



# MIDDLE SCHOOL CURRICULUM GUIDE

2022-23



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# YEAR 7 CURRICULUM

Year 7 is an exciting time in a young learner's life and is their first step into our Middle School. Year 7 students enjoy all the opportunities that our Middle School offers without the pressure associated with external examinations. These students will have the same teachers, facilities, and schedule as the rest of the Middle School.

This year provides the first opportunity for students to have subject specialists for each of their courses. This grants them access to teachers who can steer the development of their interests and skills as they pertain to each subject.

Year 7 students can develop the learning skills and behaviours which will equip these students with the ability to succeed in the following years. Students will be assisted in learning to manage their time, adjust to different teachers, and pursue their interests.



In year 7 students will study a variety of subjects taught by specialists. All students are expected to study Copperfield core subjects. All students study French (according to their level of proficiency), English, History, Maths, Science, Arts, Economics, and Physical Education which includes skiing). Students also get to choose between German and Spanish as a third language.

Year 7 students are expected to continue to develop as learners in line with the school ethos. We offer a Socio-emotional program which will help students progress and flourish. Copperfield students are expected to be globally-minded, compassionate, confident, and kind. Students will develop an understanding of how their actions affect others and reflect on their behaviour and their choices. Students will become more responsible members of our lovely community.

# FRENCH

## Year 7/8/9

### GROUP 1

The aim for students in Group 1 is to know basic grammatical rules and key vocabulary and to be able to understand the main information around them when in an immersive environment.

This year, students will come to understand and respond to spoken and written language from a variety of authentic sources. This will involve developing the following knowledge and skills:

Speaking with increasing confidence, fluency, and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

By the end of Key Stage 3, pupils are expected to know, apply and understand the content, skills, and processes specified in the program of study.

### Key Stage 3

- Meeting and greeting. Spelling in french. Counting to 21. Saying how old you are. Days and months. Saying when your birthday is.
- Bonjour, How are they? What are they called?
- Quel âge as-tu?
- Joyeux Anniversaire.
- Contents of your school bag. The indefinite article. Describing the classroom. The definite article. Likes and dislikes. Talking about hobbies.
- Dan's mon sac.
- Ma salle de classe.
- J'adore le judo.
- Colours and adjectives. Talking about animals. Using a dictionary. Talking about family, using mon, ma, mes.
- Les goûts et les couleurs.
- Tu as un animal?
- Ma grand-mère est une hippie.



# MATHS

## YEAR 7

In Year 7 Mathematics we are building on the foundational maths skills that students learn in year 6. Students continue to develop skills such as problem-solving and word problems.

The aim of this year is for students to become fluent in the fundamentals of Mathematics. This will include varied and frequent practice with increasingly complex problems over time. Pupils will be able to develop conceptual understandings and the ability to recall and apply knowledge rapidly and accurately.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. In the course of the year, the aim is for the students to continue to grow in confidence as they inquire into increasingly challenging aspects of Mathematics.

- Number Theory
- Integers
- Area
- Algebra
- Fractions
- Measures
- Decimals
- Angles
- Graphs
- Probability
- Averages
- Percentages
- Algebra 2

# SCIENCE

## YEAR 7

The aim of the course is for students to become aware of some of the big ideas underpinning scientific knowledge and understanding with a particular emphasis on Physics. Students should be encouraged to relate scientific explanations to phenomena in the world around them and start to use modelling and abstract ideas to develop and evaluate explanations. Pupils should understand that Science is about working objectively, modifying explanations to take account of new evidence and ideas, and subjecting results to peer review.

Pupils should decide on the appropriate type of scientific inquiry to undertake to answer their own questions and develop a deeper understanding of factors to be taken into account when collecting, recording, and processing data. They should evaluate their results and identify further questions arising from them.

In Year 7, students will reassess previous knowledge and expand it considerably by using a flow of courses that are complementary to each other, starting from how the universe started to how human civilisation has evolved and what kind of future lies ahead.

The course will take the students through a cohesive journey of Astronomy, Physics, Chemistry, Biology, Ecology, Technology, and Sociology, to understand the Cosmos, the forces of the universe, the nature of matter, the properties of materials, the emerging property of life, the complex processes of living organisms, the variety of life, humans and our society, technology, and the limits or not of human civilisation.

- 
- UNIT 1: Motion, Forces, and Energy. Motion, Mass, and weight. Density, Forces, Momentum. Energy, Work, Power, Pressure.
  - UNIT 2: Thermal Physics. Kinetic particle model of matter. Thermal properties and temperature. Transfer of thermal energy.

- UNIT 3: Waves General properties of waves, Light Sound. Electromagnetic spectrum
- UNIT 4: Simple phenomena of magnetism. Electrical quantities, Electric circuits. Electrical safety. Electromagnetic effects

# ENGLISH

## YEAR 7

The Year 7 English course will focus on developing the student's passion for reading and writing. As a transition from the PYP, the curriculum will build on their previous knowledge, but with a more demanding perspective. The main objective will be to provide all students with the necessary tools to confidently face more challenging situations in the years to come, such as public speaking, essay writing, and reading Shakespeare. For that, the students will need to keep a reading journal, will have weekly spelling tests, and will have weekly writing assignments.

This year we aim to: become proficient in punctuation, develop grammar knowledge, become proficient readers that can answer difficult questions related to texts, become proficient in summarising and paraphrasing, becoming proficient writers that can write in different styles. In the grammar aspect of the course, the students will learn about: punctuation, main clauses/subordinate clauses, relative clauses, the correct distinction of homophones, etymology and the enhancement of vocabulary. The students will develop a passion for communication in written English, a routine of reading, and a passion for conveying information concisely and accurately.

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### Reading and Writing

- Audience. Register. Purpose of a text
- Summary and Paraphrasing
- Writing skills: paragraphs. Giving voices to different characters. Poetic devices.

### Grammar

- Use of apostrophes. Main clauses/subordinate clauses. Defining/Non-defining clauses
- Direct and indirect speech. Impact of punctuation.
- Guided writing. Introduction to journalism. Informative vs persuasive writing.

### Introduction to Essay writing.

- Formal writing. Paragraphs in essays.
- Paragraphs in essays.
- Writing their first essay.

# HISTORY

## YEAR 7

The Year 7 History course aims to share the excitement of studying the past with young students. The course aims to get students wrestling with primary sources and using these sources to forge arguments about the past. Students will explore history through a textbook along with other sources of information. Some of the historical events in this book will be further investigated by looking at primary sources. World History 1066-1500 is a yearlong course that explores politics, social change, and technological development. During this year, students will: foster an appreciation of history, learn to interpret primary sources, and develop foundational writing and analytical skills.

Students will learn about the significant historical events between 1066 and 1500. They will make arguments using evidence and will interpret primary sources. They will use primary sources to make inferences about the past. As inquirers, they will ask questions about the past and consider who these questions can be answered. Most importantly, students will develop a passion for and understanding of exploring historical events.

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### Spotlight on England and Historical Skills

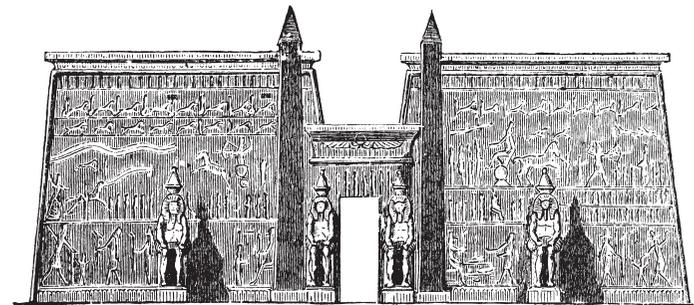
- Anglo-Saxon England. Reign of William the Conqueror. Feudalism.
- Medieval period & witchcraft.
- Crusades. Where does parliament come from?

### Swiss History

- Switzerland, Helvetia; Switzerland, 1291.
- Modern world govt connections, building democracies.
- Black death, Hundred years war.

### Politics & background to the renaissance

- Humanism & Machiavelli.
- Ming dynasty.
- Europe New Monarchies.



# GERMAN

## YEAR 7

The aim of this course is to introduce students to German, a modern foreign language that they may need or want to use in the future. The aim of the course is for students to gain confidence in speaking and understanding German so that they would feel more comfortable when visiting a German speaking country or region.

This year we will study the basics of grammar, speaking, listening, and writing.

Students will come to understand the structure of the language and will make links with the student's mother tongue. Students will be able to develop their mastery of a language independently, building on the foundations they will acquire.

Most importantly, students will develop a passion for and understanding for modern languages, as they will be able to see the links between the unknown and their knowledge and experience.

- The Basics of the German language.
- Introducing ourselves. Our Routines.
- Auxiliary verbs (sein und haben) and regular verbs
- Sentence structure in German: Subject, Verb, Acusativ, Dativ, Circumstantial Complements.
- Going further: past and future
- Talking about the future: modal verbs
- Talking about the past: perfect tense with past participles
- Correct use of prepositions
- Advanced German
- Declensions
- Subordinate clauses in German
- German punctuation



# SPANISH

## YEAR 7

The course aims to introduce students to Spanish so that they get to know a new culture and a new language that can be useful for communicating in the future. In the course of the year they will learn grammar, listening, speaking, and writing for beginners.

Students will understand and respond to the spoken and written Spanish language from a variety of authentic sources. They will speak with increasing confidence, fluency, and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions. They will be continually improving the accuracy of their pronunciation and intonation. Students will learn to write using the variety of grammatical structures that they have learned.

Students will come to know the language and culture of Spanish speaking countries using contexts that are familiar to them in their daily lives. They will practice the skills they need to acquire in order to develop Spanish language learning, such as listening, reading, speaking, and writing. They will also experience grammar progression through a range of different resources. Students will acquire the skills and learning strategies that they need to become independent language learners.



- 
- Introduction and expectations
  - Basic classroom vocabulary, the sounds of the alphabet.
  - Who am I?, verb: to be, adjectives, difference between feminine and masculine.
  - Personal pronouns, definite articles, connectives (y, también, use of "pero").
  - Numbers (1-30), months and birthdays, verb: to have, indefinite article.
  - Animals and colours, comparatives (más, menos, igual que).
  - Vocabulary: my family, present tense.
  - Halloween vocabulary.
  - Verb: to like, connective (Porque, cuando), affirmative and negative sentences.
  - Verb: to listen/ to speak, verbs ending in -ar, vocabulary on daily activities.
  - Verb: to do, to play, sports and
  - Weather vocabulary.
  - Christmas vocabulary.

# ARTS

## YEAR 7

The Arts course in Year 7 will open a window on the world of Music through artistic interpretations of known pieces. Students will experiment with creating sounds and also explore different facets of the art world, like drawing.

Students will learn how to play together, in rhythm. They will listen appreciatively to each others musical compositions. Students will grow their curiosity about the Arts by exploring different artistic techniques. They will explore how different cultures express themselves through Art. The course will include developing a knowledge of musical instruments, and developing their drawing skills.

In the course of the year, students will:

- Find a way to express themselves that is different from what they have known so far.
- Take first steps in the understanding of the basic elements of music- and the notion of art
- Express themselves through drawing and making a comic.
- Listen, recognise and discuss pop music & different kinds of music.
- Inquire into Street Art (Kobra-Banksy).



# ECONOMICS

## YEAR 7

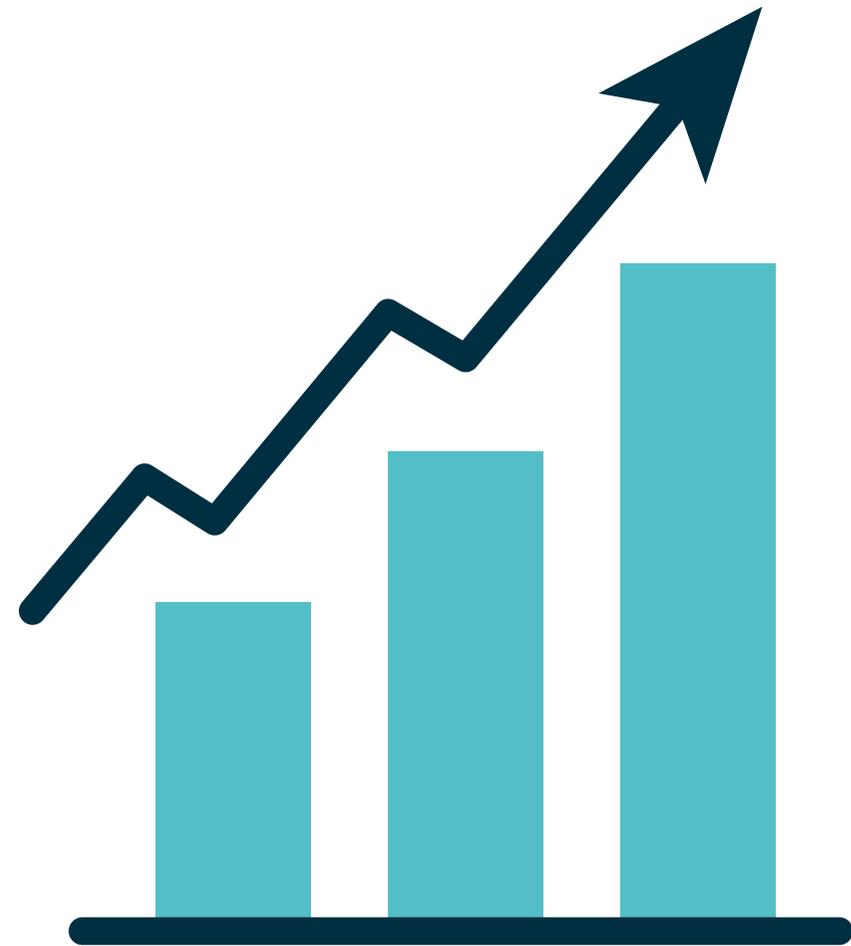
In Year 7 Economics, we will be taking an introductory look at the discipline by using the key debates about what it actually is to 'do' economics. We begin by analysing how incentives underpin our action and motivations, and reveal our preferences, before looking at core concepts like trade-offs, the basic economic problem, and globalisation.

By using real world examples, we will come to see the enduring relevance of economics to our daily lives, showing the practical usefulness as well as the academic interest it can spark as connections between other subjects on the curriculum are made. This introduction will provide a foundation for IGCSE level economics by thematically taking on the biggest questions the subject has to offer, while never getting lost in abstraction.

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Within this syllabus we will cover the following:

1. What is economics?
2. The basic economic problem
3. Trade-offs
4. Globalisation
5. Production and consumption
6. Global demographics



# PHYSICAL EDUCATION

## YEAR 7

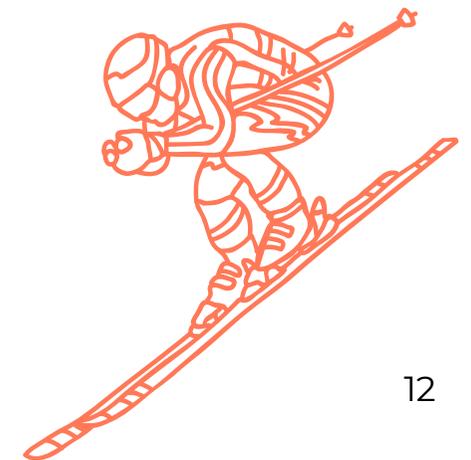
The objective of the Physical Education course is to develop the sports/athletic skills of the students. Students will come to know the basics of different individual and group sports. They will get started in the practice of competitions. They will carry out a physical preparation oriented towards mountain activities and skiing. In the first term, students will focus more on the practice of tennis, exercises on trampolines, and mountain biking. Some students can choose to practice of horse riding and yoga as complementary activities. In Winter, the activities will be developed around the learning of skiing and snowboarding.

Students will gain a knowledge of sports equipment and will be introduced to the rules of a variety games. They will practice: the execution of coordination exercises, strength and stretching and general physical preparation for individual and group practices.

Students will develop a passion and interest in sports and most importantly human relations in sport. They will learn about the care and development of the body through sport.

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- Individual sports
- Tennis - Horse riding
- Mountain Biking -
- Gymnastics / trampolines - Yoga
- Team sports
- Volleyball
- Basketball
- Skiing and Snowboarding (Racing, Free-ride, Snowboarding)



# PSYCHOLOGY

## YEAR 7

The course aims to introduce students to the 5 pillars making up the field of Psychology, namely the biological pillar, cognitive pillar, developmental pillar, social & personality pillar, and mental and physical health pillar. Through the broad overview of each of these topics, they will practice scientific inquiry and research methods skills, both of which are relevant to the study of all sciences.

Year 7 will learn about the basics of psychological concepts that students can apply in their day-to-day and other subject areas at school.

Together with basic concepts of each pillar of psychology, with emphasis on those which skills can be applied across multiple ranges of settings and subjects, exploring career interests and motivations

The course will involve: acquiring problem-solving skills, critical thinking skills, reflecting on metacognition skills or 'learning how to learn, remembering the research process and steps, understanding cultural and social influences on behaviour. This will enable the application of critical thinking and problem-solving skills in multiple subjects.



- 
- Scientific Inquiry - Define Psychology & Understand major psychologists. The scientific Method
  - Biological Pillar - Bio bases of behavior. Consciousness (Sleep)
  - Cognitive Pillar - Cognition (Describe cognitive Processes related to concept formation, what are concepts? Why are they useful to understand the world?). Cognition. Memory.
  - Social Pillar - Social Cognition. Social Influence
  - Development & Learning.
  - Mental and Physical Health - Disorders (Define abnormal behavior, Cross-cultural views of abnormality) Stress (Explain strategies to deal with stress); Physical Health and Wellness (Identify evidence-based strategies that promote health and wellness).

# YEAR 8

# CURRICULUM

Students in Year 8 build on what they have learned in Year 7. These students continue to joyfully explore subjects taught by passionate specialists. Year 8 continue to have the freedom to learn without the pressure of external examinations. These students will have the same teachers, facilities, and schedule as the rest of the Middle School.

The school aims to foster a passion for life-long learning by offering exciting views into each of the disciplines they study. Year 8 students continue to learn about each subject but also get actively engaged in exploring how knowledge is constructed in each of the subjects.

Students will continue to develop learning and behavioural skills which will empower them to be academically successful. Students continue to be assisted in the evolution of these skills.



In Year 8 students will study a variety of subjects taught by specialists. All students study French (according to their level of proficiency), English, History, Maths, Science, Arts, and physical education which includes skiing). Students also get to choose between German and Spanish as a third language.

Year 8 students are expected to continue to mature in line with the school's expectations. These students continue to work through a socio-emotional learning which enables them to thrive as young learners. The school bestows several opportunities for students to become more globally-minded, compassionate, confident, and kind. Students will develop an understanding of how their actions affect others and reflect on their behaviour and their choices. Students will become more responsible members of our lovely community.

# MATHS

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a} \quad M = \left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$$

## YEAR 8

Year 8 Mathematics will focus on building on students' mathematical reasoning skills. Students will build on their prior understanding of Mathematics and relate that to new and more advanced topics. Students will learn to reason mathematically by following a line of inquiry and will learn about conjecturing relationships and generalisations. They will learn about developing an argument, justification, or proof using mathematical language.

The course involves exploring connections across mathematical ideas to develop fluency. Students will develop their mathematical reasoning, and will increase their competence in solving increasingly complex problems. They will develop a solid understanding of all topics covered in Years 7-8.

In Mathematical Reasoning students will extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations. They will extend and formalize their knowledge of ratio and proportion in working with measures and geometry and in formulating proportional relations algebraically. They will identify variables and express relations between variables algebraically and graphically. They will make and test conjectures about patterns and relationships and look for proofs or counterexamples. Students will begin to reason deductively in geometry, number, and algebra, including using geometrical constructions. They will interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning. They will explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.

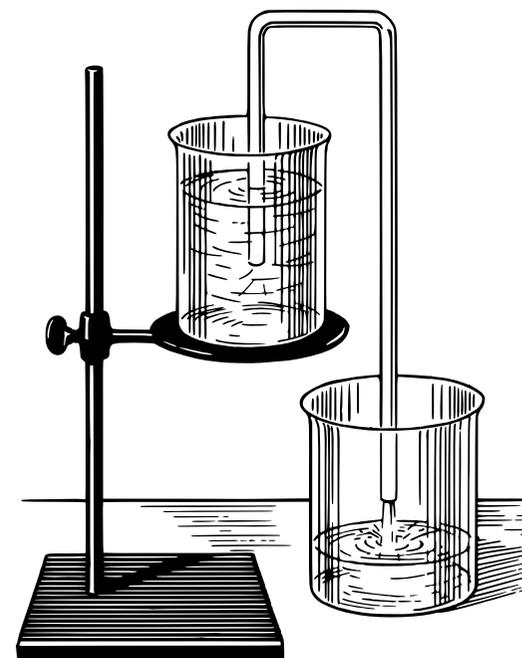
A high-quality Mathematics education, therefore, provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

- 
- Number Theory
  - Integers
  - Area
  - Algebra
  - Fractions
  - Measures
  - Decimals
  - Angles
  - Graphs
  - Probability
  - Averages
  - Percentages
  - Algebra 2

# SCIENCE

## YEAR 8

Science at Year 8 focuses on expanding scientific knowledge and introducing core concepts from all subjects. Students are exposed to Cosmology, Earth Science, Physics, Chemistry, Biology, and other interdisciplinary subjects in order to learn the intricate connections and emerging phenomena that exist in the universe depending on the scale of observation.



Students will reassess previous knowledge and expand upon it considerably by using a flow of courses that are complementary to each other, starting from how the universe started to how human civilisation has evolved and what kind of future lies ahead. The course will take the students through a cohesive journey of Astronomy, Physics, Chemistry, Biology, Ecology, Technology, and Sociology, to understand the Cosmos, the forces of the universe, the nature of matter, the properties of materials, the emerging property of life, the complex processes of living organisms, the variety of life, humans and our society, technology, and the limits or not of human civilisation.

Students will develop the following skills:

- 1) Attention to objectivity and detail, when using scientific methods.
- 2) Ask questions using scientific knowledge. Plan and carry out simple scientific enquiries. Use basic techniques and apparatus during fieldwork and laboratory work. Paying attention to health and safety. Take samples and record measurements.
- 3) Apply basic mathematics to calculate results. Interpret observations and data, including identifying patterns. Explain data in relation to hypotheses.
- 4) Understand and use SI units. Use simple equations for calculations and undertake basic data analysis.

# ENGLISH

## YEAR 8

Year 8 English introduces students to the English language and literature spanning a variety of styles. Pupils will learn how to read, analyse and interpret a variety of texts, in addition to developing their writing skills. In this course, they will regularly review grammar, vocabulary, and word origins. This course places an emphasis on practical reading and direct writing instruction to help students become more proficient in language arts.

The course endeavours to help students:

- To use language as a vehicle for creativity, reflection, and self-expression.
- To embrace personal, creative, and critical approaches to studying texts.
- To develop key writing and analytical skills.
- To explore the English language, foster a love of reading, and maintain a joyous atmosphere!

Students will gain better knowledge of the different kinds of texts, word histories, and interpreting fictional writing.

Students will learn to formulate arguments about literature which they will substantiate with evidence from the text. Students will become better readers and analytical thinkers. Students will enjoy reading and exploring the world through the written word.

Students will gain better knowledge of the different kinds of texts, word histories, and will practice interpreting fictional writing. Students will learn to formulate arguments about literature which they will substantiate with evidence from the text. Students will become better readers and analytical thinkers.

The course includes:

- Reading and exploring the world through the written word.
- Cinder Analysing Text & Creative Writing
- Book reviews
- Creative Writing: Journal Entries
- Essay Writing
- The Outsiders
- Newspaper articles
- Interpreting text
- Essay Writing
- Sir Gawain and the Green Knight.
- Advertisements
- Interpreting text

# HISTORY

## YEAR 8

World History 1500-1789 is a yearlong course that explores the birth of the early modern world. The course is global in scope, exploring the major political and social changes during this era. The course aims to get students wrestling with primary sources and using these sources to forge arguments about the past. Students will explore History through the use of a textbook. Some of the historical events in this book will be further investigated by looking at primary sources.

The aims of the course are to foster an appreciation of History, to promote class discussion and intellectual debate, to learn to interpret primary sources critically, with precision and depth, and to develop strong writing skills. The course begins with an exploration of some essential questions in history. These questions are: What is history? Who creates history and how? How can we know what really happened in the past? To what extent is world history a story of progress? What forces have created change, unified civilizations, created conflict between peoples, and contributed to a more interconnected and globalised world?

The course will explore: historical events of great importance between 1500 and 1789, making arguments using evidence, interpreting primary sources, using primary sources to make inferences about the past and asking questions about the past.

- 
- England 1558-1666
  - Tudor Era: Elizabeth I & James I
  - New World Exploration & Indigenous Peoples
  - Witch Craze
  - English Civil War & Revolution
  - Great Changes: Plague & Fire
  - Meanwhile in the World: French Revolution, The Slave trade.
  - The world in 1500
  - Inca, Aztec, Qing dynasty
  - Slave Trade
  - American and Industrial Revolution



# GERMAN

## YEAR 8

The aim of this course is to introduce students to German, a modern foreign language that they may need to use in the future. This course can help students feel more comfortable when travelling abroad or even when working in the future at a professional level. In the course of the year, students will study the basics of grammar, speaking, listening, and writing. Students will come to understand the structure of the language and will make links with their mother tongue. Students will be able to develop their mastery of a the language independently, building on the foundations they will have acquired. Students will develop a passion for modern languages, for they will be able to see the links between the unknown and their previous experiences.

- The Basics.
- Introducing ourselves. Our Routine.
- Auxiliary verbs (*sein und haben*) and regular verbs.
- Sentence structure in German: Subject, Verb, Acusativ, Dativ, Circumstantial Complements.
- Going further: past and future.
- Talking about the future: modal verbs.
- Talking about the past: perfect tense with past participles.
- Correct use of prepositions.
- Advanced German.
- Declensions.
- Subordinate clauses in German.
- German punctuation.

# SPANISH

## YEAR 8

The course aims to introduce students to Spanish so that they get to know a new culture and a new language that can be useful for them when communicating in the future. The course involves learning grammar, listening, speaking, and writing for beginners. Students will understand and respond to spoken and written language from a variety of authentic sources. They will speak with increasing confidence, fluency, and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Students will write using the variety of grammatical structures that they have learned. They will know the language and culture using contexts that are familiar to them in their daily lives. The course will focus on the skills that students need to acquire in order to develop Spanish language learning, such as listening, reading, speaking, and writing. They will also follow a grammar progression through different resources. Students will acquire the skills and learning strategies that they need to become independent language learners.

- Introduction and expectations
- Basic classroom vocabulary, the sounds of the alphabet.
- How am I?, verb: to be, adjectives, difference between feminine and masculine.
- Personal pronouns, definite articles, connectives (y, también, use of "pero").
- Numbers (1-30), months and birthdays, verb: to have, indefinite article.
- Animals and colours, comparatives (más, menos, igual que).
- Vocabulary: my family, present tense.
- Halloween vocabulary.
- Verb: to like, connective (Porque, cuando), affirmative and negative sentences.
- Verb: to listen/ to speak, verbs ending in -ar, vocabulary on daily activities.
- Verb: to do, to play, sports and
- Weather vocabulary.
- Christmas vocabulary.



# ARTS

## YEAR 8

The Year 8 Arts course will continue to open a window on the world of Music through interpretations of known pieces. Students will experiment with playing instruments and explore different facets of the art world, like drawing. They will learn how to play together, in rhythm. They will listen to each other's music. Students will learn about the culture of art. They will come to know the range or musical instruments, and continue to develop drawing and artistic skills. Students will study the structure of a piece of music, starting improvisation, They will practice recognizing a theme and different songs. Students will find a way to express themselves through the Arts that is different from what they have previously experienced.

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- First steps/keys of basic elements of music- and notion of arts.
- Drawing/making a comic/expressing yourself/definition of abstract.
- Listening, recognising, and speaking on pop music & different kind of music.
- Street art (Kobra-Banksy).
- Painting culture & poetry.
- Origami Making.
- Working on collage - mixed with culture.
- Drawing / optical illusions.
- Playing chords on the piano.
- Clapping hands and feet on different rhythm associations.
- Imagine and draw your own creative/Reflective 2 side brain.
- The power of sound & vibrations.



# PHYSICAL EDUCATION

## YEAR 8

The objective of this course is to develop the sports/athletic skills of the students. Students will become familiar with the basics of different individual and group sports. They will get started in the practice of competitions. Students will carry out physical preparation oriented towards mountain activities and skiing.

In the first term, the focus is more on the practice of tennis, exercises on trampolines, and mountain biking. Some students have opted for the practice of horse riding and yoga as complementary activities. In Winter, the activities will be developed around the learning of skiing and snowboarding. Students will continue to develop: a knowledge of sports equipment, knowledge of the rules of games, execution of coordination exercises, strength and stretching, execution of general physical preparation, individual and group practices. Students will develop specific skills such as: coordination skills, specific motor skills and specific physical skills through play. They will show improvement in different sports through demonstrating personal values. Students will also learn about: management of sports items, team/group work, balance skills, muscle strengthening exercises, stretching, reflex exercises and human relations in sport. They will learn about the care and development of the body through sport.

- Individual sports
- Tennis - Horse riding
- Mountain Biking -
- Gymnastics / trampolines - Yoga
- Team sports
- Volleyball
- Basketball
- Skiing and Snowboarding (Racing, Freeride, Snowboarding)



# PSYCHOLOGY

## YEAR 8

The course aims to introduce students to the 5 pillars making up the field of Psychology, namely the biological pillar, cognitive pillar, developmental pillar, social & personality pillar, and mental and physical health pillar. Through the broad overview of each of these topics, they will acquire scientific inquiry and research methods skills, both of which are relevant to the study of all sciences. Students will learn about the basics of psychological concepts that they can apply in their day-to-day and other subject areas at school. Students will learn about the basic concepts of each pillar of psychology, with emphasis on those whose skills can be applied across multiple ranges of settings and subjects. Students will acquire problem-solving skills, critical thinking skills, reflection on metacognition skills or 'learning how to learn, remembering the research process and steps. They will come to understand the cultural and social influences on behaviour. Students will practice the application of critical thinking and problem-solving skills in multiple subjects.

- Scientific Inquiry - Define Psychology & Understand major psychologists
- Scientific Inquiry - The scientific Method
- Biological Pillar - Bio bases of behaviour (Major divisions of the Human nervous system, neuron parts & Neural transmission)
- Biological Pillar - Consciousness (Sleep)
- Cognitive Pillar - Cognition Describe cognitive Processes related to concept formation, what are concepts? Why are they useful to understand the world?
- Cognitive Pillar - Cognition (Explain processes involved in problem-solving and decision-making)..
- Cognitive Pillar - Memory (remember the processes of Encoding, Storage, & Retrieval, Different types of memory).
- Cognitive Pillar - Memory (remember and use strategies for improving encoding, storage, and Retrieval).
- Social Pillar - Social Cognition (Explain how experiences, attitudes, and beliefs affect behaviour and relationships with others).
- Social Pillar - Social Influence (understand behaviour, and attitude formation and change).
- Development & Learning - (argue on the interaction of environment and biological factors in development).
- Development & Learning - learning (Understand the process of classical conditioning).

# YEAR 9

# CURRICULUM

Students in Year 9 build on what they have learned in Year 8. These students continue to joyfully explore subjects taught by passionate specialists. Year 9 students will start to prepare for some GCSE exams and take other classes which are not associated with external exams.

Our curriculum is designed to do what is best for our students. We have designed our iGCSE program in a staggered manner such that students sit some exams at the end of Year 10 and others at the end of Year 11. Therefore, Year 9 students will begin preparing for some GCSE exams. This approach reduces stress and scaffolds student development.

The school aims to foster a passion for life-long learning and help students prepare for examinations. Students continue to engage in exploring how knowledge is constructed in each subject they study.

Students make use of the learning and behavioural skills which they have developed to excel in their courses.



In Year 9, students will study a variety of subjects taught by specialists. All students study French (according to their level of proficiency), English, History, Maths, Science, Arts, and physical education which includes skiing). Students also get to choose between German and Spanish as a third language. Students start to prepare for iGCSEs.

Year 9 students are expected to continue to grow in line with the school's expectations. The school's socio-emotional program continues to support students through the changes and challenges they face.

Students continue the practise of choosing to be kind. They confidently take calculated intellectual risks, and further understand the intricate connections between different parts of the world.

Students will develop an understanding of how their actions affect others and reflect on their behaviour and their choices. Students will continue to fashion our community and contribute in the creating positive and enthusiastic learning environments.

# FRENCH

## Year 7/8/9

### GROUP 2

The aims in group 2 are for students to master key grammatical rules and wider vocabulary in order to have simple conversations in an immersive environment. This course will encourage a positive attitude towards speakers of other languages and promote a sympathetic approach to other cultures.

The aims of the course are: to make accurate use of spelling, punctuation, and grammar; to use tone, style, and register appropriate to audience and context; to sequence facts, ideas, and opinions.

In Listening, students will come to understand clear speech on a range of familiar topics.

In Reading: students will understand the expression of ideas, opinions, and attitudes in simple texts.

In Speaking: students will communicate clearly and effectively in a range of predictable everyday situations.

In Writing: students will write simple connected texts describing events, experiences, opinions, hopes, and ambitions.

The overall aim is to develop learning strategies that help students to express their ideas and their understanding of other cultures.

- IGCSE revision book.
- Revision IGCSE.
- Revision IGCSE.
- Revision IGCSE.
- Dessine moi une planète / key tenses revision.
- La culture francophone.
- Passé composé + traditions francophones.
- Musiques francophones.
- Le diversité de la société.
- The world around us.
- La "cyber-société".
- Le tourisme et les vacances.



# FRENCH

## Year 7/8/9

### GROUP 3

The aims of Group 3 are to prepare students for the IGCSE language A and to develop the learners' ability to communicate clearly, accurately and effectively.

Students will learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and awareness of the audience being addressed. Students will learn to make accurate use of spelling, punctuation and grammar; To use tone, style and register appropriate to audience and context; and to sequence facts, ideas and opinions.

The key objectives for Reading are as follows:

R1 demonstrates an understanding of the explicit meaning.

R2 demonstrates an understanding of implicit meaning and attitude

R3 analyses, evaluate and develop facts, ideas, and opinions, using appropriate support from the text.

R4 demonstrate an understanding of how the writer achieves effects and influence readers.

R5 selects and uses the information for specific purposes.

The key objectives for Writing are as follows:

W1 articulates experience and expresses what is thought, felt, and imagined.

W2 organizes and structures ideas and opinions for deliberate effect

W3 uses a range of vocabulary and sentence structures appropriate to the context.

W4 uses a register appropriate to the context.

W5 makes accurate use of spelling, punctuation, and grammar.

for reading widely, both for their own enjoyment and to develop an appreciation of how writers achieve their effects.

### IGCSE Cambridge Language A:

#### Key writing skills

- Main focus area: Being confident
- Main focus area: Non-violent communication
- Main focus area: linking our experience and feelings

#### Reading a variety of texts

- Main focus area: understanding how to speak and write with a higher language
- Main focus area: Being responsible
- Main focus: implementing imagery and idioms in our writing

#### Descriptive and personal writing

- Main focus area: being able to link the above skills into an argument
- Main focus: know the difference between a fact, a concept, and a notion
- Main focus: knowing how to create an argumentative plan

# MATHS

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a} \quad M = \left( \frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$$

## YEAR 9

In Year 9 Maths we prepare students for IGCSE content before starting the IGCSE course in year 10. In this course, students recap topics that they have learned in Years 7 and 8, looking at more complex questions. Students apply the mathematical concepts that they have learned to problem-solving questions. By the end of this year, pupils are expected to know, apply and understand the matters, skills, and processes specified in Year 9 Mathematics. Students will make connections across mathematical ideas to develop fluency. They will practice mathematical reasoning, and competence in solving increasingly complex problems and will establish a solid understanding of all topics covered in Years 7-9. Pupils who grasp concepts rapidly should be challenged by being offered rich and sophisticated problems before any acceleration through new content in preparation for IGCSE. Students will continue to develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems. They will develop their use of formal mathematical knowledge to interpret and solve problems, including in financial mathematics.

Students will begin to model situations mathematically and express the results using a range of formal mathematical representations. They will select appropriate concepts, methods, and techniques to apply to unfamiliar and non-routine problems. Students will come to view Mathematics as a creative and highly inter-connected discipline.

- 
- Fractions
  - Standard Form
  - 3D Shapes
  - Algebra
  - Data
  - Presenting Data
  - Angles
  - Congruence and Similarity
  - Sequences
  - Probability
  - Proportion
  - Trigonometry
  - Quadratics
  - Estimation

# ECONOMICS

## YEAR 9

In Year 9 Economics, we start the Cambridge International IGCSE syllabus in earnest. The CIE IGCSE Economics syllabus develops an understanding of economic theory, terminology and principles beyond an elementary level.

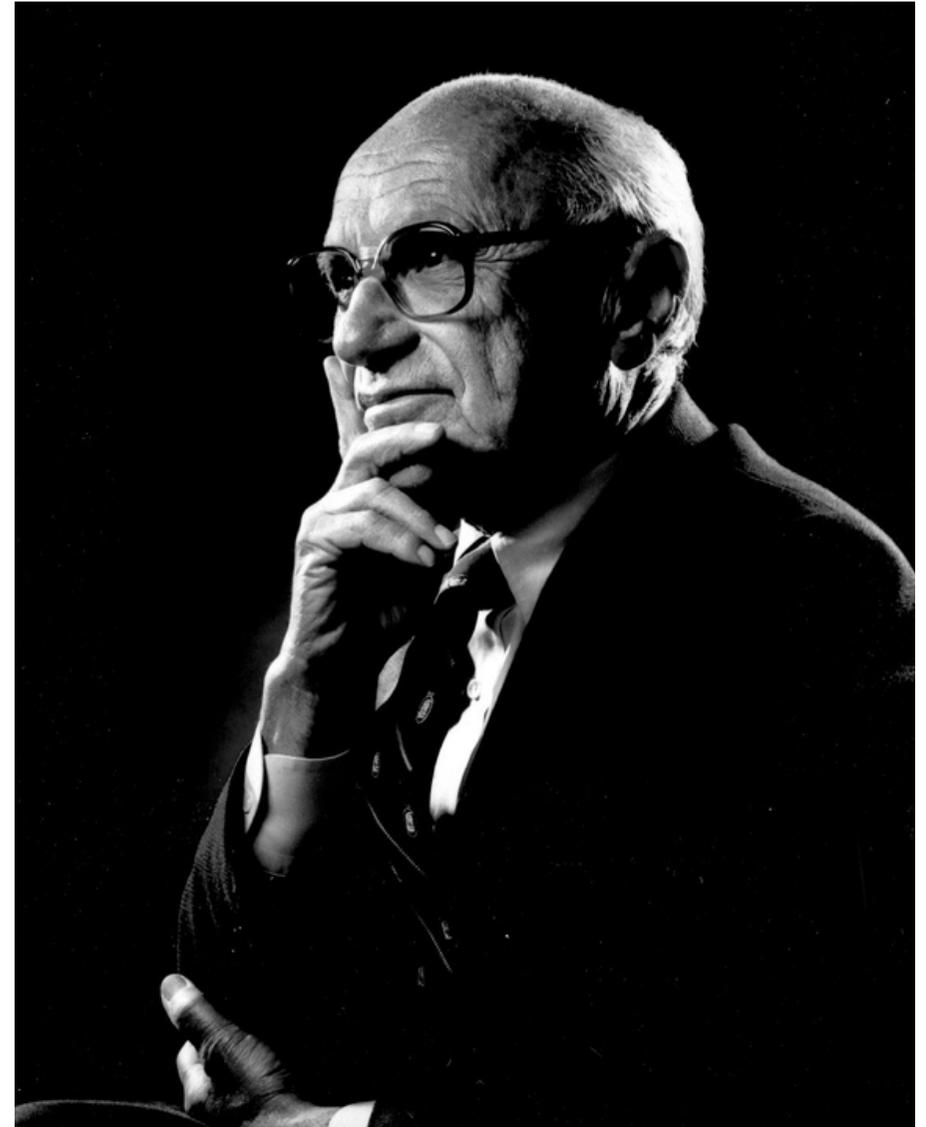
Our learners will study the economics of different countries and how these interrelate. They also learn to work with simple data and to use the tools of economic analysis, as well as applying understanding of economics to current economic issues by reviewing current affairs and relating them to the discipline.

Strong cross curricular links will be built as students use Mathematics, English and History to their advantage as tools of economic discovery. By the end of the year, students will have a grounding in the basics of the syllabus, preparing them well for more advanced study in year 10.

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The syllabus we follow is a simplified version of the units covered by the IGCSE syllabus (0987):

- 1.The basic economic problem
- 2.The allocation of resources
- 3.Microeconomic decision makers
- 4.Government and the macroeconomy
- 5.Economic development
- 6.International trade and globalisation



# SCIENCE

## YEAR 9

In this year of study, we prepare the students for the upcoming IGCSEs for Years 10 and 11. Therefore, we set the foundations for core concepts that will be further explored in later years. Using knowledge from previous years and in line with the IGCSE format, Year 9 Sciences is dedicated to the study of Biology. As the most promising field in the 21st century that will make its mark on our daily lives for generations to come, we aim to develop scientific knowledge and conceptual understanding of specific fundamental disciplines of Biology. The students will develop an understanding of life as an emerging and complex phenomenon in the universe, with humans being the pinnacle of this evolutionary process and the ramifications of the advancements in the field of biology for our civilisation as a whole.



In this year we aim to understand the core concepts of the following subjects:

- Structure and function of living organisms.
- Cells and organisation.
- Skeletal and muscular systems.
- Nutrition and digestion.
- Gas exchange systems.
- Reproduction.
- Health.
- Material cycles and energy.
- Photosynthesis.

- Cellular respiration.
- Interactions and interdependencies.
- Relationships in an ecosystem.
- Genetics and evolution.
- Inheritance, chromosomes, DNA, and genes. Furthermore, Year 9 students will be exposed to a variety of advanced interdisciplinary concepts that include Astrobiology, Biotechnology and Genetic Engineering, and Bioethics.

# ENGLISH

## YEAR 9

The aims of the English course in Year 9 are threefold: to encourage a love for the English language in all its forms; to develop in students the technical skill to use language effectively and beautifully, and to prepare students properly for the IGCSE in the English Language in Year 11. The course will expose students to a diverse array of texts and other media. They will do this by delving into literature, poetry, film, non-fiction writing, and more. We will challenge students to expand their ways of looking at the world, while developing a command of vocabulary, spelling, and grammar that allows students to express their ideas fully and confidently. Ultimately, students should progress from Year 9 with an earnest passion and curiosity for English, such that they can tackle the IGCSE with the right energy and skill level!

This course will ensure that students are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debates. Students will come to understand that poetry and literature are necessary to sustain life and worth pursuing pleasure, and beauty as much as information, communication, and progress. Students will learn that words and ideas can change the world, and the better their understanding of the English language, the greater their chances of doing just that.

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- Why do we read? Why do we write? What makes good writing? How has our world been shaped by reading and writing?
- The universal beauty of poetry
- Unpacking a poem
- Our poetic heritage
- Persuasive writing
- Speechmaking
- Letter writing
- Investigative journalism
- Novel: Catcher in the Rye
- Adolescence
- Education
- Loneliness

# ENGLISH

YEAR 9

<p><b>READING</b> Read critically through:</p>	<p>Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organizational features, presents meaning.</p>	<p>Recognizing a range of poetic conventions and understanding how these have been used. Studying setting, plot, and characterization, and the effects of these.</p>	<p>Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play.</p>
<p><b>WRITING</b> Write for a wide range of purposes and audiences, including:</p>	<p>Applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form.</p>	<p>Drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</p>	<p>Plan, draft, edit and proofread through: 1. Considering how their writing reflects the audiences and purposes for which it was intended. 3. Amending the vocabulary, grammar, and structure of their writing to improve its coherence and overall effectiveness. 2. Paying attention to accurate grammar, punctuation, and spelling.</p>
<p><b>SPEAKING</b> Speak confidently and effectively, including through:</p>	<p>Using Standard English confidently in a range of formal and informal contexts, including classroom discussion. Giving short speeches and presentations, expressing their own ideas, and keeping to the point.</p>	<p>Participating in formal debates and structured discussions, summarising and/or building on what has been said</p>	<p>Improvising, rehearsing, and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness, and action to add impact.</p>

# HISTORY

## YEAR 9

The aims of the Year 9 History course are threefold: to further foster an appreciation for the importance of and love for History, to develop in students the requisite clarity of mind and technical skill to approach sources and write essays, and to prepare students properly for the Cambridge IGCSE History course that they will take during Years 10 and 11.

We aim to give pupils coherent and detailed knowledge and understanding of History both in a local and international context. We aim to give pupils the tools to ask perceptive and original questions, think about society's and their own past in a critical way, evaluate the quality of evidence, and make arguments that depend upon their own perspective and judgment. This year, we aim to develop these skills such that students are prepared to tackle the IGCSE in History.

This course will focus on the following core questions, under the heading of 'Society, Nation and Empire'.

- The Industrial Revolution.
- A century of revolutions (looking at 1830, 1848, 1871, 1905).
- Why was there a civil war in the United States and what were its results?
- Why, and with what effects, did Europeans expand their overseas empires in the nineteenth century?
- What caused the First World War and how far did it change Europe?

Students will develop a passion for historical inquiry, an understanding of the importance of history for understanding the present, and feel an excitement to continue further study in History as they progress through secondary school.

- A Century of Revolutions.
- The Industrial Revolution.
- Revolutions of 1848.
- Revolutions in the rest of the 19th century.
- Civil War in the United States.
- Slavery and its underpinnings.
- The war itself.
- A new America.
- Empire-building and destruction.
- European imperial expansion in the 19th century.
- The impact of the First World War.
- Remaking empire after WW1.



# GERMAN

## YEAR 9

The aim of this course is to introduce students to German, a modern foreign language that they may need or want to use in the future. This course can help students feel more comfortable when going abroad or even when interacting in the future at a professional level. This year we aim to study the basics of grammar, speaking, listening, and writing. Students will practice understanding the structure of the language and will make links with their mother tongue. Students will be able to develop their mastery of a language independently, building on the foundations they will have acquired. Students will develop a passion for modern languages, for they will be able to see the links between the unknown and their previous experiences.

This course will focus on the following core topics. and units:

- The Basics
- Introducing ourselves. Our Routine.
- Auxiliary verbs (sein und haben) and regular verbs.
- Sentence structure in German: Subject, Verb, Acusativ, Dativ, Circumstantial Complements.
- Going further: past and future.
- Talking about the future: modal verbs.
- Talking about the past: perfect tense with past participles.
- Correct use of prepositions.
- Advanced German.
- Declensions.
- Subordinate clauses in German.
- German punctuation.



# SPANISH

## YEAR 9

The course aims to introduce students to Spanish so that they get to know a new culture and a new language that can be useful when communicating in the future. Students will learn grammar, listening, speaking, and writing for beginners. They will understand and respond to spoken and written language from a variety of authentic sources. Students will speak with increasing confidence, fluency, and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. Students will write using a variety of grammatical structures that they have learned. They will come to know the language and culture using contexts that are familiar to them in their daily lives. Students will develop the skills that are needed to acquire in order to develop Spanish language learning, such as listening, reading, speaking, and writing. They will also experience a grammar progression through a variety of resources. Students will acquire the skills and learning strategies that they need to become independent language learners.



- Introduction and expectations
- Basic classroom vocabulary, the sounds of the alphabet.
- How am I?, verb: to be, adjectives, difference between feminine and masculine.
- Personal pronouns, definite articles, connectives (y, también, use of "pero").
- Numbers (1-30), months and birthdays, verb: to have, indefinite article.
- Animals and colours, comparatives (más, menos, igual que).
- Vocabulary: my family, present tense.
- Halloween vocabulary.
- Verb: to like, connective (Porque, cuando), affirmative and negative sentences.
- Verb: to listen/ to speak, verbs ending in -ar, vocabulary on daily activities.
- Verb: to do, to play, sports and
- Weather vocabulary.
- Christmas vocabulary.

# ARTS

## YEAR 9

The aim of this course is to open a window on the world of the Arts through listening, discovering, and practicing. Students will also explore different facets of the art world, like drawing. In Year 9 students will learn how to play small pieces on the piano, learning the correct chords, melodies, and improvisation skills. They will develop a curiosity about diverse art areas and will try different expressive techniques. They will also come to understand a general view of art culture.

Students will explore different aspects of art and develop drawing skills. They will practice listening (in music) and come to feel rhythm instinctively. Students will learn to make structure in a piece of music and to recognise themes and different songs. Year 9 arts will have, most importantly, the aim of encouraging students to find a way to express themselves artistically that is different from what they have known so far.



This course will focus on the following core topics:

### Arts & Crafts

- Drawing "express yourself".
- Street art (Kobra-Banksy)- olympics mural creation.
- Collage Making.
- Optical illusion.
- Discovering Origami Making.

### Music

- Band exercise : drums + ukulele + djembé + piano on ' We Will Rock You '.
- Listening, recognizing and learning about Pop music.
- Creating a Rap song.
- The 15 Most Popular Hip-Hop Rappers in the World (2022).
- Orchestra : where to place each instrument?
- Piano & chords .
- Rhythm exercises.
- The power of music.

# PHYSICAL EDUCATION

## YEAR 9

The objective of the course is to develop the sports/athletic skills of the students. Students will come to know the basics of different individual and group sports. They will be introduced to the practice of competitions. Students will carry out physical preparation oriented towards mountain activities and skiing. In the first term, the focus is more on the practice of tennis, exercises on trampolines, and mountain biking. Some students can opt for the practice of horse riding and yoga as complementary activities. In Winter, the activities will be developed around the learning of skiing and snowboarding. Students will develop advanced knowledge of sports and their equipment. This will include: the introduction to the rules of games, execution of coordination exercises, strength and stretching, execution of general physical preparation, individual and group practices, coordination skills, specific motor skills, specific Physical skills through play. Students will show improvement in different sports through applying personal values. They will learn about the management of sports items, team/group work, balance skills, muscle strengthening exercises, stretching, reflex exercises. They will also learn about human relations in sport and the care and development of the body through sport.

This course will focus on the following core topics and units:

- Individual sports.
- Tennis and/or Horse riding.
- Mountain Biking.
- Gymnastics / trampolines - Yoga.
- Team sports.
- Volleyball.
- Basketball.
- Skiing and Snowboarding (Racing, Freeride, Snowboarding).





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