

Grade 9 curriculum offer (<i>subject to change</i>)				
Art and Design	Drama	English First Language	History	Languages Dutch or Foreign Language (electives), French Spanish German Chinese
Business Studies	Economics	English as a second Language	Geography	
International Maths	Music	PE	Co-ordinated Science	RISS Reach
ICT	Enterprise	Computer Science	World Literature	Heritage Language (private study)

Topic: Art	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 9, students begin their IGCSE Art & Design course by exploring the Key Concepts in art through a series of focused workshops and classroom activities. These include building skills in line, tone, texture, mark-making, colour, shape and form, pattern, space, composition, and perspective, using a variety of traditional and experimental media. As their confidence and technical ability grow, students transition into developing work for Component 1: Coursework, which accounts for 50% of their final grade. Under a teacher-set theme, students research, explore, and develop a personal project through two parts: a portfolio of sustained studies and a final outcome. This process fosters creative thinking, independent learning, and a deeper understanding of artistic practices in preparation for the final year of the course.		
Curriculum	Introductory Workshops	Short Projects	The Key Concepts of Art

Concepts	Form, Perspectives
ASSESSMENT	Constructive Critique, Portfolio

Topic: Business Studies	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Term 1, students gain a solid introduction to business by exploring how organisations in the public and private sectors are established, managed. They develop enquiry skills through investigating real businesses, learning about ownership types & business objectives. By the end of the term, students understand how businesses start and operate. In Term 2, students deepen their understanding of how individuals and teams function within organisations. They explore motivation theories, leadership styles, and the importance of effective communication in achieving business objectives. Through case studies and enquiry tasks, they begin analysing how well-managed people can improve business performance In Term 3, students are introduced to the key principles of marketing and its role in connecting businesses with customers. They explore topics such as market research, customer needs, segmentation, and the marketing mix. Through case studies, they learn how businesses use product, price, promotion, and place strategies to compete effectively. By the end of the term, students understand how marketing decisions influence customer behaviour and contribute to business growth.		
Curriculum	<i>Understanding business activity</i>	<i>People in business</i>	<i>Marketing</i>
Concepts	Change, Ethics, Sustainability and Creativity.		
ASSESSMENT	-Paper 1 (1 hour 30 minutes), Short Answer and Data Response 50% [80 marks]		

	-Paper 2 (1 hour 30 minutes) Case Study 50% [80 marks] -Research and presentations, -Socratic seminars
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Topic: Computer Science	Term 1	Term 2	Term 3
Curriculum Intent / overview. Theory (Paper1)- Data representation Data transmission Hardware Practical (Paper 2)- Algorithm design and problem-solving Programming (Python) Students will have already learned the foundations and functions of computing in ICT (from Grade 6-8), including a development of programming. By the end of this course, students will have a solid foundation in both theoretical and practical aspects of computer science. They will understand how data is represented, transmitted, and processed within a computer system, gaining insight into binary systems, hardware components, and communication methods. On the practical side, students will develop essential computational thinking skills, including algorithm design and problem-solving using flowcharts and pseudocode. Through hands-on programming in Python, they will learn to write, test, and debug code involving variables, control structures, functions, and file handling. These skills will prepare them for more advanced study in computer science and practical applications in real-world computing tasks.			
Curriculum	Data representation Algorithm design and problem-solving	Data transmission Hardware	Hardware Programming (Python)

Concepts	Research Skills:Information Literacy - Researching hardware components and data transmission methods. Interpreting flowcharts, diagrams, and technical visuals Communication Skills:Writing pseudocode and efficient code in Python Social Skills:Collaboration - Peer-reviewing code Social-Emotional Intelligence - Giving and receiving constructive feedback -Managing frustrations when code doesn't work as expected. Efficient Coding Skills:Organization - Planning algorithm steps before coding Maintaining a tidy code structure and file system. Persevering through debugging challenges Reflecting on learning progress Building confidence with independent coding tasks.
ASSESSMENT	Term 1: Written Test on Data Representation. Quiz on Algorithm design and problem-solving. Term 2: Group Work Project on Algorithm design and problem-solving. Quiz on Data Transmission. Term 3: Written Test on Hardware. Project on Python Programming.

Topic: Drama	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Drama Grade 9 introduces students to developing their understanding of building their programme of Coursework while also studying a play that will be explored as practical theatre with a focus on investigating performing and staging opportunities. Coursework is made up of three compulsory performances which are the study and performance of a monologue, a group scripted piece and the building of a group devised piece. While exploring the practical understanding of repertoire, students will focus on developing the performance skills necessary to bring a script to life, work with a stimulus to build a group devised piece and learn to communicate effectively with an audience.		
Curriculum	Developing Acting Skills	Performance	Devising

Concepts	Identity, Representation, Process, Power, Transformation, Relationships
ASSESSMENT	Characterisation and Performance, Monologue Performance.

Topic: English as First Language	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Grade 9 FLE will begin with an introduction to language and reading skills: skimming, scanning, detailed reading. Students will review literary devices and acquire new ones. Additionally, they will acquire skills in understanding and using rhetorical devices. Finally, students will be introduced to argumentative structures, including convincing an audience with ethos, logos and pathos; they will craft effective arguments that are supported with evidence and counter-arguments. Students will produce narrative stories as well as investigative journalism articles.		
Curriculum	Writing to describe: Don't tell me, show me!	Narrative & Genre	Writing to Influence/Persuade
Concepts	Perspective, Aesthetics, Creativity, Form		
ASSESSMENT	Investigative Journalism article, Narrative writing, Paper 1.		

Topic: English and a Second Language	Term 1	Term 2	Term 3
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Curriculum Intent / overview.	Students entering IGCSE ESL work on the four areas of language development: Reading, Writing, Speaking and Listening. These skills are developed by creating opportunities to learn and use language authentically. For example, students learn to write in different text types, i.e. letters, reports, articles. Presentations reinforcing understanding of language skills are based on themes such as Hobbies, Language, Beauty (these vary year to year, depending on student agency). Listening skills are practiced by using broadcast news reports from various English language countries. <i>In My Enemies House</i> by Carol Matos, is read in class. This text helps develop vocabulary and reading skills.		
Curriculum	Term 1: Getting to know each other. Cultures. Reading, Writing, Listening and speaking	Term 2, Hobbies, What if everyone looked the same. Reading, Writing, Listening and speaking	Term 3, Movies, What we love, what we hate. Reading, Writing, Listening and speaking
Concepts	Identity, Relationships, Aesthetics, Communication, Creativity, Form		
ASSESSMENT	Formative Assessments: Vocabulary quizzes, PEEL paragraph writing Summative Assessments: Oral Presentations, group projects, portfolios		

Topic: EAL 9	Term 1	Term 2	Term 3
Curriculum Intent / overview.	English as an Additional Language is a skills-based course which aims to enhance students' grammar by focusing on specific grammar structures and using writing assignments to practice those skills in an authentic way. These skills and assignments are practiced through themes such as Modern Life, Cities, and Water. Students read and discuss the novel, <i>Have You Seen Luis Velez</i> , by Catherine Ryan Hyde. This novel serves as an opportunity for analysis and writing assignments.		
Curriculum	A New Look, Clothes and Fashion	Sports, Novel Study	Transportation
Concepts	Community, Connections, Culture, Identity		

ASSESSMENT	Formative: in-class discussions, written pieces, presentations Summative: Unit Quizzes, projects

Topic:Economics	Term 1	Term 2	Term 3
Curriculum Intent / overview.	At the end of year 1, students have studied the foundations of Economics, like Scarcity, Economic Systems and the Price System. In term 1 we go into the foundations of Microeconomics with regards to resource allocation based on economic systems and the price system. In term 2 we discuss decision making by individuals, households and firms. Concepts like market failure, labour market, cost-revenue-profit and market structures are explored. From Term 3 onward we explore the foundations of Macroeconomics and macroeconomic decision making by governments and central banks in terms of government policies. Students are expected to perform calculations and demonstrate their evaluative skills in essays by making balanced judgements based on viewing different sides of an economic issue.		
Curriculum	Scarcity and Price System	Microeconomic Decision Makers	Macroeconomics
Concepts	Scarcity, Price Determination, Market Power, Choice, Resources, Equity, Efficiency, Government Intervention, Sustainability, Standard of Living		
ASSESSMENT	Formative Assessments like quizzes, verbal questions and students showing diagrams on the whiteboard Summative Assessments like structured writing assessments and group projects		

Topic: Enterprise	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In term One students focus on the creation of an enterprise project. Students will start by identifying a problem, need or want and will then create a business plan, design and conduct market research, spot problems and devise solutions, identify suppliers, develop budgets, create branding, critically assess possible sources of finance and appropriate marketing strategies before beginning the process of launching their business.		

	During this phase students are learning the core functions and skills needed to be an entrepreneur. Students will learn to write a report explaining advantages and disadvantages of possible ideas. In term Two, students will begin to manage their enterprise project, learning from problems and developing effective solutions to enable their business to progress. After pitching their plans in a presentation, they will implement their marketing campaigns and gather their finance, developing presentation skills. As they manage their projects, they will focus on developing entrepreneurial skills In term Three As the year progresses students will also be applying their knowledge of enterprise concepts to their enterprise projects. They will have developed their enterprise knowledge and skills and will then use their acquired knowledge and experience to develop answers and arguments, in line with the IGCSE enterprise exam. They will also develop their analysis and evaluation skills, applying what they have learned during the management of their enterprise project, evaluating successes and failures in the first year, using this to think of aims and objectives and strategies for the second year.		
Curriculum	1. Planning an enterprise project	2. Implementing an enterprise project	3. Monitoring and evaluating an entrepreneurial project
Concepts	Risk Taking		
ASSESSMENT	1. Initial report and Business Plan 2. Pitch Presentation + Enterprise Skills 3. Exam style questions		

Topic: Geography	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Through the curriculum themes listed below, students develop critical thinking by exploring geographical themes and challenging their own assumptions. Inquiry-based activities promote curiosity and help learners make meaningful connections between concepts and real-world contexts. Through the analysis of demographic data and case studies, students strengthen their research skills. They learn to ask relevant questions, interpret evidence, and communicate findings effectively using a range of sources. Learners enhance their communication and teamwork		

	through group discussions, debates, role plays, and collaborative tasks. These activities build empathy, confidence, and respect for diverse perspectives. Students manage their learning through shared deadlines, organization strategies, and opportunities to revise work. This supports responsibility, self-reflection, and a commitment to improving performance.		
Curriculum	Changing populations Changing towns and cities	Tectonic hazards Changing river environments	Changing coastal environments Fieldwork
Concepts	Sustainability, Place, Space, Process, Power, Change		
ASSESSMENT	Ideally one project and one unit test per term. In the spring we opt to complete the fieldwork investigation for their coursework. This is a 2000 word research paper based on primary data we collect in 'the field' (Rotterdam) based on a topic students help choose. This ends up being worth 27.5% of their final grade and is assessed both internally and externally by Cambridge. The rough draft of this piece of work is due early in year 2.		

Topic: History	Term 1	Term 2	Term 3
Curriculum Intent / overview.	At the end of grade 9 history, students will be familiar with paper 1 writing and analysis skills and paper 2, source analysis skills. RISS History studies Option B: 20th Century History with topics ranging from How fair was the Treaty of Versailles to the Cold War. The paper 2 topic rotates per year, so it depends on the year per topic. However, the skills are embedded in each unit. The Second World War depth study content is the foundation for the 2,000 word alternative to coursework essay. Throughout the year, students will develop their analytical skills through regular reading and writing practice. Students hone their research writing skills and are able to write a bibliography in MLA format. Students learn how to develop in depth responses that consider both sides of an argument. Through case studies and document analysis, students deepen their ability to synthesize multiple viewpoints and evaluate causes and consequences.		
Curriculum	How Fair was the Treaty of Versailles? (paper 1) League of Nations (paper 1)	How far was Hitler's foreign policy responsible for the outbreak of WWII? (Paper 1)	Depth Study World War II Research of Coursework.

Concepts	Cause and Consequence, Significance, Perspectives, Power, Ideologies, continuity and change,		
ASSESSMENT	A test per term based upon the paper 1 skills; Source analysis portfolios; Practice coursework in a shortened version focused on significance with citations; Presentation skills; Coursework outline and research document;		

Topic: Languages Dutch Beginner	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In grade 9, students in the Dutch Beginners program receive three hours of Dutch per week. Lessons are aimed at providing students with the basic skills to communicate in the language of the country they are currently making their home in. Themes such as ‘Kennismaken en afspreken’, ‘Boodschappen doen en winkelen’, and ‘Op reis door Nederland’ will provide students the vocabulary to introduce themselves in conversation with native speakers, and to communicate with staff members in shops. Apart from listening and speaking, students will also practice their reading and writing skills, helping them to understand and provide information in their daily lives.		
Curriculum	Kennismaken en afspreken, feesten en familie	Boodschappen en winkelen	Op reis door Nederland
Concepts	Audience, form, function, meaning, message, patterns, pronunciation, word choice		
ASSESSMENT	Students will show their understanding through a variety of reading, listening, writing and speaking tasks.		

Topic: Languages Dutch Intermediate	Term 1	Term 2	Term 3
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Curriculum Intent / overview.	In grade 9, students in the Dutch Intermediates program receive three hours of Dutch per week. Lessons are built around engaging themes such as ‘eten’, ‘vriendschap’, and ‘sociale media en technologie’. Students develop core skills in reading and listening comprehension, writing, speaking, vocabulary acquisition, spelling, and a mastery of various intermediate-level grammar topics such as the past tense. The curriculum is designed to build confidence, accuracy, and fluency, and to ensure a strong foundation for success in the IGCSE, and IB program.		
Curriculum	Eten, internet en sociale media	Vriendschap en vrije tijd	Regels en straf, straatcultuur
Concepts	Audience, Context, Conventions, Empathy, Function, Meaning, Message, Purpose, Structure, Word Choice		
ASSESSMENT	Students will show their understanding through a variety of reading, listening, writing and speaking tasks.		

Topic: Languages Dutch Advanced	Term 1	Term 2	Term 3
Curriculum Intent / overview.	The two-year Dutch Advanced course supports students in strengthening their command of the Dutch language while also developing critical thinking and communication skills. Throughout the program, students learn to express themselves clearly, accurately, and purposefully in both spoken and written Dutch. They gain confidence using a wide range of vocabulary and grammatical structures, learn to adapt their tone and style to different audiences, and explore how language is used in various contexts—both literary and non-literary. Students are assessed formatively and summatively across all four skills: reading, writing, listening, and speaking. By engaging with a broad variety of media and text types, they not only become more effective communicators but also gain insight into the role of language in shaping meaning and culture. In Grade 9, students are introduced to the core components of the Dutch Advanced course. They build the foundational skills needed to analyse and produce texts, while developing greater fluency and confidence in Dutch. Early in the year, they begin practising text types such as emails, diary entries, reports, and infographics. Reading and listening tasks are based on accessible and engaging materials like travel blogs, vlogs, or news items, often		

	related to personal or social themes. Students also read their first Dutch-language book and engage in discussions and assignments that connect literature to their own experiences and opinions. Speaking tasks may include role plays or short presentations. Grammar and spelling are taught in context, with attention to sentence structure, verb conjugation, and expressions of opinion. A thematic focus—such as relationships, daily routines, or one’s neighbourhood—guides reading, speaking, and writing practice. By the end of Grade 9, students are familiar with the expectations of the exam program and have practised all four skills through meaningful, structured tasks.		
Curriculum	Relatives	De wereld om ons heen	Typisch Nederland?
Concepts	Audience, Context, Conventions, Empathy, Function, Meaning, Message, Purpose, Structure, Word Choice		
ASSESSMENT	Students will show their understanding through a variety of reading, listening, writing and speaking tasks.		

Topic: Languages Dutch First	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In the two year program students will build on their knowledge and understanding of the Dutch language, by gaining lifelong skills including: the ability to communicate clearly, accurately and effectively in writing / the ability to use a wide range of vocabulary, correct grammar, spelling and punctuation / a personal style and an awareness of the audience being addressed / develop more general analysis and communication skills such as synthesis, inference and the ability to order facts and present opinions effectively. In this course, students study a range of non-literary and literary texts in a variety of media. They will explore the crucial role language plays in communication and shaping the world. Students will also learn about their own roles		

	as producers of language and develop their productive skills. Assessment (formative and summative) is based on analysing and producing literary and non-literary texts in a written and spoken format. In Grade 9, students are introduced to the full Dutch First curriculum and engage with a variety of literary and non-literary texts across different media. They read several books over the year, gradually deepening their understanding and analytical skills. Themes such as current events, argumentation, and historical topics provide a rich context for students to develop their reading, writing, speaking, and listening skills. For example, students practice writing news articles, reviews, and persuasive texts, as well as delivering presentations and participating in discussions. Grammar and spelling instruction is integrated into the curriculum to support these skills.		
Curriculum	Term 1 - Objectiviteit - Het nieuws dichterbij	Term 2 - Opinie - Leren argumenteren	Term 3 - Culturele identiteit - Het koloniaal verleden uitgediept
Concepts	Communication, Perspective, Connections, Creativity, Culture, Global Interaction		
ASSESSMENT	Throughout the two years, students' progress is assessed through a combination of formative and summative tasks, including written exams, oral presentations, and creative projects. This holistic approach prepares students not only for academic success but also for confident and independent use of Dutch in real-world contexts.		

Topic: Languages French	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 9 French, students begin the two-year preparation for the Cambridge IGCSE French exam. They work on developing the four key language skills: listening, speaking, reading, and writing, which correspond directly to the four components of the final IGCSE assessment.		

	Throughout the year, students cover the first part of the IGCSE syllabus, focusing on personal information, daily life, leisure activities, travel, and school life. They continue to expand their vocabulary, improve grammatical accuracy, and develop strategies to understand and produce increasingly complex texts. Lessons include regular practice in all four skills through varied tasks such as role plays, reading comprehension, guided writing, and listening exercises. Students also begin working with past IGCSE-style tasks to build exam confidence from an early stage. By the end of the year, students are expected to write short texts and paragraphs with good structure, express ideas more fluently in conversation, and demonstrate understanding of both written and spoken French in familiar contexts.		
Curriculum	Mon quotidien, être en pleine forme	La vie de famille, faire la fête	La ville présente et futur
Concepts	Identity, systems, culture, time/place-space , relationships perspectives, globalisation.		
ASSESSMENT	Written test, presentation, personal projects, student portfolios, standardised tests, interactive orals		

Topic: Languages Spanish	Term 1	Term 2	Term 3
Curriculum Intent / overview.	This is the first year of the two-year Cambridge IGCSE Spanish course. Students will develop their reading, writing, listening and speaking skills through engaging topics such as family and friends, home and school life, food and healthy living, leisure and holidays. Grammar instruction includes the present, past and future tenses, as well as common connectors and everyday expressions. Assessments take place twice per term and include a variety of formats such as projects, tests, and oral tasks. By the end of the year, students will sit internal exams that assess reading, writing and listening comprehension, providing a		

	strong foundation for the second year of the IGCSE course		
Curriculum	<i>Living and studying</i>	<i>Family and food</i>	<i>The world around us</i>
Concepts	Communication, Creativity, Global interaction, Identity, Relationships, Systems		
ASSESSMENT	Written test, presentation, personal projects, student portfolios, standardised tests, interactive orals		

Topic: Languages German	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 9, students will begin the first leg of the IGCSE German course, marking a shift toward more intensive language learning. Building on the Foundation Years, students will work to strengthen and expand their skills in listening, reading, speaking, and writing, with increased focus on accuracy, fluency, and exam-style tasks. They will engage with a wider range of authentic materials—such as articles, interviews, and videos—on topics including school life, holidays, daily, and relationships. Students will develop strategies for understanding longer texts and producing more complex written and spoken responses. Grammar knowledge will be systematically reinforced, and regular formative and summative assessments will mirror exam-style questions to track progress and build exam confidence.		
Curriculum	Mein Zuhause Meine Schule	Wollen wir reisen? Ein Tag in meinem Leben	Gesund leben Meine Beziehungen
Concepts	Communication, Community, Culture, Global interaction, Identities, Relationship, Time and place		

ASSESSMENT	Written test, presentation, personal projects, student portfolios, standardised tests, interactive orals
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Topic: Languages Chinese	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Grade 9 students begin their two-years IGCSE Mandarin Chinese - foreign language studies. The course develops practical communication skills in listening, speaking, reading, and writing, and deepens these skills over time. It also introduces the cultures of Chinese-speaking countries to foster positive attitudes toward language learning and other language users. Building on their existing foundation, students will expand their vocabulary, strengthen their grasp of grammatical structures, and improve their listening, speaking, reading, and writing skills through in-depth study of various topics. Each term, they will complete a range of assessments, including topic-based written and listening exams, writing tasks, speaking assessments, and project work, to prepare for intensified improvement in the second year		
Curriculum	People, appearance, celebrations, pets, sickness,	Weather and holiday, occupations, hobbies, schooling, school facilities	Food, shopping, neighbourhood
Concepts	Identity, Community, Relationships, Culture, systems, pattern, time/place-space .		
ASSESSMENT	Listening test, Written test, personal projects, standardised tests, interactive orals		

Topic: International Maths	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Cambridge IGCSE International Mathematics (0607) supports learners in building competency, confidence and fluency in their use of techniques and mathematical understanding. Learners develop a feel for quantity, patterns and relationships, as well as developing reasoning, problem-solving and analytical skills in a variety of abstract and real-life contexts. Cambridge IGCSE International Mathematics provides a strong foundation of mathematical knowledge both for candidates studying mathematics at a higher level and those who will require mathematics to support skills in other subjects. Students will start with building their fundamental knowledge in topics such as Number, Algebra, Functions, Coordinate geometry, Geometry, Mensuration, Trigonometry and Transformations. This subject is offered in Core and Extended level.		
Curriculum	Numbers Algebra	Geometry Algebra Trigonometry	Coordinate Geometry Equations Sequences
Concepts	Patterns, Form, Relationships, Communication, Space, Connections		
ASSESSMENT	Written Tests, Investigations, Tasks		

Music	Term 1	Term 2	Term 3
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Curriculum Intent / overview.	In Grade 9, we begin the year by revisiting the music theory knowledge students have gained throughout the foundation years. From there, students build the foundation for the IGCSE Music course by exploring the seven Areas of Study, which range from Western classical traditions to world music and contemporary genres such as popular and film music. The content of these areas is reinforced through listening exercises, analytical tasks, and practical projects. Students begin to develop their aural awareness and deepen their understanding of musical elements, styles, and contexts. Solo performance is a key focus, with students working towards an individual performance that showcases both their technical ability and musicianship. In the composing component, students are introduced to notating their musical ideas using software and to explore compositional techniques such as repetition, contrast, and development, as they work towards completing their first original coursework piece. Termly assessments target the seven Areas of Study, solo performance progress, and compositional development, laying a strong foundation for the more advanced ensemble and creative work in Grade 10.		
Curriculum	Classical Period	Romantic period	20th Century
Concepts	Creativity, Development, Form, Perspective		
ASSESSMENT	Composing, Performing, Individual and Group Presentations		

Topic: PE	Term 1	Term 2	Term 3
Curriculum Intent / overview.	In Grade 9 Physical Education, students develop advanced physical and interpersonal skills through five units: Indoor Hockey/Floorball, Design a Game, Gymnastics Apparatus, Archery Tag, and Performance Improvement. These units focus on physical development, creativity, strategy, and personal goal-setting. In addition, students explore three theory components: Health & Well-being, Social, Cultural and Ethical Influence, and Health Information & Promotion, deepening their understanding of physical activity in a broader context. Students are assessed through a variety of methods including skill demonstrations, presentations, group work, and theory-based tasks. A key part of our approach is the Engagement & Interpersonal Skills (EIS) framework, which focuses on		

	communication, leadership, collaboration, positive contribution, encouragement, and self-management. EIS helps students build essential life skills alongside physical development, supporting success both in and beyond the classroom.		
Curriculum	Team Building Indoor Hockey/Floorball Health & Wellbeing	Design A Game Gymnastics Social, Cultural and Ethical Influence	Archery Tag Performance Improvement Health Information & Promotion
Concepts	Movement, Interaction, Space, Adaptation, Perspectives, Systems		
ASSESSMENT	Formative: observation, peer/self-assessment, feedback using EIS criteria (communication, encouragement, leadership, self management, collaboration & positive contribution). Summative: end-of-unit skill demonstrations or performances. End of year summative project/exam.		

Topic: Co-ordinated Science	Physics	Chemistry	Biology
Curriculum Intent / overview.	Across Grades 9, students build a strong foundation in Physics through a wide range of engaging and progressively challenging topics. The journey begins in Grade 9 with core concepts such as Motion, Forces and Energy, Thermal physics, and Wave behaviour, helping students understand	The IGCSE Chemistry syllabus offers a strong and well-rounded introduction to chemistry by combining theoretical understanding with practical laboratory experience.	In Grade 9 the course covers a wide range of topics, including cell structure, enzymes, biological molecules, plants, nutrition, and diseases / immunity (students complete topics B1 - B10). Full details of the content are available in the Cambridge International Examinations syllabus document on the official website. Throughout the

	how physical principles explain the world around them.		course, students also develop their scientific investigation skills through a variety of practical activities embedded within each unit.
Curriculum	P1: Motion, Force and Energy P2: Thermal Physics P3: Waves	C1: States of matter C2: Atomic structure & Periodic table C3: Stoichiometry C4: Electrochemistry	B1 Characteristics of living organisms B2 Cells B3 Movement into and out of cells B4 Biological molecules B5 Enzymes B6 Plant nutrition B7 Human nutrition B8 Transport in plants B9 Transport in animals B10 Diseases and immunity
Concepts	Change, form	Change, Relationships	Form, Change, Systems
ASSESSMENT	1. Physics practical, based on paper 5 (Summative) 2. Test on P1,P2 and P3, on paper 2 , paper 4 and paper 6 (Summative)	1. Chemistry Practical assessment 2. Written Test	Biology Practical based on Paper 5/6 Assessment on B1-B9

Topic: Environmental Management	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Students follow the Cambridge IGCSE Environmental Management syllabus, developing an understanding of how people interact with the environment and how Earth's resources can be used sustainably. Over the two-year course,		

	students build scientific literacy, systems thinking, and analytical skills by studying ecosystems, weather and climate, population dynamics, and natural resource management. Through discussions, case studies, and research-based tasks, students deepen their appreciation of environmental challenges and explore realistic solutions. By the end of Grade 10, students are able to think critically about environmental issues and respond effectively to data-based and real-world scenarios.		
Curriculum	Unit 7: The atmosphere and human activities Unit 9: Natural ecosystems and human activities	Unit 9: Natural ecosystems and human activities Unit 8: Human population	Unit 2: Energy and the environment Unit 4: Water and its management
Concepts	Term 1: Connections and Global Interactions Term 2: Global Interactions and Communities Term 3: Development and Systems		
ASSESSMENT	Structured and short-answer Paper 2 style assessment. Paper 1 case study based assessment. End-of-year Paper 1 / Paper 2 style assessment.		

Topic:World Literature	Term 1	Term 2	Term 3
Curriculum Intent / overview.	This year aims to develop students' critical, evaluative and analytical skills, through the study of a range of unseen poetry. We will also work on Romeo and Juliet by William Shakespeare, in preparation for the coursework assignment in Grade 10. In addition to the unseen poems we will study 14 Poems from The Songs of Ourselves Collection. This will include an awareness of some relevant social and literary context to enable demonstration of a deeper understanding of the texts concerned. Analytical skills, specifically linguistic, structural and technical analysis will be the focus, as well as the development of literary essay planning, structuring and evaluative paragraph writing skills. Our termly assessments will focus on building those specific skills and will be the focus for		

	next year's internal assessments and final exams.		
Curriculum	Introduction to Literary Analysis	Tradition vs Change	Poetry: Songs of Ourselves
Concepts	Aesthetics, Change, Communication, Communities, Connections, Development ,Form, Identity, Perspective, Relationships		
ASSESSMENT	Analytical Essays/Literary Analysis, Empathic Response End of Year: Paper 2 (Unseen Poetry)		

Topic: RISS Reach	Term 1	Term 2	Term 3
Curriculum Intent / overview.	The RISS Reach course has been developed in line with the RISS vision of educating for self-awareness, curiosity and integrity in a changing world, and our core values of courage, relationships, respect and responsibility. This innovative and rigorous Middle Years subject encourages every student to enjoy their youth, through inquiries that encourage personal, local and global engagement, international mindedness and global citizenship. RISS Reach is a required subject in the Middle Years that directly prepares students for the core components of the IB Career-related Programme and IB Diploma Programme, as well as enriching students' IGCSE subject studies. Students will learn both individually and collaboratively as they pursue development of a chosen skill, explore global issues, take action through an impact project and community engagement project, and think critically about a topic of choice in preparation for sharing their voice in a TED-style talk.		
ASSESSMENT	Throughout the course, students will develop and integrate information technology skills, including a digital portfolio that will document evidence of both the process and products of their conceptual understanding. Learning will be evaluated through ongoing assessment that includes frequent and informative student, peer and teacher feedback. Students will share their learning with the community through exhibitions and events.		