalls and applies a range of skills and techniques ii. recalls and applies a range of strategies and movement concepts iii. recalls and applies information to perform effectively.	The student: i. identifies and demonstrates strategies to enhance interpersonal skills ii. identifies goals and applies strategies to enhance performance iii. describes and summarizes performance.