



LA CÔTE INTERNATIONAL SCHOOL  
AUBONNE  
A NORD ANGLIA EDUCATION SCHOOL

# LOWER SECONDARY CURRICULUM



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# WELCOME

In Lower Secondary (7-9), students follow a curriculum programme that has been designed to prepare students, in a focused but inspiring way, for success at IGCSE and later the IB Diploma Programme. Curriculum content has been chosen to ensure there is rigour and challenge in developing knowledge and understanding, whilst our attention on the core competencies enables students to flourish holistically, developing academic practice alongside self-management and critical thinking.

As a bilingual school, we concentrate on developing language skills in English, French and German or Spanish, supporting students to take early entry IGCSE if this is an appropriate personalised pathway or to develop depth and breadth in their language abilities.

Our unique connections with the world-renowned Juilliard School allows us to provide an enriching and exciting Performing Arts programme, and partnerships with MIT and UNICEF offer students many inspiring opportunities. Our exclusive 'Global Campus' online learning platform enables our students to interact and connect with other Nord Anglia students across the world through cross-curricular, collaborative projects.

Service opportunities, inter-disciplinary connections ('transfer') and a strong pastoral PSHE (personal, social, health and economic) programme are all key components of our curriculum and give students a chance to apply their learning in an authentic way, ensuring they have opportunities to lead and empowering them to discover real world links for their learning.

This curriculum booklet contains general information on each subject discipline as well as information on assessment and reporting, homework expectations and how we support and provide additional challenge for all students.

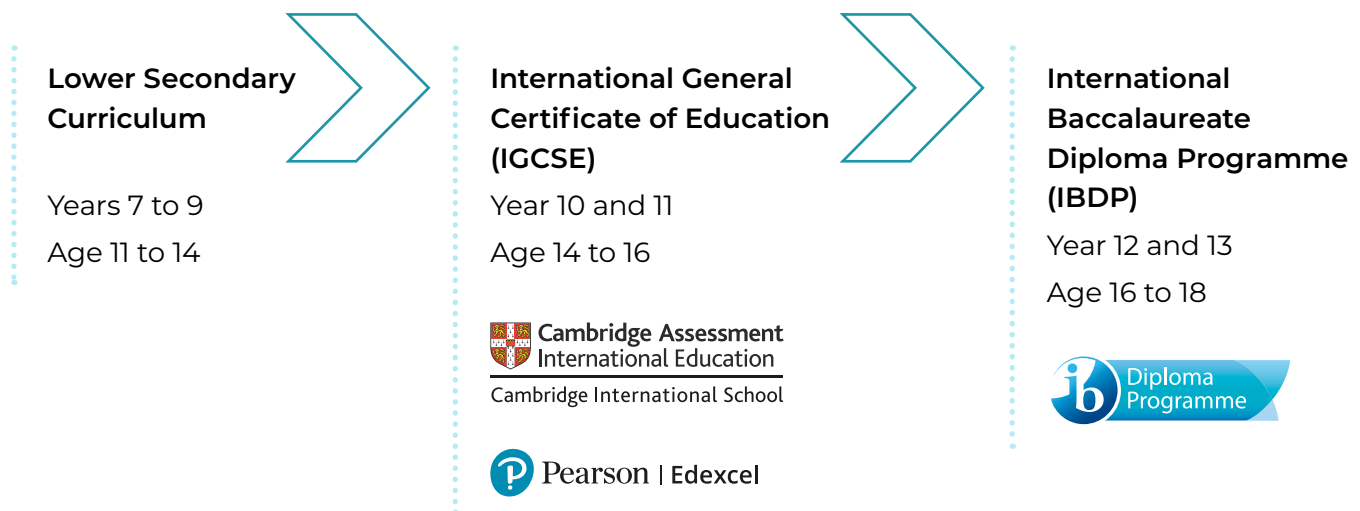
We hope it provides answers to everything you need to know about your child's learning but if you have any additional questions, please feel free to contact me via email at: [emily.hardwicke@lcis.ch](mailto:emily.hardwicke@lcis.ch)

## **Emily Hardwicke**

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# CURRICULUM PROGRESSION



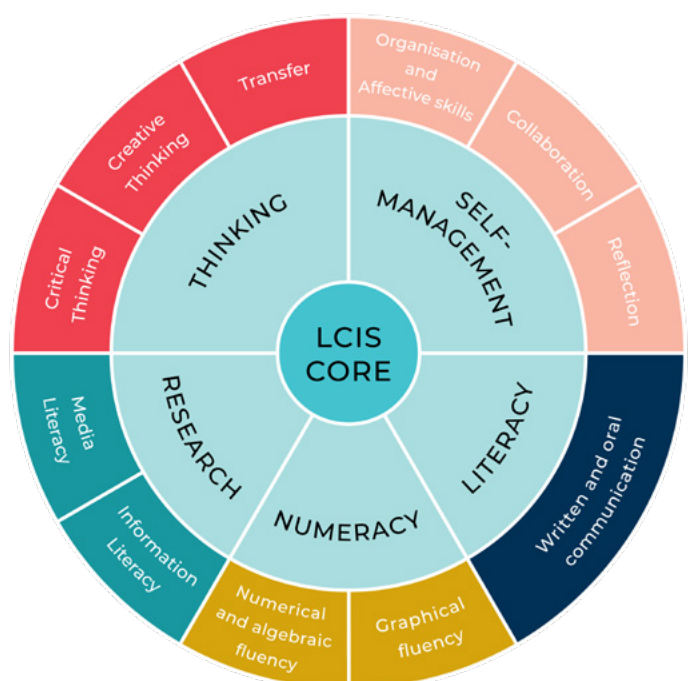
Our Lower Secondary Curriculum prepares students for the demands of the IGCSE and IBDP programmes.

Between 14 and 16 years of age, our students study for the International General Certificate of Secondary Education (IGCSE) The world's most popular international qualification, it is recognised by leading universities and employers around the world and is the ideal preparation for the academic rigor of the IB Diploma Programme (DP) at the age of 16-18. Students are well prepared to choose a single language or bilingual IB Diploma, and to successfully apply to top Swiss and international universities.

## CORE COMPETENCIES

As well as the core knowledge students are taught in each subject, our LCIS Core Competencies develop students' skills and allow us to focus on literacy, numeracy, research, thinking and self-management across the whole curriculum.

We focus our attention on certain areas at key times. For example, self-management is a key part of the transition at the start of Year 7 where students may need additional support with being physically or digitally organised. Our whole secondary literacy strategy supports students in areas such as revising and editing their work and developing skills in spelling and vocabulary acquisition. We recognise that numerical skills are common and transferable across many different subject disciplines, so we work on the procedural knowledge students need to develop fluency in this area and embed opportunities for practice throughout our curriculum.



# SUBJECT AREAS

## ART AND DESIGN

The Art and Design department at LCIS is a dynamic and stimulating section of the school. It inspires students to observe and utilise their surroundings to become skilled and knowledgeable, thinking beyond the boundaries of their own perceptions and developing their creative capabilities at all levels. It addresses Art and Design in both new and traditional ways.

Students engage with their own creativity, motivation and build confidence to express and develop ideas and take risks.

The study and practice of Art involves process-based activity reflecting social, economic, technological, ethical, contextual, historical, conceptual, observational, and cultural influences.

The school's Visual Arts program, in its many forms, contributes effectively to the life of the school. Students regularly have their work displayed, take part in NAE Global Campus and other competitions, and go on cultural trips.

Students acquire and develop knowledge and understanding of visual language and are encouraged to be ambitious for their work in both its breadth and depth as well as scale and structure, formal and conceptual qualities. They learn how to draw and measure from observational study as well as developing a personal and interpretative iconography. Emphasis is placed on observational drawing as a core area of study which challenges the constant flow of recordings in today's world, defines and starts a process of making and meaning. This course gives students opportunities to develop and explore ideas, research primary and contextual ideas, experiment with media, materials techniques and processes and create finished pieces of Art.

The department encourages the use and tending of sketchbooks to record visual findings, and these are used both inside and outside of the classroom. Students also build up a sound knowledge of the History of Art, art techniques and artists, on which to reflect and use as inspiration for their own work. Visual Art is also integrated in other subjects and encourages links across the curriculum, recognising the importance of artistic practice and its applicability in relation to other disciplines and experience in life.

## COURSE OUTLINE

### Year 7

Students will develop skills in basic drawing and painting. The first unit teaches skills in the use of line, tone/shading, texture, and perspective as well as observational drawing and building techniques in the application of the materials. Students will develop artistic and scientific knowledge of colour mixing and its application as an important part of visual language. Students will use these skills they have developed to make both observational and interpretative compositions.

### Year 8

Students will develop skills in basic drawing, painting, and print. The first unit will build on the basic elements in Art, studied in Year 7, by focusing on eight formal qualities. These are: line, tone, colour, shape, form, pattern, texture, and movement. We develop observational and transcriptive drawing and painting techniques in the application of materials. Students will use contextual and historical sources to inform their work. They will look at Optical Art, working with geometrical shape and form as well as curvilinear structures. We will cover both Fine Art and Graphic Design tasks. Students will learn how to tessellate forms and look at patternmaking in its context.



## Year 9

Students will develop skills in drawing and painting, print/3D work and Graphic Design. The first unit focuses on concepts which concern image and meaning using lettering and typography found in both Graphics and Fine Art. Students will look at contextual and historical examples of work in 20th Century Art. For example, we will focus on the imagery and ideas in Surrealism, developing observational and transcriptive drawing, painting, and mixed media. There will be a unit which links with Maths and explores mathematical patterns and numerical sequences visually. We will also work offsite on observational studies, as well as developing both observational and interpretative skills.

## ASSESSMENT

Students will be assessed on two criteria

1. Exploring and recording of ideas, observations and developing skills
2. Responding and evaluating sources



# DESIGN TECHNOLOGY

Our Design Technology curriculum is built around students completing a variety of projects, which focus on the design process and develop an understanding of materials and techniques. Projects use a range of materials, tools and processes and provide opportunities for students to develop their understanding of how products are assembled. Using a project-based approach for our units allows us to embed core skills such as sketching, computer aided design, and modelling, whilst broadening students understanding of using different processes as well as the properties and uses of materials in real world applications. Design communication, through the use of drawing techniques, computer aided design and developmental modelling, is an important part of fostering a 'Design Thinking' mindset for creating feasible yet creative ideas and problem-solving skills. These are also the skills assessed at both IGCSE and Diploma level.

## COURSE OUTLINE

### Year 7

Students begin with our 'Birdbox' unit to become familiar with the workshop environment. After being introduced to isometric drawing skills and use of Fusion 360 software, they apply these skills when designing their birdbox. Following this, our 'Packaging' unit teaches students to design their own packaging, developing their understanding of packaging requirements and the types of material used for this purpose. The final project 'Pocket Game' deepens students' understanding of computer aided design and use of Fusion 360. The unit is an opportunity for students to use computer aided manufacture.

### Year 8

In Year 8, our first unit 'Passive Speaker' allows students to build on the skills used for the creation of their birdbox in Year 7. This unit involves students creating their own design ideas and problem solving how they could work to amplify sound without the use of electronics. The following unit 'Accessories' gives students experience of working with metal and designing packaging and the promotion of their accessory. The final 'Kitchen Utensil' unit introduces students to basic ergonomics and follows on from the skills learnt as part of the ball bearing game and use of computer aided design and manufacture.

### Year 9

Year 9 starts with a 'Seating' unit which involves looking more closely at ergonomics and anthropometrics and how this impacts products and our daily lives. Students explore different design movements as a starting point to inspire their design ideas and develop 1:7 scale prototypes for testing and evaluation. The 'Light' unit is an opportunity to use a range of design skills and apply knowledge and understanding of electronic circuits in a practical environment. The final unit is based on a previous IGCSE coursework context question with students experiencing an adapted miniature version of an IGCSE style project.

## ASSESSMENT

We formally assess students based on the design process and their knowledge and understanding. This is split into 3 main criteria:

- Investigate & Evaluate
- Design & Make
- Knowledge & Understanding

In a workshop environment with practical activity, most of the formative feedback is 'in the moment' and therefore verbal. This allows students to respond to feedback immediately and helps develop their skills and competency in Design Technology.

# DRAMA

Drama is an engaging, creative and exciting subject which is taught to all LCIS students from Primary through Secondary, with the option to take IGCSE Drama in Year 10.

Drama, rooted within The Performing Arts, offers a unique human experience that bridges cultural and artistic divides and nurtures confidence in our young generation. The interplay between the shared and extremely personal experience makes Drama a powerful vehicle for individual expression, interpretation and understanding, encouraging personal growth and a sense of community. Students develop their confidence, presentation skills, and personalities, which in turn empowers them as learners across all subjects.

Students will also gain knowledge of the historical, social, and political context of Drama and the role Drama plays in society and across different industries.

Our with Juilliard Performing Arts school in New York greatly features in our whole school Drama scheme within class activities but also in the Performing Arts Learner Ambitions targets set for each year group.

At its core, our Drama education aims to:

- Build confidence as a performer, creator and appreciator of dramatic art
- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical significance and developing cultural capital
- develop a range of theatrical skills and apply them to create performance
- work collaboratively to generate, develop and communicate ideas
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- adopt safe working practices

## COURSE OUTLINE

### Year 7

- Introduction to Drama in Secondary
- The History of Drama
- Performance Spaces
- Interpreting Scripts
- Method Acting

### Year 8

- Aristotle VS Brecht – Theatre practitioners
- Defining Performance
- Technical Theatre and Staging
- Devising Theatre
- Performance Project





## Year 9

In Year 9, students will focus on developing their abilities as actors, designers, creators, and writers.

- Types of Dramatic Performance
- Performance Influences
- Creating a Performance
- Designing a Stage Space
- Writing and Performing an Original Monologue

## ASSESSMENT

We use a combination of in-class practical activities, performance opportunities and script analysis to assess student progress across robust criterion that prepares students for Drama at IGCSE and DP Level.

Through practical and theoretical study introduced in Year 7, learners develop an understanding and enjoyment of drama, develop group and individual skills and honing their craft to enable to appeal to an audience using a variety of emotive performance techniques. Students also learn to cultivate their own performances and devise complex scripts which will encourage creative growth and personal exploration.

# ENGLISH LANGUAGE AND LITERATURE

Our English curriculum follows a thematic programme of learning where we focus on the core strands of reading, writing and oracy. These develop students' knowledge and understanding of how to analyse texts, explore and identify choices that writers make, and become confident writers and speakers themselves. We aim to develop an interest in language, and an enjoyment and appreciation of a diverse range of literature as well as non-literary texts. Structuring our units in a thematic approach allows us to focus on a key text for each unit, as well as giving us flexibility to weave in related literary and non-literary texts that help to deepen and broaden student understanding and present connections with real world experiences. Grammar, vocabulary and an understanding and command of functional skills are all important features of our curriculum, and we value opportunities for student oracy as this is a specific skill that is assessed externally at IB Diploma level.

## COURSE OUTLINE

### Year 7

Students begin with the unit 'Reimagining' where they are introduced to common fairy tales and Greek myths to then look at how these stories have been 'reimagined' by modern storytellers and poets. We develop our own narratives that subvert or play with established genres or forms. In 'The Art of Rhetoric', we study advertisements, speech writing and poetry, analysing the way that language can be utilised for persuasive effect, and collaborating with the Design department on a cross-curricular project. Following this is a unit on 'Belonging', where we study the key text 'The Bone Sparrow', a deeply moving novel and play that focuses on the displacement and treatment of refugees and sanctuary seekers.

### Year 8

'Imagining the Future' focuses on dystopia and students read and watch 'The Giver' as a key text before developing their knowledge of the genre with a range of extracts, short stories and non-literary texts such as advertisements for past technologies. There are connections made with Music, as students work on a film score whilst exploring the techniques used in the film version of the text. 'Powerful Voices' allows students to explore the power of words in a wide range of texts before developing their own voice in a range of creative ways. 'Journeys of Discovery' builds awareness of travel writing and magazine articles as well as looking at literary texts with a firm sense of place and developing descriptive creative writing skills.

### Year 9

'Lessons from the past' introduces students to a key literary text set during World War II. We then use this as a springboard into a language study of propaganda and make links with Humanities in two 'transfer' days that allow us to develop contextual understanding alongside our disciplinary knowledge. We then move on to 'The Supernatural' where students will study a range of extracts and texts that link to the theme of ghost stories or the 'gothic' genre. 'Outsiders' weaves together marginalised characters in the literary world along with non-literary options where we can make real world connections to the experiences of refugees or those in society whose voices are silenced or ignored.

## ASSESSMENT

We assess the core areas of reading, writing and oracy and our assessment strands focus on:

### Reading

RO1: Knowledge and Understanding

RO2: Analysis and Evaluation

RO3: Context

### Writing

WO1: Crafting a text

WO2: Organising and Structuring

WO3: Language – effect

WO4: Language – accuracy

### Oracy

OO1: Oracy

We also test language skills with spelling or vocabulary assessments.





# HUMANITIES

The Lower School Humanities curriculum is designed to offer students an opportunity to discover the world around them by following an integrated approach. Interdisciplinary teaching and learning (Years 7 and 8) help build a connected curriculum that addresses the developmental needs of students and prepares them for further academic study and life in an increasingly interconnected world. Additionally, this approach encourages learners to respect and understand the world around them and equips them with the necessary skills to inquire into historical, geographical, political, social, economic, and cultural factors that affect individuals, societies and environments.

The study of Humanities helps students to appreciate critically the diversity of human culture, attitudes, and beliefs.

As students progress through the Humanities curriculum, they will develop and consolidate a wide range of skills: source analysis, debating techniques, approaches to research, presentations skills and opportunities to think critically. As they advance through the curriculum and enter Year 9, students will have further opportunities to learn about subject specific approaches in both History and Geography. In Year 9 especially, the curriculum is designed to aid students to inform and reflect on subject specific skills as they move closer to IGCSE.

## Research Projects

These are designed to support students focus on their preferred subject area within Humanities and will be associated with their IGCSE option choice prior to starting Year 10. Students are encouraged to pick a research question from the previous five-unit areas studied.

## COURSE OUTLINE

	<b>Year 7: Integrated Humanities</b>	<b>Year 8: Integrated Humanities</b>	<b>Year 9: Geography and History</b>
<b>HT 1</b>	What does it mean to be a global citizen?	Where are all the people? (Development)	History and Geography: Superpowers from around the world
<b>HT 2</b>	How can maps provide us with a sense of time, place, and space?	Why are natural environments important to individuals & societies?	History: War, Peace and Conflict
<b>HT 3</b>	What do people believe in?	How have innovations and ideas changed the world?	Geography: River environments
<b>HT 4</b>	Where do we live?	How can energy be produced sustainably?	History: How are societies governed?
<b>HT 5</b>	What factors contribute to the fairness and development of societies?	How can we achieve Peace in a world of conflict?	Geography: Globalisation
<b>HT 6</b>	Research Project	Research Project	Research Project

## ASSESSMENT

Students will be assessed using a range of methods, including:

- Formal debates
- IGCSE style exams
- Presentations
- Extended essays: inquiry based
- Source analysis

# INFORMATION TECHNOLOGY (ICT)

The study of ICT equips our students to use computational thinking, imagination, and creativity to understand our digital world. Computing and Information Technology have deep links with Mathematics, Science, as well as Design and Technology. Our ICT program, therefore, not only allows our students to develop their digital literacy, but also serves to reinforce learning in those fields by providing computational opportunities to examine theoretical knowledge. In addition, a computing programme provides our students a tool to explore and discover new insights in both natural and artificial systems.

The core of computing is Computer Science. It is here that students are taught the principles of information and computation, how digital systems work, their history, ethics and privacy and how to put this knowledge to use through computing. Computing also ensures that our students become digitally literate, not only passive consumers of digital content but creators and makers. We want our students to be able to use, express themselves and develop their ideas through information and communication technology.

## COURSE OUTLINE

Our Lower Secondary ICT Curriculum is delivered across three strands: Computer Science, Information Technology and Digital Literacy, via the following units of learning.

### Year 7

- Impact of Technology: Collaborating Online Respectfully
- Networks: From Semaphores to the Internet
- Using Media: Gaining Support for a Cause
- Programming: Essentials in Scratch

### Year 8

- Modelling Data: spreadsheets
- Representations from Clay to Silicon
- Mobile App Development
- Computing Systems

### Year 9

- Problem Solving and Computing
- Web Development
- Interactive Animations and Games
- Data and Society

## ASSESSMENT

Each unit has opportunities for formative and summative assessment across the learning strands of Computer Science, Information Technology and Digital Literacy.



# MATHEMATICS

The study of mathematics is a beautiful and fundamental cornerstone of a balanced education. Through the study of mathematics we can promote the universal language that humans worldwide use to describe the physical world they inhabit and the human world of technology and innovation. Through the practice of mathematics we promote analytical reasoning and problem solving, as well as skills that contribute to both abstract and critical thinking. It also promotes inquiry and the evaluation of new knowledge, through the search for patterns and relationships, as it mimics the human cognitive processes of gathering and assessing based on empirical evidence. We are all instinctively mathematical.

The study of mathematics should be more than simply learning formulae. We do not want our students to have the impression that all the answers to maths can be found in a textbook, but rather that they are active participants in the search for links, concepts, and relationships. In this way, Maths becomes a subject that is alive with the thrill of exploration and the rewards of discovery.

## COURSE OUTLINE

### Year 7

- Algebraic Thinking
- Place Value and Proportion
- Applications of Number
- Directed Number
- Fractional Thinking
- Reasoning with Number

### Year 8

- Representing Number
- The Patterns Behind Numbers
- Shapeshifters
- Constant Change
- Life in Parts
- Data Analysis

### Year 9

- Prove it: Number theory
- Simplify it: Algebra
- Graph it: Coordinate Geometry
- Nobody is Average: Data Analysis
- Shape: Geometry
- Equivalence: Numerical, Symbolic, Graphic

## ASSESSMENT

We use a combination of topic tests and cumulative tests to assess the students across the criteria of:

- Knowing and Understanding
- Mathematical Communication and Fluency
- Analysing and Evaluating

# LANGUAGES

The Languages curriculum at LCIS encourages students to discover and develop an appreciation of another language whilst deepening the understanding of their own. At LCIS, through learning a language, we aim to develop cultural awareness and encourage an understanding and a greater tolerance of others in the wider world. The Lower Secondary Curriculum provides a solid basis for transition to the skills required at IGCSE level and beyond, whilst giving students the ability and confidence to manipulate and produce the target language. Students are encouraged to express themselves freely whilst giving and justifying points of view. The systematic teaching of grammar and phonics ensures that learners can do this confidently and accurately. Students are challenged to develop their resilience and work both independently and with others.

## COURSE OUTLINE

### French A

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
7	Unité 1. Les monstres, aux limites de l'humain Littérature: monstres et créatures aux frontières de l'humain (Odyssée, Métamorphoses), contes anciens et modernes Langue: les propositions, nature et fonction, verbes attributifs – temps du présent, imparfait et futur Possibilité de projet en lien avec l'art: création d'un monstre imaginaire	Unité 2. Résister au plus fort : ruses, mensonges et masques (partie 1) Littérature: Le roman de Renart, introduction aux Fables de La Fontaine Langue: comprendre des mots dans leur contexte (vocabulaire Moyen-Âge et dix-septième), identifier la parodie, la satire et le comique, la parole rapportée (discours direct/indirect)	Unité 2. Résister au plus fort : ruses, mensonges et masques (partie 2) Littérature: sélection de fables et autres poésies Langue: versification, nature/classe grammaticale et fonction, les temps du passé Possibilité de projet: création d'une brochure illustrée Apprendre par coeur, jouer des rôles et se familiariser avec l'art du dialogue	Unité 3. En route pour l'aventure ! Littérature: Jules Verne, Hivernage dans les glaces et extraits de romans d'aventures (XIXe–XXe siècle) Langue: vocabulaire de la description, connecteurs du discours, règles d'accord (CN, participe passé)	Fin unité 3. En route pour l'aventure ! Projet avec le département de sciences et le groupe de français B: Préserver les glaciers Création d'une campagne – accompagnée d'un récit Sortie d'une journée au glacier d'Aletsch ?
8	1. Le récit de voyage Littérature: Hélène Montarde, Le voyage de Christophe Colomb Langue: adjectif et ses fonctions, le champ lexical et le champ sémantique, l'accord du participe passé, accord des mots composés Écriture: caractéristiques du récit de voyage, la description dans un texte narratif, les figures de style, ampliation lexicale (les 5 sens)	2. Les relations familiales et le théâtre Littérature: Molière, L'avare Langue: adjectifs et degrés, prépositions, types de phrases Écriture: les types de comique, les types de dialogue au théâtre, lecture analytique d'une pièce de théâtre	3. Des héros mythologiques aux héros médiatiques Littérature: recueil de textes classiques (Illiade, Énéide) et modernes (La légende des siècles, L'Odyssée de Tavay) Langue: les compléments circonstanciels, l'impératif, reprise pronominale et nominale, la voix active et la voix passive Écriture: l'écriture d'invention, le texte explicatif	4. Le conte Littérature: sélection de contes d'ici et d'ailleurs Langue: les valeurs des temps du récit, relation conjonctive, pronoms relatifs, participe présent et adjectif verbal, polysémie, sens propre et sens figuré, synonymie et antonymie Écriture: étude de l'explicite et l'implicite des contes, rédiger une morale, comprendre la situation d'énonciation et le schéma narratif d'un conte	5. La poésie Littérature: recueil de poèmes en langue française Langue: polysémie, antonymie et synonymie (révision), les figures de style, l'accord des adjectifs de couleurs (révision), la négation, les homographes et les homophones Écriture: structure et types de poème, la versification, jeux poétiques (calligramme, scriptoforme, lipogramme), poésie en vers libre, les vanités
9	1. Dire l'amour: des mots et des maux d'amour Littérature: recueil de poèmes divers en langue française, travail sur la contextualisation du texte littéraire Langue: valeurs du passé simple et de l'imparfait, vocabulaire du théâtre et de la poésie, le complément circonstanciel, les figures de style, typologie de l'interrogation explicite et implicite Écriture: l'argumentation (écrit et oral), l'écriture de l'invention : le sonnet	2. La fiction pour interroger le réel: le réalisme et le fantastique Littérature: recueil de nouvelles de Guy de Maupassant. Analyse détaillée de La parure, Le horla, La main. La nouvelle à chute. Langue: le discours direct et indirect, les points de vue du narrateur, étude du cadre spatio-temporel, les homonymes, les modalisateurs, les valeurs du conditionnel Écriture: l'écriture d'invention, chronologie et rythme du récit, le cadre spatio-temporel du récit	3. Individus et société: confrontation de valeurs Littérature: Pierre Corneille, Le Cid. Langue: les pronoms relatifs, la phrase complexe, le vocabulaire de la contestation et le vocabulaire artistique, les valeurs du présent, travail sur l'explicite et l'implicite dans le texte, analyse d'image (tableau et film). Écriture: l'écriture d'invention argumentative, utiliser l'écrit pour apprendre (le brouillon, la carte mentale, la fiche mémo), le texte argumentatif	4. Agir sur le monde: informer, s'informer, défor-mer ? Littérature: recueil de textes journalistiques et informatifs. Langue: les reprises nominales, pronominales et grammaticales; la voix active et la voix passive; le vocabulaire du doute et de la certitude; les adverbes; les modalisateurs (révision) Écriture: l'écriture d'invention journalistique, analyse d'articles journalistiques, établir des liens entre texte et image (explicite et implicite)	5. La ville, lieu de tous les possibles Littérature: Boris Vian, L'écume des jours Langue: vocabulaire de la ville et du genre policier, l'accord des adjectifs de couleur, l'expansion du nom, les pronoms et es déterminants indéfinis Écriture: saisir l'implicite d'une œuvre, lire et comprendre des images et des films, comprendre les caractéristiques du genre policier, la description

## French B

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
7	Baseline assessment. My identity (Family - country - nationality - personality and physical description)	School (School subjects – opinions & reasons – teachers – time and timetable – describe a school day & your daily routine - food)	School (Description of school: type of school & facilities – school uniform: clothes & pros and cons of the school uniform)	My town & Home (Description of where you live – facilities & what you can do there – directions – rooms in the house & bedroom description & furniture)	Revision for End of Year Exams Revision of all topics, vocabulary and grammar studied throughout the year
8	Holidays (Countries – means of transport – activities in 3 tenses – importance of holidays)	Healthy Living (Food – healthy diet - review of sports – good & bad habits – improvement for the future)	TV & Cinema (Types of TV programmes - review of a film / book: project with Primary). Project: presentation of a film	New technologies (Various means of communications + adv & disadvantages of the internet & mobile phones)	Revision for End of Year Exams Revision of all topics, vocabulary and grammar studied throughout the year
9	Customs & Celebrations (Customs & Festivals in French speaking countries – focus on France)	The Environment (Environmental problems and impact on the world & Solutions – personal contributions to protect the planet). Project: Projet Apiculture - Aubonne	Jobs & Careers (Odd jobs to earn pocket money – Jobs & Careers – advantages & disadvantages of jobs – qualities required – work experience – professional ambitions)	New technologies (Quick review of use of mobile phone & the internet – use of social network: discuss pros & cons – fake news – famous YouTube users). Project: devise your own tutorial in French	Revision for End of Year Exams  Revision of all topics, vocabulary and grammar studied throughout the year

## Spanish B

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
7	Greetings & Phonics My identity (Personal details: name / age / birthday date – physical descriptions & personality – countries)	Family & Relationships (Family members – physical descriptions in the 3rd person – why you get on or not with family members)	Hobbies & Free-time activities (Sports and use of verbs JUGAR vs HACER – present tense of -AR verbs – frequency adverbs – TV programmes & music)	School (School subjects – opinions & reasons – teachers – time and timetable – describe a school day & your daily routine – food)	School & Revision for End of Year Exam (Description of school: type of school & facilities – clothes: school uniform)
8	Food & Diet (Meals of the day & food – opinions & reasons – describe a healthy diet)	Holidays (present) (Destinations & locations – activities you can do there – weather - accommodation)	Holidays (past) (Preterit tense – consolidation of prior knowledge on this topic)	My town (Description of where you live – facilities & what you can do there – directions)	Revision for End of Year Exams Revision of all topics, vocabulary and grammar studied throughout the year
9	Studies & Future Jobs (studying – from primary school to university – world of work – future tenses and conditionals)	What we used to be like (part 1) (Review of physical and personality traits – talking about habits: personal & family – introduction to imperfect tense: formation and uses)	What we used to be like (part 2) ( Describing ancient civilisations: habits, places, legends. Past tenses : contrast)	Sustainability : in the city & the countryside (Modal verbs - Review of impersonal tenses, future & conditional, past tenses)	Revision for End of Year Exams Revision of all topics, vocabulary and grammar studied throughout the year

## German B

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5
7	My world and I Meeting and greeting physical descriptions & personality Task-based project: trump cards with famous German-speaking personalities	Family & Animals Describing family members and pets, colors and birthdays Task-based project: presentation on German Christmas and New Year traditions	Hobbies & leisure activities Talking about sports and leisure activities, being online and describing friends Task-based project: Writing letter to pen- pal	School Giving opinions on school subjects, school facilities and classroom Task-based project: Poster on your perfect school	Revision for End of Year Exam Revision of all topics, vocabulary and grammar studied throughout the year
8	Holidays Using past tense to describe places, holidays, and weather	Media Talking about media preferences, reading habits and screen time	Healthy living Describing traditional food, cooking and healthy lifestyles	Going on a class trip Talking about daily routines, giving and understanding directions, traditional festivals in Switzerland	Revision for End of Year Exam Revision of all topics, vocabulary and grammar studied throughout the year
9	Role models Describing role models, life experiences and overcoming misfortune	Music Researching, asking and answering questions on types of music, music festivals, bands	Ambitions Discussing extreme and future ambitions, jobs and working in a ski resort	Childhood Talking about your childhood memories and school experiences, reading and writing fairy tales	Revision for End of Year Exam Revision of all topics, vocabulary and grammar studied throughout the year

## ASSESSMENT

Student assessment focuses on the aims that students can:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

# MUSIC

Music has a rare and unique ability to bring us all together as a community. It is part of the everyday fabric of our lives. In the Lower Secondary Curriculum, our students will be supported in their musical progression as they further develop their understanding of the subject through whole-class piano teaching, ensemble playing, composition and the study of academic music theory.

Throughout each year, musical educational development will be supported further by accessing our Juilliard Creative Classroom partnership which will enhance students' musical experience as they broaden and deepen their knowledge and love of music.

## Year 7

Term 1	<b>Musical Layering</b> <i>A study of the complexities of musical texture and the composer Ligeti</i> <u>Skills:</u> Singing/Pitch, Composition and Music Theory
Term 2	<b>The Life and Works of Vivaldi</b> <i>A study of Vivaldi's Autumn from the Four Seasons</i> <u>Skills:</u> Piano, Music Theory and Appraising
Term 3	<b>World Music</b> <i>A study of the music and culture of South America</i> <u>Skills:</u> Ensemble Percussion, Music Theory and Listening and Appraising

### Musical Layering

A study of the complexities of musical texture and the composer Ligeti.

### EXPLAINING THE THEME

In this unit, students will explore the concept of textural layering in musical composition. Through studying two Renaissance Madrigals by the iconic Thomas Morely, students will gain a deeper appreciation of how homophonic and polyphonic textures can be used in vocal music. They will then discover the more contemporary work of György Ligeti and his Six Bagatelles for Woodwind Quintet and analyse his use of imitation, mirroring and counterpoint. Students will then use this acquired knowledge and bank of compositional ideas to compose a short extract of ensemble music using staff notation.

### The Life and Works of Vivaldi

A study of Vivaldi's Autumn from the Four Seasons.

### EXPLAINING THE THEME

In this unit, students will explore the life and works of the great Antonio Vivaldi. As they delve into Baroque Music, Art and Culture, students will discover the features of the period and begin to imagine what life as a composer in the 17th century would have been like. Through studying Vivaldi's Four Seasons, students will gain a deeper appreciation of the famous work and will have the opportunity to learn to play the season of Autumn on the piano. Each section of the piece will be broken down to a 12-part instructional video which will guide them through learning to play hands together with confidence. Finally, students will work in small groups to produce a Vivaldi-themed podcast, where they will consolidate and present what they have learnt and present their findings (and instrumental performances) to their peers.



## World Music

A study of the music and culture of South America.

### EXPLAINING THE THEME

In this unit, students will explore the musical culture and traditions of South America. As we encounter Mexican Mariachi, Peruvian Panpipes, Cuban Sol, Argentinian Tango and Brazilian Samba, students will become immersed in a range of musical styles that are unfamiliar. They will learn about the traditional instruments from these cultures as well as the key musical features of the music itself. We will then develop our knowledge of rhythmic values and rests and work to improve our sight-reading. Students will be challenged to ply off-beat rhythms and syncopated grooves. Our final project will be to create a class Samba band that displays polyrhythmic layers and is structured with grooves and breaks.

### Year 8

Term 1	<b>Film Composition</b> <i>A study of the elements of music through composition (The Giver)</i> <u>Skills:</u> Composition and Music Theory
Term 2	<b>Effective Melody Writing</b> <i>A study of melodic devices in composition</i> <u>Skills:</u> Composition, Music Theory and Appraising
Term 3	<b>World Music</b> <i>A study of Mozart's Piano Sonatas</i> <u>Skills:</u> Piano, Music Theory and Listening and Appraising

## Film Composition

A study of the elements of music through composition (The Giver).

### EXPLAINING THE THEME

In this unit, students will complete an Interdisciplinary unit with English where, after studying The Giver novel, they will use their knowledge and understanding of the thirteen elements of music to compose a short composition to accompany a scene from the film. We will explore the use of texture (to build our ideas), dynamic contrasts (for dramatic effect) and the use of tonality (major/minor) and tonal centres to carefully choose appropriate notes for each instrument. Students will gain a deeper and more advanced understanding of the music software (Logic Pro X) and work in pairs to produce a final piece. At the end of the unit, students will take part in a presentation in the theatre where English and Music will combine, and the class will have the opportunity to present their learning and reflect on the overall process together.

## Effective Melody Writing

A study of melodic devices in composition

### EXPLAINING THE THEME

In this unit, students will explore the art of effective melodic writing. So often, when composing, students will be presented with a blank page and not know where to start. This unit will provide them with a toolkit of compositional strategies to become competent and confident composers. We will learn about melodic contours, how to structure phrases with perfect and imperfect cadences, how to harmonise melodic lines with simple triads and how to develop accompaniment patterns with ideas such as inversions, broken chords and Alberti Bass patterns. Their technological abilities will be stretched, as will their ability to talk about and analyse music using the appropriate academic language.

## Classical Period

A study of Mozart's Piano Sonatas

### EXPLAINING THE THEME

In this unit, students will explore the Sonata (a solo work for instrument with piano/harpsichord accompaniment). They will develop their musical ear by learning how to determine a Baroque Sonata from a Classical or Romantic Sonata and they will use their theoretical knowledge of the subject to complete score analysis of several famous Piano Sonatas. Students will then learn to play Mozart's Piano Sonata in C in our keyboard suite. As they are supported by a series of instructional videos, students will be guided through learning and performing Mozart's work, as true soloists.

### Year 9

Term 1	<b>Word Setting in Music</b> <i>A study of German Lieder and English Art-Song (Schubert and Schumann)</i> <u>Skills:</u> Singing/Pitch, Composition Listening and Appraising, and Music Theory
Term 2	<b>Popular Music</b> <i>A study of popular music composition and music technology</i> <u>Skills:</u> Piano, Music Theory and Appraising
Term 3	<b>Music for Advertising</b> <i>A study of how music is used in advertising and marketing</i> <u>Skills:</u> Ensemble Percussion, Music Theory and Listening and Appraising

### Word Setting in Music

A study of German Lieder and English Art-Song (Schubert and Schumann)

### EXPLAINING THE THEME

In this unit, students will explore how composers set words to music. They will study Schubert's settings of the German poems Der Atlas and Erlkönig as they ask how a song's piano accompaniment can enhance or change the listener's perception of the lyrics and melody. They will then compare Schubert's work with the contemporary composer of English Art Songs, Michael Head. Through encountering these great works, they will learn about "word-painting" and begin to consider the complex compositional choices made by composers to evoke emotion.

### Popular Music

A study of popular music composition and music technology

### EXPLAINING THE THEME

In this unit, students will explore the countless sub-genres of popular music and ask themselves what defines these genres. They will begin to isolate specific tracks that they connect with and write detailed notes analysing the musical features present. This could be a chord progression used, a rhythmic pattern, a timely drum fill or a melodic interval that is pleasing to them. Once they have compiled their research, they will work in pairs to compose their own composition inspired by these stimuli. Students will be using Logic Pro X and will look to expand their knowledge of the software. They will record live audio, edit midi tracks, explore technological effects such as hi-cut frequency sweeps, reverb and compression.

## Music for Advertising

A study of how music is used in advertising and marketing

### EXPLAINING THE THEME

In this unit, students will explore the role of music in advertising. They will study and analyse the styles of music used within certain sectors of the market as well as look at the music of iconic jingles and the placement of ubiquitous music. In the final project, students will get assigned a product and, working in groups, they will have to design, script, film, edit and compose music for, their product before presenting it to a panel of business professionals.

### ASSESSMENT

Throughout Year 7-9, we assess students in the areas listed below. Each termly unit will contain between 2 and 3 assessments. All areas will be covered across the academic year.

- Performance (This is largely piano based, but it also takes into account the student's instrumental ability on additional instruments that they might study privately or indeed their vocal ability)
- Composition
- Music Theory
- Listening and Appraising



# PSHE

PSHE stands for PERSONAL, SOCIAL, HEALTH and ECONOMIC education. It aims to teach students life skills that are applicable outside of the classroom as well as help them to achieve their potential by supporting their wellbeing and identifying issues that can affect their ability to flourish at school. PSHE is addressed with half days off timetable and follows the general outline below, with flexibility to respond to any issues that may arise.

## COURSE OUTLINE

### Year 7

Our focus primarily is on Transitions and supporting students with their integration into Secondary school. We will introduce students to the ICT platforms used and think about positive relationships and friendships. Moving onto Healthy Lifestyle, we start to look at puberty and healthy choices and discuss physical changes alongside healthy diet and exercise as well as online safety and social media use. Our Mental Health focus will discuss emotions around this topic as well as self-care and overall wellbeing. Being Me in my World looks at how we fit into the world around us and how we can tackle inequalities. Finally, Study Skills and Reflections allows us to focus on study methods and introduce how to tackle exams whilst setting goals for the coming year.

### Year 8

Positive working relationships covers a range of areas, specifically the value of friendships and teamwork, but also making students aware that some relationships can be negative too. Health focuses on some of the changes that Year 8 students may be going through, and link this to online safety and use of social media. Diversity and Tolerance focuses mostly on Black History Month and links with the later unit of Being Me which considers diversity in terms of sexuality and the LGBTQ+ community. We finish the year looking at Study Skills to help with end of year exams and conduct reflections on the year with Academic Mentoring.

### Year 9

Relationships considers questions of consent, 'power' and balance in relationships and is led by the school counsellor. We use an external speaker to look at Body Image, social pressures, reality versus myth and begin to talk about contraception. The Nord Anglia Global Challenge will allow students to devise and complete a community project based initiative in tandem with other NAE schools using our Global Classroom portal. This is followed by Life Skills where we speak to students about budgeting and link this to the IGCSE options process. We finish the year looking at Study Skills to help with end of year exams.

## ASSESSMENT

PSHE does not require any assessment.

# PHYSICAL EDUCATION DEPARTMENT

At La Côte International School, we pride ourselves on offering a broad and balanced Physical and Health Education program. A wide range of activities are catered for under the three core assessment strands of performance, fitness, and theory. The curriculum is designed to allow pupils to plan an activity pathway to suit their individual needs whilst learning about key global sporting contexts and debates. As a performer, pupils are provided with the opportunities to participate in net games, invasion games, aesthetic activities, global games, athletics, skiing, and striking games. The fitness assessments educate pupils to understand the various components of fitness, fitness testing protocols and fitness profiling. During theory assessments, pupils will learn to understand some of the key elements of the structure and function of various body systems. The diverse and creative curriculum not only allows pupils to carve their own pathway, but it also prepares them for the IGCSE course in Physical Education in Year 10 which is the ideal pre-requisite for the DP Sport, Exercise and Health Science course in DPI.

## COURSE OUTLINE

### Year 7

Pupils begin with the unit 'Why is health related fitness important' where they are introduced to the concept of fitness, assessing fitness and profiling fitness so that they understand that fitness is not always a predictor of sporting performance. During this unit they will also be assessed on performance in an invasion game of their choice. Following this, pupils will complete the 'How important are tactics' unit in which they will choose between Volleyball and Basketball as their performance sport and look at tactics for small-sided games. During the second term, pupils will complete a unit on Aesthetics where they will be involved in routine planning and evaluation, along with a performance assessment of skiing. The theory assessment of 'Understanding the muscular system' will then be taught alongside a net games unit and will involve a verbal assessment of the structure and function of the muscular system. During the final term, pupils will re-visit the fitness testing unit to compare their progress and begin to understand 'What is my role as part of a team' as they engage in a range of striking and fielding games.

### Year 8

Pupils will start the year by expanding upon their fitness knowledge and learn to understand 'Why skill related fitness is needed for sportspeople'. They will learn to understand the nature versus nurture concept which is commonly debated in sport. During the second part of the term, pupils will focus on learning that 'Positive relationships with peers and teammates allow me to react positively to changing environments'. During this unit pupils will choose between volleyball and basketball to look at the importance of teamwork and strategy. Term 2 will start with a performance unit on 'Gymnastics', where they are introduced to the AirTrack and learn flight and rotation skills. The second unit of this term will be a 'Skiing' assessment which will be assessed at the annual ski camp. For the remainder of the term, pupils will learn about the structure and function of the skeletal system whilst playing volleyball or badminton in the 'Different joints enable a range of sporting movements to occur' unit. During the final term, pupils will re-assess their skill related fitness and participate in a range of striking and fielding games such as rounders, softball and long ball.



## Year 9

'Could my fitness influence the sport I play' is a great way for pupils to assess their fitness in comparison to the fitness demands for a sport of their choice. Alongside this unit, pupils will have a choice to play either football or unihockey. A second performance assessment will be a choice of volleyball or basketball, and pupils will consider whether 'We develop our performance by refining our movement and skill'. During the second term, the course will start with two performance assessments in 'Aesthetics' on the trampettes and AirTrack, and 'Inclusive games'. This will be followed up with an in depth look at the 'Structure and function of the cardiovascular system' and how it supplies blood to meet the demands of our activity levels. Whilst studying the theory unit, pupils will have the choice to perform in either badminton or fitness training. For the final term, pupils will learn about fair play and team management in 'Managing player conflict requires positive communication and cooperation'. This unit is ideally matched with the sport of ultimate frisbee and a variety of striking and fielding games where pupils become the officials and leaders.

## ASSESSMENT

We assess the core areas of performance, fitness and theory and our assessment strands focus on:

### Performance

- Invasion Games
- Net Games
- Global and Inclusive Games
- Net Games
- Aesthetics – Gymnastics, Yoga, AirTrack and Parkour
- Striking Games
- Athletics
- Skiing

### Fitness

- Understanding the concept of fitness and fitness testing
- Health Related Fitness Assessment
- Skill Related Fitness Assessment
- Fitness Profiling

### Theory

- Technology in Physical Education
- The structure and function of the muscular system
- The structure and function of the skeletal system
- The structure and function of the cardiovascular system

# SCIENCE

Our Science curriculum provides the foundations for understanding the world through the disciplines of Biology, Chemistry and Physics. Students will be taught essential aspects of the knowledge, methods, processes, and uses of science. Students will be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Students will also be taught that science is about working objectively. They will be encouraged to decide on the appropriate type of scientific enquiry to undertake to answer their own questions and develop an understanding of factors to be considered when collecting, recording, and processing data. They will evaluate their results and identify further questions arising from them.

## COURSE OUTLINE

### Year 7

Science topics:

- Particles and Energy
- Cells and Reproduction
- Forces and Fluids
- Elements and Compounds
- Ecosystems

### Year 8

Science topics:

- Electricity
- Fuels and Energy
- Breathing, Respiration and Exercise
- Light and Sound
- Digestion and Nutrition
- Acids and Bases

### Year 9

Biology topics:

- Cells, Life processes and Variety
- Biological molecules, Respiration and Photosynthesis

Chemistry topics:

- How is matter organised?
- Finding the balance

Physics topics:

- Forces and Motion
- Electricity

## ASSESSMENT

We use a combination of topic tests and practical investigations to assess student progress across these three criteria:

### 1. Knowledge and Understanding

From describing simple features and phenomena to explaining applications of science and applying abstract ideas in unfamiliar contexts.

### 2. Designing and Implementing

From performing simple experiments with fair tests to designing investigations to obtain sufficient, precise, reliable data, safely.

### 3. Analysing and Evaluating

From tabulating results to analysing patterns in graphical data, drawing valid conclusions using scientific terminology, and suggesting improvements.



# ASSESSMENT AND REPORTING

In the Lower Secondary School, we view assessment as being important for the following reasons:

For **teachers**, assessment helps us:

- Determine how students are performing in a subject
- Ensure students know what they need to do to make further progress
- Give ownership to students about their learning journeys
- Support students appropriately for those who need it

For **students**, assessment ensures there is clarity with:

- What they are doing well
- What they need to do to progress

For **parents**, assessment feedback ensures:

- Clarity over how your children are performing in a subject
- Open communication over next steps

## HOW DO WE ASSESS?

At LCIS, we assess Lower Secondary students with a separate set of subject criteria for each of the three years. This leads students seamlessly into their IGCSE options as they begin to work towards external qualifications.

Each subject uses a rubric to determine the level that a student is performing at. These rubrics cover the skills and knowledge that will be taught and assessed for each year of Lower Secondary study and reflect our commitment to challenge our most able learners and ensure there is high quality support for any students who may need it. The end goal is that students are ready to access the IGCSE curriculum by the end of Year 9, although we recognise that this will look different from student to student.

To ensure coherence with the 1-9 scale used at IGCSE, we use similar numerical steps for our Lower Secondary assessment and reporting as well as a 'level' indicating the nature of the achievement made that looks like this:

<b>Mastering (7-9)</b>	Has demonstrated a comprehensive understanding of all concepts, skills and knowledge and can apply to new contexts.
<b>Securing (4-6)</b>	Has a secure understanding of the main concepts and skills and knowledge when applied to familiar contexts.
<b>Acquiring (1-3)</b>	Has grasped some of the main ideas and skills in a unit of work but others require development.

The standards for each subject grade get progressively harder from one year to the next meaning that a student is making:

- good progress if they achieve the same grade in Year 7, 8 and 9 because the standard needed to achieve that grade gets progressively more challenging
- rapid progress if the grade they achieve increases in Year 7, 8 and 9
- insufficient progress if the grade they achieve falls during Year 7, 8 and 9.

## WHAT DO WE ASSESS?

Each subject assesses and grades pupils using a combination of assessments that best suits that discipline. This may include formal end of topic tests under exam conditions, project-based assessments where pupils work in lessons and at home and other forms of assessment such as group presentations. Each termly assessment does not necessarily cover all the assessment objectives in a subject's rubric but does so over the course of a year. There are formal exams in Year 9 (January and May/June) and Year 7 and 8 (May / June) where students are assessed under exam conditions to get them used to the process of revision and the requirements of an exam. Each exam period lasts for approximately a week and pupils receive an exam timetable beforehand to help with revision, which shows when each subject exam takes place. The exams are not weighted any more heavily than other assessments throughout the year and the final grade is a holistic representation of what the student has achieved rather than being solely dependent on the final exam.

## WHEN DO WE ASSESS?

As each subject will have a different amount of lesson time per week, the expectation for summative assessment tasks completed over the course of the year is different.

As a minimum expectation, the following applies:

Subject	Minimum number of summative assessments completed per academic year
English, French, Maths, Science	5
Humanities, Art, Design, Spanish, German, PE	3
Computer Science, Music, Drama	2

Teachers are free to complete more summative assessments if appropriate or required.

## WHAT FEEDBACK CAN YOU EXPECT?

Formative feedback is constantly taking place and could include verbal comments and oral feedback in lessons, whole-class feedback, comments in books or on computer-based assignments, as well as test scores that all contribute to a holistic view of progress made by the student and any areas to address.

Summative feedback is provided on every formal assessment and will also indicate a grade achieved. Every time a summative assessment is completed, teachers will ensure students and parents have access to the feedback via Managebac. As subjects have varied ways of working, some feedback may be provided directly through Managebac comments, others may require students/parents to access a provided link, or you may receive a notification that a grade has been given with feedback attached to an exam paper that students are welcome to take home for further discussion.

Reporting in a more formalised way happens approximately every six weeks when we provide an 'interim report' that indicates a current working grade, level and effort grade for each subject. The first of these reports will only detail an effort grade as students may not have completed formalised assessments in each subject so soon in the school year.

The 'final report' comes at the end of the academic year and indicates final subject grades and teacher comments for each subject as well as from the Homeroom Tutor.

Parent teacher conferences are an ideal opportunity to discuss your child's progress with each subject teacher, but individual teachers are also contactable via email should you have a more specific or timely concern.



# HOMEWORK

We believe that students in Year 7 - 9 should experience homework to help them prepare for the demands of studying for external exams. Meeting deadlines and application of knowledge and skills to practise what they have learnt in lessons is very important. However, we also want students to have a rich holistic experience of life including sports and other activities outside of the school day, so homework needs to be manageable for everyone. Homework timetables are published at the start of the year so students are aware when a subject may give them work to complete at home and as a general rule the expectation is for up to 35 minutes per night. Homework is purposeful and meaningful and therefore not necessarily given every week in every subject. Additional resources are available that can be accessed for extension and to challenge students outside of the required homework. Alternatively, if your child is struggling with the demands of homework, please contact their tutor who will be able to discuss this with you further.

# TRANSFER DAYS

'Transfer days' are opportunities for students to complete inter-disciplinary learning across subject areas and experience an immersive environment with real world connections. Each student will experience at least one of these days during the school year and other connections are encouraged between subject areas on a smaller scale. Previous examples of these days include a collaborative project between English and Humanities where the topic of propaganda was explored with sources linked to wartime and more recent politics.

# ACADEMIC SUPPORT

At LCIS we recognise and value that each student is unique. We provide a nurturing and inclusive environment where each student is helped to develop self-confidence and achieve their best. The school's personalised approach to teaching and learning ensures most pupil's needs can be met by subject teachers.

When a student experiences challenges that require additional support, they are referred to the appropriate student support department (pastoral, academic or English as an Additional Language). Members of these teams work closely with teachers and other members of staff, parents and students to ensure an appropriate level of individualised support is put in place.

In Lower Secondary, academic support aims to equip all our students with the skills and tools they need to enable them to achieve their full potential across the curriculum, becoming independent and confident learners. Academic support includes individual subject teaching (pre-teaching or revisiting taught subject content) as well as focus on key skills (reading strategies, spellings, essay structure and revision technique), identifying students' strengths and their learning styles to provide individualised support.

# EXTENDING LEARNING

We have published a recommended reading list for students in Year 7-9 which encompasses a wide range of genres and can be a useful starting point to exploring suitable age and interest related reads.

We also have access to an exclusive online learning platform in the 'Global Campus', which allows students to access courses, challenges and project-based learning through the 'Elements' Courses in an area of their interest.





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