



CURRICULUM MAP TEMPLATE

SUMMARY

- ENGLISH A
 - SPANISH A
 - PORTUGUESE A
 - ENGLISH B
 - SPANISH B
 - PORTUGUESE B
 - GEOGRAPHY
 - HISTORY
 - BRAZILIAN SOCIAL STUDIES
 - BUSINESS STUDIES
 - BUSINESS MANAGEMENT
- SOCIOLOGY
 - GLOBAL POLITICS
 - SCIENCES
 - MATHS
 - COMPUTING
 - ICT
 - COMPUTER SCIENCE
 - ART
 - MUSIC
 - DRAMA
 - FILM
 - PE



CURRICULUM MAP TEMPLATE: ENGLISH A

YEAR

INQUIRY / CONCEPTS

Term 1

Term 2

Term 3

7

19th Century Fiction - Oliver Twist:

- Character
- Setting
- Genres

Modern Novel - Danny The Champion Of The World

- Character
- Genres

Shakespeare - A Midsummer Night's Dream

- Context
- Genres
- Self-expression

8

19th Century Fiction - Adventures of Sherlock Holmes

- Character
- Setting
- Genres

Modern Novel - Animal Farm

- Context
- Genres

Shakespeare - The Tempest

- Context
- Genres
- Self-expression

9

19th Century Fiction - Sherlock Holmes Sign of the Four

- Character
- Setting
- Genres

Poetry - Power & Conflict / Love and Romance + Different Cultures

- Structure
- Style
- Theme

Shakespeare - Romeo and Juliet

- Context
- Genres
- Self-expression

10

Drama - Streetcar Named Desire

- Language and literature as an art form
- Analysis and interpretation of literary texts
- Role of context in the creation and reception of literary works

Poetry - Ted Hughes




- Language and literature as an art form
- Analysis and interpretation of literary texts
- Role of context in the creation and reception of literary works

Prose - To Kill a Mockingbird

- Language and literature as an art form
- Analysis and interpretation of literary texts
- Role of context in the creation and reception of literary works



CURRICULUM MAP TEMPLATE: ENGLISH A

YEAR	INQUIRY / CONCEPTS		
	Term 1	Term 2	Term 3
 11	Paper 1 Skills 0500 <ul style="list-style-type: none">• Persuasive• Narrative• Descriptive	Unseen Poetry + Consolidation <ul style="list-style-type: none">• Analysis and interpretation of literary texts	Consolidation for assessments / Exams
 12	Persepolis & Political Cartoons <ul style="list-style-type: none">• <i>Higher Level - Death of a Salesman</i> Identity, growing up, protest, war, oppression	Brave New World & Non Literary Texts <ul style="list-style-type: none">• Banksy's street art Transformation, power, justice, environmentalism	The Picture of Dorian Gray, The Bluest Eye and Dove Adverts <ul style="list-style-type: none">• Perspective, beauty and gender stereotypes
 13	Paper 1 and Paper 2 Skills <ul style="list-style-type: none">• Higher Level - Love in the Time of Cholera Culture, representation, transformation	Internal Assessments, HL Essay & Consolidation for assessments <ul style="list-style-type: none">• Paper 1 Deepdive• Paper 2 Deepdive	Consolidation for assessments



CURRICULUM MAP TEMPLATE: SPANISH A

YEAR	INQUIRY / CONCEPTS		
	Term 1	Term 2	Term 3
7	Países hispanohablantes Identity & Culture	Prose - Mitos y Leyendas Communication & Creativity	Textos audiovisuales - vídeos de Bomba Estéreo Perspective & Communication
8	Colombia y las ciudades históricas Identity & Culture	Modern novel: La distancia entre nosotros Culture, Identity & Perspective	Textos argumentativos: Artículos de opinión, cartas, discursos Communication & Creativity
9	Artistas hispanohablantes Culture, Communication & Identity	Novela gráfica: Gazpacho Agridulce Creativity & Perspective	Textos periodísticos: reportaje periodístico, entrevista y reseña crítica Communication & Creativity
10	Técnicas de lectura - leer para captar el sentido del texto. Comprensión de textos -escribir resúmenes de los textos.	Repaso de las técnicas de lectura. Escribir textos argumentativos - cartas y artículos de opinión.	Textos narrativos y textos descriptivos Narrativa, Descriptiva, Argumentativa



CURRICULUM MAP TEMPLATE: SPANISH A

YEAR	INQUIRY / CONCEPTS		
	Term 1	Term 2	Term 3
 11	Textos argumentativos discursos y consolidación de todos los textos escritos	Repaso y preparación para los exámenes	Repaso y preparación para los exámenes
 12	Novela gráfica: Maus de Art Spiegelman Textos visuales: fotografías, anuncios publicitarios, infografías, historietas Culture, Creativity & Perspective	Obra de teatro Textos no literarios: Discursos, podcasts Communication & Identity	Canciones de René Pérez Joglar (Residente) Videos de música de Bomba Estéreo Representation, Creativity & Culture
 13	Novela: Nosotros de Yevgueni Zamiatin Creativity, Identity & Community	Repaso y consolidación para las pruebas	Repaso y consolidación para las pruebas



CURRICULUM MAP TEMPLATE: PORTUGUESE A

YEAR	INQUIRY / CONCEPTS		
	Term 1	Term 2	Term 3
7	<p>PEEAL - Ponto, evidência, explicação, analisar e lincar. Charge. Conto Maravilhoso Form, Communication</p>	<p>Substantivos próprio, substantivo comum. Verbos e formas nominais. Modo Subjuntivo. Quatro tipos de sujeito. Form, Communication</p>	<p>Diferença entre G e J; Intencionalidade do discurso; Semântica e discurso; Coerência textual; Variação linguística; Semântica. Form, Communication</p>
8	<p>Segunda Conjugação; Interpretação textual; Modo Subjuntivo; Objeto direto e indireto; Quatro tipos de sujeito; Análise de leitura; Creativity, Culture</p>	<p>Fábula; Conto; Resumo. Creativity, Culture</p>	<p>Resumo; Período composto; Semântica; Pronomes relativos; Porquês; Oração Subordinada adjetiva. Identity, Communication</p>
9	<p>Narrativa de suspense; Crônica argumentativa; Análise de Leitura; Sonetos e versificação. Identity, Communication, Culture</p>	<p>Propaganda; Imperativo; Períodos; Conjunções. Identity, Communication, Culture</p>	<p>Versificação; Haicai; Discurso e semântica; PEEAL análise literária; Predicativo do sujeito. Identity, Communication, Culture</p>
10	<p>IGCSE - Narrativa. Períodos; Voz passiva; Pronome relativo; Orações subordinadas; Regência verbal; Debate; Adjunto adnominal; Complemento nominal; Pronome relativo;</p>	<p>Paper 2: IGCSE - texto argumentativo dissertativo; IGCSE - texto descritivo; IGCSE - texto narrativo;</p>	<p>Pensamento Clássico; Trovadorismo; IGCSE - Resumo; IGCSE - Interpretação.</p>



CURRICULUM MAP TEMPLATE: PORTUGUESE A

YEAR	INQUIRY / CONCEPTS		
	Term 1	Term 2	Term 3
 11	Classicismo; Barroco IGCSE - Interpretação IGCSE - Resumo	Paper 2: IGCSE - Narrativa IGCSE - Descrição IGCSE - Texto dissertativo argumentativo	Consolidation & Revision Exams
 12	Portifólio IB; Artigo de Opinião; Modernismo Brasileiro fase 1 e fase 2; Sagarana - O burrinho Pedrês; Dostoiévski Culture, Creativity & Perspective	Teoria da versificação; Modernismo Brasileiro; Carlos Drummond de Andrade - poética; Realismo Português; Charge; Dostoiévski - escritos da casa morta; Infográficos; Artigo de opinião. Communication & Identity	Revisão paper 1 Revisão paper 2 IO Representation, Creativity & Culture
 13	Modernismo Brasileiro 2 fase; Carlos Drummond de Andrade - Poética; Realismo Russo em Dostoiévski; Preâmbulo do IO; Conclusão HLE. Creativity, Identity & Community	Artigo de opinião; Propaganda; Charge; Tirinha; Carta; Infográfico; Finalização IO; Carlos Drummond de Andrade - Poética. Creativity, Identity & Community	Revisão paper 1 Revisão paper 2



CURRICULUM MAP TEMPLATE: ENGLISH B

YEAR	INQUIRY / CONCEPTS		
	Term 1	Term 2	Term 3
10	<p>Introduction to paper 1 Reading: identify and understand factual information, ideas and arguments Writing: communicate ideas and arguments clearly and with expansion</p>	<p>Paper 3 - Listening identify and understand factual detail and specific information in a range of spoken contexts and from a variety of sources. show understanding of what is implied but not directly stated</p>	<p>Paper 1 - Reading and Writing Consolidation Paper 5 - communicate factual information, ideas and opinions with expansion</p>
11	<p>Reading and Writing Continued engage in different types of interaction (e.g. conversation, short talk, interview)</p>	<p>Revision and consolidation of Paper 1 - 5</p>	<p>Exams</p>
12	<p>Identities: Lifestyles; poster; Healthy living; Music and well-being; Art and health. Experiences: New experiences; Cultural heritage; Traveling around!</p>	<p>Human Ingenuity: Artistic Expression; Dance; Literature. Social Organization: Community; Social Engagement; Social Relations.</p>	<p>Sharing the Planet: The environment; The city and the countryside; Facing the challenge. Identities: Our beliefs and values; Language and identity; Between two cultures.</p>
13	<p>Experiences: Stories for the future; Social changes; 15th birthday party; Emigration and Immigration. Human Ingenuity: Fashion and Technology; Artificial Intelligence; The future of humanity.</p>	<p>Social Organization: The professional world; Higher education; Equality and Justice. Sharing the Planet: Human Rights; Ethics; Equality.</p>	<p>Consolidation of skills and preparation for exams Paper 1 Paper 2 IA</p>



CURRICULUM MAP TEMPLATE: SPANISH B

YEAR

INQUIRY / CONCEPTS

Term 1

Term 2

Term 3

7

Identidad Lingüística y Comunicación Diaria
Identidad Comunicación Conexiones

Narrativas Culturales: Configurando Perspectivas a Través del Lenguaje Cultura Perspectiva

Navegando la Ciudad: Explorando el Pasado y el Presente a Través del Lenguaje
Directions/Instrucciones Time, place and space/Tiempo, lugar y espacio

8

El vestuario - Estilo y Bienestar: Explorando a través del Vestuario y la Salud
Aesthetics/Estética Health/Desarrollo

Comunicarse en un restaurante - Gastronomía y Comunicación: Sabores e Intercambios Culturales
Communication/Comunicación Culture/Cultura

Viajando por países hispanohablantes - Nombre de la Unidad: Explorando Culturas: Viajes y Encuentros en Países Hispanohablantes
Global Interactions/Interacciones Globales Culture/Cultura

9

Uso del imperativo en guías de viaje (compra, conoce, visita, explora) - Descubriendo y Creando: Viajes, Cocina y Tradiciones
Creativity/Creatividad Culture/Cultura

Pronombres de complemento directo e indirecto - Interacciones Lingüísticas y Sociales: del Pronombre al Activismo Ambiental
Language/Lenguaje Global Interactions/Interacciones Globales

Iniciativas para un mundo mejor: Emprendiendo el Cambio: Desafíos Globales y Acciones Positivas
Development/Desarrollo Skills/Habilidades

10

Mi mundo (identidad)
Identity/Identidad

Vida personal y social (experiencias)
Relationships/Relaciones Perspective/Perspectiva

Mis vacaciones y viajes (identidade/experiencias) Identity/Identidad Experiences/Experiencias



CURRICULUM MAP TEMPLATE: SPANISH B

YEAR

INQUIRY / CONCEPTS

Term 1

Term 2

Term 3

11

Mi mundo profesional (organización social)
Social Organization/Organización
Social Career/Profesión

El mundo que nos rodea (compartir el planeta)
Global Interactions/Interacciones Globales
Environmental Awareness/Conciencia Ambiental

Nuestro mundo (ingenio humano)
Creativity/Creatividad Human Ingenuity/Ingenio Humano



CURRICULUM MAP TEMPLATE: PORTUGUESE B

YEAR	INQUIRY / CONCEPTS		
	Term 1	Term 2	Term 3
7	Desenvolvimento da Comunicação e Linguagem Communication/Comunicação Culture/Cultura	Linguagem e Comunicação Communication/Comunicação Language/Linguagem	Conexões e Explorações Connections/Conexões Exploration/Exploração
8	Identidade e Saúde Identity/Identidade Health/Saúde	Comunicação e Cultura Communication/Comunicação Culture/Cultura	Identidade e Conexões Culturais Identity/Identidade Culture/Cultura
9	Comunicação e Cultura: Dominando o Imperativo em Guias de Viagem Communication/Comunicação Culture/Cultura	Cultura e Sociedade: Explorando Crenças Populares Culture/Cultura Society/Sociedade	Sustentabilidade e Responsabilidade: Iniciativas para um Mundo Melhor Sustainability/Sustentabilidade Responsibility/Responsabilidade
10	Explorando a Identidade: Cumprimentos, Apresentação Pessoal, Hobbies Identity/Identidade	Explorando Idiomas na Vida Pessoal: Comidas Típicas Languages/Idiomas Personal Life/Vida Pessoal	Explorando Idiomas e Padrões: Feriados e Viagens Languages/Idioma Patterns/Padrões



CURRICULUM MAP TEMPLATE: PORTUGUESE B

YEAR	INQUIRY / CONCEPTS		
	Term 1	Term 2	Term 3
11	<p>A vida profissional, profissões e ocupações Público-alvo, Propósito, Escolha de palavras</p>	<p>Hábitos alimentares, meio ambiente, fontes de energia Conceitos: Consumismo e Fontes alternativas</p>	<p>Revision/Exams</p>
12	<p>1. Identities: Estilos de vida; cartaz; Vida saudável; A música e o bem estar; A arte e a saúde 2. Experiences: Novas experiências; Patrimônio cultural; Viajando por aí!</p>	<p>3. Engenho Humano: Expressão Artística; Dança; Literatura 4. Organização Social: Comunidade; Engajamento Social; Relações Sociais</p>	<p>5. Compartilhando o planeta: O meio ambiente; A cidade e o campo; De encontro ao desafio 6. Identities: Nossas crenças e valores; Língua e identidade; Entre duas culturas</p>
13	<p>1. Experiences: Histórias para o futuro; Mudanças sociais; Festa de 15 anos; Emigração e Imigração 2. Engenho Humano: Moda e Tecnologia; Inteligência Artificial; O futuro da humanidade</p>	<p>3. Organização Social: O mundo profissional; Ensino Superior; Igualdade e Justiça 4. Compartilhando o Planeta: Direitos Humanos; Ética; Igualdade</p>	<p>Paper 1/Paper 2 (Preparação) Consolidação de habilidades e preparação para exames</p>



CURRICULUM MAP TEMPLATE: GEOGRAPHY

YEAR

Term 1

Term 2

Term 3

7

Atlas and map skills

- Scale

Resources

- Patterns and trends, Management and Intervention, Sustainability

Tectonic Hazards

- Processes, Scale,

8

China

- Globalisation, Power, Networks

Middle East

- Globalisation, Power, Networks,

Tourism

- Scale, Sustainability, Management and Intervention,

9

The African peoples in Brazil and the Golden Law

- Culture, Conflict, Perspective, Significance

Weather and Climate

- Processes, Scale

Globalisation

- Globalisation, Power, Scale, Networks,

10

Theme 1: Population and settlement

Theme 2: Natural environment

Coursework



CURRICULUM MAP TEMPLATE: GEOGRAPHY

YEAR	INQUIRY / CONCEPTS		
	Term 1	Term 2	Term 3
11	Theme 3: Economic development	Exam Revision	Exam Revision
12	<ul style="list-style-type: none">• Option A: Freshwater• Option B: Oceans and Coasts• Option D: Geophysical Hazards (HL)	<ul style="list-style-type: none">• Unit 1: Changing Population• Unit 4: Power, Places and networks (HL)	<ul style="list-style-type: none">• Unit 2: Climate change• Unit 5: Development and diversity (HL)
13	<ul style="list-style-type: none">• Unit 3: Global Resource Consumption• Internal Assessment• Unit 6: Global risks and resilience (HL)	Exam Revision	Exam Revision



CURRICULUM MAP TEMPLATE: HISTORY

YEAR

Term 1

Term 2

Term 3

7

- **What factors led to the emergence and achievements of different civilizations?**
- Significance, Causation, Consequence

- **How does belief affect people's lives?**
- Identity and Perspective

- **How far have the Middle Ages been misrepresented in History?**
- Perspectives
- **How does exploration affect global connections?**
- Consequence

8

- **How are societies governed?**
- Significance, Consequence, Perspective

- **Does trade and exchange lead to cooperation or exploitation?**
- Cause and consequence

- **Why do revolutions occur?**
- Causation
- **Do social, cultural and artistic movements reflect the era in which they take place?**
- Change

9

- **How have ideas reflected change in the last 200 years?**
- Change/Continuity

- **Are individual thinkers with new perspectives capable of transforming our worldviews?**
- Change

- **To what extent do global conflicts force individuals and societies to shift their worldviews?**
- Change

10

- **20th Century International Relations 1945-2000: Were the peace treaties of 1919-39 fair?**
- **20th Century International Relations 1945-2000: To what extent was the League of Nations a success?**
- Significance, causation, perspective and consequence

- **20th Century International Relations 1945-2000: Why had international peace collapsed by 1939?**
- Significance, causation, perspective and consequence

- **Depth Study: Germany 1918-1945**
- Significance, causation, perspective and consequence



CURRICULUM MAP TEMPLATE: HISTORY

YEAR

INQUIRY / CONCEPTS

Term 1

Term 2

Term 3

11

- 20th Century International Relations 1945-2000: Who was to blame for the Cold War?
- 20th Century International Relations 1945-2000: How effectively did the USA contain the spread of communism?
- 20th Century International Relations 1945-2000: How secure was the USSR's control over Eastern Europe 1948-1989
- Significance, causation, perspective and consequence

- 20th Century International Relations 1945-2000: Why did events in the Gulf matter, c.1970-2000?
- Revision
- Significance, causation, perspective and consequence

- Revision/Exams

12

- Paper 2: Causes and Effects of 20th Century Conflict:
 - The Falklands/Malvinas War
 - The Cuban Revolution
 - The Algerian War
- Significance, causation, perspective and consequence

- Paper 1: Rights and Protest, US Civil Rights
- Significance, causation, perspective and consequence

- Paper 1: Rights and Protest, SA Apartheid
- Significance, causation, perspective and consequence

13

- Paper 2: Authoritarian States:
 - Castro
 - Hitler
 - Peron
- Significance, causation, perspective and consequence

- Revision

- Revision/Exams






CURRICULUM MAP TEMPLATE: BRAZILIAN SOCIAL STUDIES

YEAR	Term 1	Term 2	Term 3
7	<ul style="list-style-type: none">• Unit 1: Brazil Concepts: Culture, Identity	<ul style="list-style-type: none">• Unit 2: Landscapes in Brazil Concepts: Processes, Form, Systems,	<ul style="list-style-type: none">• Unit 3: South America Concepts: Culture, Identity, Diversity, Perspective
8	<ul style="list-style-type: none">• Unit 1: Indigenous peoples in Brazil and South America Concepts: Culture, Conflict, Perspective	<ul style="list-style-type: none">• Unit 2: Portuguese colonisation of Brazil (1500-1815) Concepts: Power, Conflict, Governance	<ul style="list-style-type: none">• Unit 3: Portuguese colonisation of Brazil (1815-1822) Concepts: Power, Conflict, Governance
9	<ul style="list-style-type: none">• Unit 1: African peoples, Brazil, and the Golden Law Culture, Conflict, Perspective, Significance	<ul style="list-style-type: none">• Unit 2: The Empire of Brazil (1822-1831) Power, Conflict, Governance, Significance	<ul style="list-style-type: none">• Unit 3: The Empire of Brazil (1831-1889) Power, Conflict, Governance, Significance
10	<ul style="list-style-type: none">• Unidade 1: Evolução do território Brasileiro Formação territorial, Processos, Poder, Conflito,	<ul style="list-style-type: none">• Unidade 2: Industrialização Brasileira Processos, Desenvolvimento,	<ul style="list-style-type: none">• Unidade 3: Rede Urbana Brasileira Rede, Hierarquia, Comunicação,



CURRICULUM MAP TEMPLATE: BRAZILIAN SOCIAL STUDIES

YEAR	INQUIRY / CONCEPTS		
	Term 1	Term 2	Term 3
 11	<ul style="list-style-type: none">• Unidade 1: História política brasileira Poder, Conflito, Perspectivas	<ul style="list-style-type: none">• Unidade 2: Introdução à Sociologia Relações Sociais, Estruturas, Formação Social,	<ul style="list-style-type: none">• Revisão
 12	<ul style="list-style-type: none">• Topic 1: The construction of Brazilian Geographical Space• Topic 2: Brazil in the Globalization Era CORE Form, Function, Causation, Change	<ul style="list-style-type: none">• Topic 3: Demographic and Urban dynamics of Contemporary Brazil• Topic 4: Environment and society Internal assessment Form, Causation, Change, Connection, Perspective, Responsibility,	<ul style="list-style-type: none">• Topic 5: From the discovery to the end of the colonial era• Topic 6: Monarchical experience Causation, Change, Connection, Perspective,
 13	<ul style="list-style-type: none">• Topic 7: Early Republican Brazil CORE• Topic 8: Contemporary Brazil Causation, Change, Connection, Perspective,	<ul style="list-style-type: none">• Revisão	<ul style="list-style-type: none">• Revisão / EXAMS



CURRICULUM MAP TEMPLATE: BUSINESS STUDIES

YEAR

INQUIRY / CONCEPTS

Term 1

Term 2

Term 3

10

Understanding business activity

Concepts:

- Needs, wants, scarcity, opportunity cost, ownership and limited liability.

Marketing

Concepts:

- Product, Price, Place, Promotion and Branding.

People in business

Concepts:

- Human needs, e.g. Maslow's hierarchy.

11

Operations management:

Concepts:

- Lean production (just-in-time inventory control and Kaizen), Economies of scale (purchasing, marketing, financial, managerial and technical), Diseconomies of scale (poor communication, lack of commitment from employees and weak coordination), Break-even and Quality control.

Financial information and decisions

Concepts:

- Working capital, Profitability and Liquidity.

External influences on business activity

Concepts:

- Externalities (possible external costs and external benefits of business decisions) and Globalization.



CURRICULUM MAP TEMPLATE: BUSINESS MANAGEMENT

YEAR

INQUIRY / CONCEPTS

Term 1

Term 2

Term 3

12

Introduction to business management

Concepts:

- Change is essential for businesses to achieve their desired aims
- Creative business planning can lead to organizational success
- Ethical business behaviour improves a business' image as well as customer loyalty • Sustainable business practices can enhance a business' existence

Marketing:

Concepts:

- Social, cultural and technological change can impact the language and medium of marketing
- Creative ways of informing stakeholders can lead to positive business outcomes
- Ethical marketing practices can enhance a business' brand image • Sustainable marketing practices can be effective for business success

Finance and accounts:

Concepts:

- Change in the business structure can impact a business' financial resources
- Creativity in financial reporting can have diverse impacts in a business
- Ethical financial and accounting practices can be a form of sustainable business behaviour

13

Human resource management:

Concepts:

- People play a major role in driving organizational change
- Creative employees could be essential for business success
- Ethical human resource systems may positively affect employee performance
- Sustainable human behaviour can bring positive change in a business

Operations management:

Concepts:

- Change in operations impacts other business activities
- Creative production process can disrupt the market
- Operational business changes may affect its ethical stance
- Sustainability ensures efficiency in business operations

- Revision & Exams



CURRICULUM MAP TEMPLATE: SOCIOLOGY

YEAR	INQUIRY / CONCEPTS		
	Term 1	Term 2	Term 3
10	<ul style="list-style-type: none">• Unit 1: Research methods Sociology, positivism, interpretivism, sampling• Unit 2: Identity Social construction, social control, subculture	<ul style="list-style-type: none">• Unit 3: Social stratification Inequality, social class, globalisation• Unit 4: Family Types of family, role of family, new right, postmodernism	<ul style="list-style-type: none">• Unit 5: Education Schooling, role of education, meritocracy
11	<ul style="list-style-type: none">• Unit 6: Crime and deviance Social control, society, interactionism	<ul style="list-style-type: none">• Revision and Mocks	<ul style="list-style-type: none">• Paper 1 and Paper 2



CURRICULUM MAP TEMPLATE: GLOBAL POLITICS

YEAR

INQUIRY / CONCEPTS

Term 1

Term 2

Term 3

12

Power, Sovereignty and International Relations

- Nature of power
- Operation of state power in global politics
- Function and impact of international organizations and non-state actors in global politics
- Nature and extent of interactions in global politics

Human Rights

- Nature and evolution of human rights
- Codification, protection and monitoring of human rights
- Practice of human rights
- Debates surrounding human rights: differing interpretations of justice, liberty and equality

Development

- Contested meanings of development
- Factors that may promote or inhibit development

Political Engagement Activity PLANNING IN JUNE:

A written report (2,000-word maximum) on a political issue explored through engagement and research (20 marks / 20%)

WRITE UP in Y13 October - assignment involves a synthesis of complementary research and report from 2 contrasting political engagement interviews

13

Development (continued)

- Pathways towards development
- Debates surrounding development: challenges of globalization, inequality, and sustainability

Political Engagement Activity: WRITE-UP in Y13 October

HL extension: global political challenges (Y13 December) - Two video-recorded oral presentations (10 minutes maximum each) of two case studies chosen from two different HL extension topics (20 marks / 20%).

Six topic options:

- | | |
|----------------|-------------|
| 1. Environment | 4. Identity |
| 2. Poverty | 5. Borders |
| 3. Health | 6. Security |

Peace and conflict

- Contested meanings of peace, conflict and violence
- Causes and parties to conflict
- Evolution of conflict
- Conflict resolution and post-conflict transformation

MOCK REVISION

- Revision and Exams



CURRICULUM MAP TEMPLATE: SCIENCES

YEAR

Term 1

Term 2

Term 3

7

- **Unit 1: Living systems**
 - **Unit 2: Forces and Motion**
- Balance, consequences, energy, evidence, function, interaction, models, movement, patterns, transformation.

- **Unit 1: Particulate nature of matter**
 - **Unit 2: Reproduction & Growth**
- Consequences, Energy, Environment, Form, Function, Transformation.

- **Unit 1: Energy**
 - **Unit 2: Acids & Alkalis Balance,**
- Consequences, Evidence, Interaction, Transformation.

8

- **Unit 1: Diet & Health**
 - **Unit 2: Electricity & Magnetism**
- Balance, Consequences, Energy, Form, Function, Interaction, Models, Movement, Patterns.

- **Unit 1: Atoms, elements & compounds**
 - **Unit 2: Photosynthesis, Respiration & Circulation**
- Storytelling, Energy, Form, Interaction, Movement, Transformation.

- **Unit 1: Waves**
 - **Unit 2: Earth & Atmosphere**
- Consequences, Energy, Environment, Evidence, Form, Interaction, Transformation.

9

- **Unit 1: Levers**
 - **Unit 2: Genetics**
- Balance, Consequences, Energy, Form, Function, Models, Movement, Transformation.

- **Unit 1: Reactions**
 - **Unit 2: Atomic Physics**
- Consequences, Energy, Environment, Form, Interaction, Transformation.

- **Unit 1: Organic Chemistry**
 - **Unit 2: Ecosystems**
- Consequences, Energy, Form, Models, Patterns.

10

- **Light**
 - **Electricity and Energy**
 - **Experimental techniques**
 - **Atomic structure**
 - **Cells and process**
 - **Animal Nutrition**
- Balance, Consequences, Energy, Environment, Evidence, Form, Function, Interaction, Models, Movement, Patterns, Transformation.

- **Plant nutrition and transport**
 - **Acids, Bases & Salts**
 - **Mechanics**
 - **Air & Water**
 - **Respiration and the human transport system**
 - **Mechanics**
- Balance, Consequences, Energy, Environment, Evidence, Form, Function, Interaction, Models, Movement, Patterns, Transformation.

- **Thermal physics and mechanics**
 - **Coordination & Homeostasis**
 - **Covalent bonding**
 - **Reaction rates**
 - **Reproduction in plants and humans**
- Balance, Consequences, Energy, Environment, Evidence, Form, Function, Interaction, Models, Movement, Patterns, Transformation.



CURRICULUM MAP TEMPLATE: SCIENCES

YEAR

Term 1

Term 2

Term 3

11

- **Inheritance and evolution**
- **Organisms and environment**
- **Amount of substance**
- **Redox**
- **Electrochemistry**

Taking measurement, calculations, rearranging equations. Pattern recognition, Debate, creating models, Practical safety.

- **Waves**
- **Atomic physics**
- **Group VII**
- **Equilibria**
- **Electromagnetism**

Taking measurement, calculations, rearranging equations. Pattern recognition, Debate, creating models, Practical safety.

Revision

Taking measurement, calculations, rearranging equations. Pattern recognition, Debate, creating models, Practical safety.

12

Chemistry

- **Atomic structure**
- **Bonding**
- **Periodicity**

Representation, communication, model, pattern, quantity. consequence, abstraction.

- **Stoichiometry**
- **Acids & Bases**
- **Measurement & Data Analysis**
- **Equilibrium**

Consequence, environment, interaction, transformation

- **Chemical kinetics**
- **Redox**

Representation, Descriptive analysis, discrepancies, mathematical application, generalisation, interaction, transformation, consequence.

12

Biology

- **Water**
- **Nuclei Acids**
- **Carbohydrates and lipids**
- **Proteins**
- **Membranes and membrane transport**

Balance, consequences, energy, evidence, function, interaction, models, movement, patterns, transformation.

- **Enzymes and metabolism**
- **DNA replication**
- **Cell and nuclear division**

Balance, consequences, energy, evidence, function, interaction, models, movement, patterns, transformation.

- **Populations and communities**
- **Reproduction**
- **Natural selection**

Balance, consequences, energy, evidence, function, interaction, models, movement, patterns, transformation



CURRICULUM MAP TEMPLATE: SCIENCES

YEAR

Term 1

Term 2

Term 3

12

Physics

- **Measurements & Uncertainties**
- **Mechanics + Circular Motion (HL only)**
- **Thermal Physics**
- **GreenHouse Effect**

Measurement, Description, Function, Models, Energy.

- **Special Relativity (HL only)**
- **Electricity 1**
- **Fluid Dynamics**
- **Thermodynamics (HL only)**

Laws, Description, Models, Technology, Movement, Energy Supply, Field, Abstraction, Consequences.

- **Wave Phenomena**
- **Oscillations**
- **Resonance Doppler Effect (HL only)**

Models, Representation, Abstraction, Measurements, Technology, Transformation, Representation, Matter, Evidence, Research, Communication, Evaluation.

13

Chemistry

- **Redox**
- **Chemical kinetics**
- **Energetics & Thermochemistry**

Consequence, Cause and effect, interaction, transformation, model, cycle, pathway.

- **Measurement & Data Analysis**
- **Organic Chemistry**

Representation, perspective, pattern, model, interaction, transformation, symbol, correlation.

- **Exam Skills & Revision**

Command terms in IB chemistry. Self-marking questions.

13

Biology

- **Integration of body systems**
- **Animal physiology**
- **Human physiology**

Balance, consequences, energy, evidence, function, interaction, models, movement, patterns, transformation

- **Plant Biology**
- **Metabolism, cell respiration and photosynthesis**

Balance, consequences, energy, evidence, function, interaction, models, movement, patterns, transformation.

- **Exam Skills & Revision**

Balance, consequences, energy, evidence, function, interaction, models, movement, patterns, transformation

13

Physics

- **Electromagnetism**
- **Atoms and Nucleus Fields**
- **Electromagnetic Induction (HL only)**
- **Energy Production**

Consequences, Impact, Abstraction, Environment, Models, Description, System, Interactions, Patterns, Climate, Uncertainty.

- **Atomic and Nuclear Physics**
- **Quantum Physics**
- **Radioactive Decay**
- **Nuclear Reactions**

Consequences, Impact, Abstraction, Models, Description, System, Interactions, Patterns, Uncertainty

- **Exam Skills & Revision**

Thinking, Communication and Self-Management. Past-Papers practice and Problem-Solving focus. IBDP Physics Syllabus. Memorisation, Application, Organisation, Communication, Confidence, Strategy, Expression.



CURRICULUM MAP TEMPLATE: MATHS

YEAR

7

- Algebra
- Geometry
- Number

Algebraic Thinking, Place Value and Proportion, Applications of Numbers, Directed Number and Fractional Thinking, Lines and Angles, Reasoning with Numbers

Fluency

8

- Algebra
- Geometry
- Proportion
- Statistics

Proportional Reasoning, Representations, Algebraic Techniques, Developing Number, Developing Geometry, Reasoning with Data

Representation

9

- Algebra
- Geometry
- Number
- Proportion

Reasoning with Algebra, Constructing in 2 and 3 Dimensions, Reasoning with Number, Reasoning with Geometry, Reasoning with Proportion, Representation

Reasoning

10

- Algebra
- Geometry
- Number
- Proportion
- Statistics




Similarity, Developing Algebra, Geometry, Proportions and Proportional Change, Delving into Data, Using Number and Expressions

Problem Solving



CURRICULUM MAP TEMPLATE: MATHS




YEAR

	Focus	Inquiry/Concepts	Skills
	<ul style="list-style-type: none">• Algebra• Geometry• Number• Proportion• Statistics	Graphs, Algebra, Reasoning, Communication, Revision	Communications
	<ul style="list-style-type: none">• Analysis and Approaches*	Number and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, Calculus	GDC Skills, Analysis, Reasoning, Inquiry, Problem Solving, Proof, Modelling
	<ul style="list-style-type: none">• Applications and Interpretations*	Number and Algebra, Functions, Geometry and Trigonometry, Statistics and Probability, Calculus	GDC Skills, Analysis, Reasoning, Inquiry, Problem Solving, Proof, Modelling

**All topics will be taught by the end of the course.*



CURRICULUM MAP TEMPLATE: COMPUTING

YEAR	INQUIRY / CONCEPTS		
	Term 1	Term 2	Term 3
 7	<ul style="list-style-type: none">• Unit 1 - Computing Fundamentals• Unit 2 - Scratch Programming <p>Coding interactive stories, games and animations. Online LOGO programming software</p>	<ul style="list-style-type: none">• Unit 1 - Flowcharts• Unit 2 - Cybersafety <p>Input, process, output, cyberbullying, digital footprint</p>	<ul style="list-style-type: none">• Unit 1 - Website designing• Unit 2 - Data handling software <p>HTML codes, cascading style sheets, spreadsheets, formulae and functions</p>
 8	<ul style="list-style-type: none">• Unit 1 - Web programming• Unit 2 - Operating systems <p>Code editor, notepad, textedit, system software, application software, commandline interface, graphical user interface</p>	<ul style="list-style-type: none">• Unit 1 - Python Programming Basic level• Unit 2 - Social networking <p>Python programming-1, datatypes, threats, safety, social media, viruses, firewalls, networks</p>	<ul style="list-style-type: none">• Unit 1 - Python Programming Intermediate• Unit 2 - Databases <p>Python Programming-2, loops, conditional statements, iteration, tables, primary key, foreign key,</p>
 9	<ul style="list-style-type: none">• Unit 1 - Python Programming• Unit 2 - Computer Architecture <p>Python programs, classes, functions, arrays, Von- neumann architecture, logic gates and circuits</p>	<ul style="list-style-type: none">• Unit 1 - Cybersecurity• Unit 2 - Office Applications <p>Protecting systems, networks, digital attacks, programs, word processor, file extensions</p>	<ul style="list-style-type: none">• Unit 1 - Data representation• Unit 2 - Algorithms and Pseudocodes <p>Conversion, binary, hexadecimal, operators, symbols</p>



CURRICULUM MAP TEMPLATE: ICT

YEAR

INQUIRY / CONCEPTS

Term 1

Term 2

Term 3

10

- **Computer Systems**
- **Document Production**
- **Presentations**

Analogue, digital data, linkers, device drivers, audio/video editing, creating word documents and presentations according to specifications and instructions

- **ICT Applications**
- **SDLC**

Databases

Analysis, Designing, Testing, Implementation, Documentation, Creating databases using tables and relational entities

- **Safety and Security**
- **Data Analysis**

Safety issues, data protection acts, working on formulae and functions in excel according to the desired output

11

- **Safety and Security**
- **Data Analysis**

Safety issues, data protection acts, working on formulae and functions in excel according to the desired output

- **Layout and Styles Communication**

Organise page layout, format text, Including matching case, whole words Navigation Add and delete bookmarks/hyperlinks

- **Revision and Exams**



CURRICULUM MAP TEMPLATE: COMPUTER SCIENCE

YEAR

INQUIRY / CONCEPTS

Term 1

Term 2

Term 3

10

- **Data Representation**
- **Data Transmission**
- **Algorithm design and solving**

Denary, Binary and Hexadecimal number base systems. Adding binary numbers, overflow errors. Logical shifts, 2's complement. ASCII and unicode, structure diagrams.

- **Hardware/Software**
- **Programming**
- **Databases**

Understand the role of the central processing unit (CPU) in a computer, input/output devices, RAM/ROM CPU, Cloud storage, IDE, SQL

- **The Internet**
- **Emerging Technologies**
- **Programming**

Digital currency, Phishing, Pharming, DDoS, microprocessors, robotics, artificial intelligence

11

- **Boolean Logic**
- **Programming**

Logic gates, logic expressions, truth tables, variables, constants, arrays, procedures, and functions

- **Programming**

One-dimensional (1D), Two-dimensional (2D) arrays
File handling

- **Revision and Exams**



CURRICULUM MAP TEMPLATE: ART

YEAR

INQUIRY / CONCEPTS

7

Introduction Project

- Communication
- Creativity

Timeline Project

- Presentation
- Innovation
- Style

Sweets Project

- Creativity

Impressionism Project

- Style
- Representation
- Expression

8

Bugs drawing Project

- Creativity

Bugs Pinting Project

- Style
- Composition
- Innovation

Dada Project

- Composition
- Expression

Style Life Project

- Composition
- Style
- Expression

9

Portraits Project Part 1

- Composition
- Style
- Representation

Portraits Project Part 2

- Composition
- Style
- Representation

Perspective Project

- Perspective
- Expression

Mini IGCSE Project

- Innovation
- Style
- Expression

10

Developing drawing skills

- Narrative
- Composition

Developing drawing skills and working in artists style

- Narrative
- Composition
- Expression
- Style

Working in artist styles and developing ideas

- Narrative
- Composition
- Expression
- Style

Developing ideas

- Narrative
- Composition
- Style
- Expression



CURRICULUM MAP TEMPLATE: ART

YEAR

INQUIRY / CONCEPTS

11

Developing ideas and creating final outcomes

- Narrative
- Composition
- Style
- Expression

Developing ideas and creating final outcomes

- Narrative
- Composition
- Style
- Expression

Exam Project

- Narrative
- Composition
- Expression
- Style

12

Close up project

All art concepts

Cultures Project

All art concepts

Emotions Project

All art concepts

Developing own works

All art concepts

13

Developing own works

All art concepts

Developing own works

All art concepts

Developing own works

All art concepts



CURRICULUM MAP TEMPLATE: MUSIC

YEAR	INQUIRY / CONCEPTS					
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
7	Rhythm Basics /Musical Structure Is it important for music to be organised? Can music be disorganised? How does it affect the way that we listen/hear the music?	Reggae Tune Can music be used to further a political agenda?	Ternary Form Composition Are we able to take creative inspiration from the very distant past in music? e.g. 1600 's?	Cover Band Performance What characteristics make for successful band? This of a band what was talented and successful but did not last very long. Why?	Creating a Leitmotif Can you recognise/sing/hum the 'Darth Vader' tune? Can you recognise the 'Harry Potter' tune? What % of your class do you think will know these?	Singing Challenge
8	Drum Kit What is the importance of rhythm in music? Does one need melody for it to be music or can it simply be percussive sounds?	The Tide is High What is the power of a chord sequence?	Chord Sequences and Vamps How can I use a chord sequence to create musical impact?	The Blues The Power of Music - do you believe in this concept? Why?	Wix Project The power of self promotion and the level of reach	Cover Band Performance
9	Samba What values can we learn from being in a Samba band?	Film Themes Does a film theme contribute to the success of the film?	Original Song Unit The impact of lyrics and how it can touch someone?	Original Song Unit The impact of lyrics and how it can touch someone?	Wix Project The power of self promotion and the level of reach	Cover Band Performance





CURRICULUM MAP TEMPLATE: MUSIC

YEAR	INQUIRY / CONCEPTS					
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
10	<p>Overview of Music Eras/Periods (1600-Present) Set Work No.1 - Haydn Trumpet Concerto in E flat Introduction to Composition - Ternary Form</p>	<p>Developing understanding of Baroque Music (1600-1750) Developing Solo Performance Technique Developing notating of a melody on manuscript</p>	<p>Developing understanding of the Classical Music Era (1720-1830) Solo Performance</p>	<p>Developing understanding of the Romantic Music Era (1800-1910) Sibelius composition</p>	<p>Developing understanding of the Modern Music Era (1900-Present) Free composition</p>	<p>Developing understanding of World Music Ensemble Performance</p>
11	<p>Set Work No.2 - Beethoven Symphony No.5 Movs 3&4 Performance Exam Brief No.1: Solo Performance Composition Exam Brief No.1: Annotated Composition</p>	<p>Focus Style 2025 - Chinese Music Recording of Solo Performance Completion of Annotated Composition Composition Exam Brief No.2: Free Composition</p>	<p>Revising music theory/Past Papers Performance Exam Brief No.2: Ensemble Performance</p>	<p>Completion & submission of coursework Past papers continue till final exam</p>		



CURRICULUM MAP TEMPLATE: MUSIC

YEAR	INQUIRY / CONCEPTS					
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
 12	'My Music' Presentation An approach to music analysis Performance and Composition tasters TOK & Music	Exploring Music in Context Section 1 - Diverse Musical Material	Exploring Music In Context Section 2 - Creating Exercise What makes a successful musical adaption?	Exploring Music in Context Section 3 - Creating an Adaption	Experimenting with music - experimenting as a performer	Experimenting with Music - experimenting as a composer
 13	Contemporary Music Maker - collaboration with another Arts student (HL ONLY)	Contemporary Music Maker - final presentation (HL ONLY)	Presenting Music - presenting as a composer Preparation for concert	Presenting Music - presenting as a performer		



CURRICULUM MAP TEMPLATE: DRAMA

YEAR	INQUIRY / CONCEPTS					
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
7	INTRODUCTION TO THEATRE THROUGH MATILDA THE MUSICAL <ul style="list-style-type: none"> • Audience • Expression • Genre Role 	MELODRAMA <ul style="list-style-type: none"> • Creativity • Interpretation • Role 	BEGINNINGS <ul style="list-style-type: none"> • Creativity • Development • Communication • Expression 	PUPPETS <ul style="list-style-type: none"> • Development • Systems • Innovation • Play 	PAGE TO STAGE Script work <ul style="list-style-type: none"> • Audience • Role • Genre • Play • Interpretation 	PAGE TO STAGE Script work <ul style="list-style-type: none"> • Audience • Role • Genre • Play • Interpretation
8	THE REFUGE BOY <ul style="list-style-type: none"> • Culture • Global • Interactions • Identity • Representation 	PHYSICAL THEATRE <ul style="list-style-type: none"> • Development • Genre • Expression 	WEST SIDE STORY Stage Combat <ul style="list-style-type: none"> • Creativity • Culture • Representation • Structure 	WEST SIDE STORY Stage Combat <ul style="list-style-type: none"> • Creativity • Culture • Representation • Structure 	DEvised THEATRE - Documentary Theatre <ul style="list-style-type: none"> • Global interactions • Representation • Expression • Identity 	DEvised THEATRE - Documentary Theatre <ul style="list-style-type: none"> • Global interactions • Representation • Expression • Identity
9	MONOLOGUES <ul style="list-style-type: none"> • Audience • Genre • Play • Interpretation • Role 	MASKING <ul style="list-style-type: none"> • Creativity • Audience • Communication • Expression 	BRECHTIAN THEATRE <ul style="list-style-type: none"> • Genre • Structure • Narrative • Composition 	BRECHTIAN THEATRE <ul style="list-style-type: none"> • Genre • Structure • Narrative • Composition 	PAGE TO STAGE Script work <ul style="list-style-type: none"> • Audience • Role • Genre • Play • Interpretation 	PAGE TO STAGE Script work <ul style="list-style-type: none"> • Audience • Role • Genre • Play • Interpretation



CURRICULUM MAP TEMPLATE: DRAMA

YEAR

INQUIRY / CONCEPTS

10

Term 1A

- DRAMA AND THEATRE**
What is Drama?/What is Theatre?
- Creativity
 - Genre
 - Boundaries
 - Composition

Term 1B

- DEVELOPING ACTING SKILLS**
- Audience
 - Role
 - Expression
 - Communication
 - Interpretation

Term 2A

- STAGING AND DESIGN**
- Composition
 - Structure
 - Creativity

Term 2B

- PERFORMANCE**
How to be your own Director
- Audience
 - Role
 - Genre
 - Play
 - Interpretation

Term 3A

- PERFORMANCE**
How to be your own Director
- Audience
 - Role
 - Genre
 - Play
 - Interpretation

Term 3B

- MONOLOGUES**
- Audience
 - Genre
 - Play
 - Interpretation
 - Role

11

- DEVISING**
- Global interactions
 - Representation
 - Expression
 - Identity

- DEVISING**
- Global interactions
 - Representation
 - Expression
 - Identity

- EXTENDED SCRIPTS/EXAM SET TEST**
- Audience
 - Role
 - Genre
 - Play
 - Interpretation

- EXTENDED SCRIPTS/EXAM SET TEST**
- Audience
 - Role
 - Genre
 - Play
 - Interpretation



CURRICULUM MAP TEMPLATE: DRAMA

YEAR

INQUIRY / CONCEPTS

12

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
EXPLORING DIFFERENT THEATRE STYLES <ul style="list-style-type: none"> • Creativity • Development • Systems 	COLLABORATIVE PROJECT - MOCK <ul style="list-style-type: none"> • Identity • Creativity • Development • Communication • Change • Global Interactions 	PRODUCTION PROPOSAL / PLAY MOCK <ul style="list-style-type: none"> • Identity • Creativity • Development • Communication • Change • Global Interactions 	PRODUCTION PROPOSAL / PLAY MOCK <ul style="list-style-type: none"> • Identity • Creativity • Development • Communication • Change • Global Interactions 	RESEARCH PRESENTATION <ul style="list-style-type: none"> • Communication • Global Interactions • Culture • Systems 	RESEARCH PRESENTATION <ul style="list-style-type: none"> • Communication • Global Interactions • Culture • Systems

13

COLLABORATIVE PROJECT - FINAL <ul style="list-style-type: none"> • Identity • Creativity • Development • Communication • Change • Global Interactions 	SOLO PERFORMANCE (HL) PRODUCTION PROPOSAL (SL) <ul style="list-style-type: none"> • Systems • Creativity • Development (Audience, Role, Genre, Play, Interpretation, Communication)	SOLO PERFORMANCE (HL) PRODUCTION PROPOSAL (SL) <ul style="list-style-type: none"> • Systems • Creativity • Development (Audience, Role, Genre, Play, Interpretation, Communication)	PRODUCTION PROPOSAL - FINAL <ul style="list-style-type: none"> • Audience • Role • Genre • Play • Interpretation • Communication
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CURRICULUM MAP TEMPLATE: FILM

YEAR

INQUIRY / CONCEPTS

Term 1

Term 2

Term 3

12

History of Early Cinema/ Early European Film

- Reading Film - Students look at film elements used in the silent era.
- Contextualising Film - Historical, Geographical, Technological.
- Exploring film production roles - Writer, editor, cinematographer, director.

Hollywood / Film Genre

- Hollywood studio system (big 5)
- Stars
- Reading Film- Editing, Cinematography, Narrative structure, critical reception, mise en scene, motifs and symbols, sound, film makers influences and vision.
- Contextualising Film- Historical, Geographical, Technological, Political, Institutional
- Exploring film production roles- Cinematography, editing, writer, director

Film Making

- Third 3 minute short
- HL- Collaborative film project.

13

Technologies and Textual Analysis

- Technologies
- Textual analysis
- Collaborative Film

Comparative Study

- Technologies
- Textual analysis
- Collaborative Film

Completing Coursework

- Final Film Portfolio
- Final Textual Analysis
- Final Comparative study



CURRICULUM MAP TEMPLATE: PE

YEAR	INQUIRY / CONCEPTS		
	Term 1	Term 2	Term 3
7	<ul style="list-style-type: none">• Unit 1: Invasion Games Basketball & Football Concepts: Time, place and space. Creativity and communication• Unit 2: Global Games Volleyball & Flag American football Concepts: Communication, Creativity and Connections	<ul style="list-style-type: none">• Unit 3: Invasion Games Rugby Time, place and space. Creativity and communication• Unit 4: Swimming Refinement, Movement	<ul style="list-style-type: none">• Unit 5: Net games Tennis Time, place and space. Adaptation and refinement• Unit 6: Individual pursuit Athletics Concepts: Aesthetics, refinement, movement, energy
8	<ul style="list-style-type: none">• Unit 1: Invasion Games Basketball & Football Concepts: Time, place and space. Creativity and communication• Unit 2: Global Games Volleyball & Flag American football Concepts: Communication, Creativity and Connections	<ul style="list-style-type: none">• Unit 3: Invasion Games Rugby Time, place and space. Creativity and communication.• Unit 4: Swimming Refinement, Movement	<ul style="list-style-type: none">• Unit 5: Net games Tennis Time, place and space. Adaptation and refinement• Unit 6: Individual Pursuit. Athletics Concepts: Aesthetics, refinement, movement, energy
9	<ul style="list-style-type: none">• Unit 1: Invasion Games Basketball & Football Concepts: Time, place and space. Creativity and communication• Unit 2: Global Games Volleyball & Flag American football Concepts: Communication, Creativity and Connections	<ul style="list-style-type: none">• Unit 3: Invasion Games Rugby Time, place and space. Creativity and communication.• Unit 4: Sailing Collaboration, Energy, Systems	<ul style="list-style-type: none">• Unit 5: Net games Tennis Time, place and space. Adaptation and refinement• Unit 6: Individual Pursuit. Athletics Concepts: Aesthetics, refinement, movement, energy



CURRICULUM MAP TEMPLATE: PE

YEAR	INQUIRY / CONCEPTS		
	Term 1	Term 2	Term 3
10	<ul style="list-style-type: none">• Unit 1: Health and well-being Concepts: Change, Systems, Connections• Unit 2: Anatomy and physiology Concepts: Energy, Systems, function.	<ul style="list-style-type: none">• Unit 3: Social, cultural and ethical influences Concepts: Connections, Culture, Choice	<ul style="list-style-type: none">• Unit 4: Skill acquisition and psychology Concepts: development, change, refinement
11	<ul style="list-style-type: none">• Unit 5: Fitness and Training Concepts: Change, Systems, function	<ul style="list-style-type: none">• Unit 6: Social, cultural and ethical influences Concepts: Global interactions, Connections, Culture	<ul style="list-style-type: none">• Unit 7: Skill acquisition and psychology Concepts: Identity, Perspective, interaction