



Subject	Global Perspectives
Class	English D
School Year	2026-27
Teacher	Adrián Estévez Cebreiro
Learning objectives What do we want to learn this year?	Research Constructing research questions. • Construct own questions to aid understanding of a topic. Information skills. • Locate relevant information and answers to questions within sources provided. Conducting research. • Conduct investigations, using interviews or questionnaires, making observations and taking appropriate measurements. Recording findings • Select, organise and record information from sources and findings from research in simple charts or diagrams Analysis Identifying perspectives: • Recognise that people think or believe different things about a topic. Interpreting data: • Draw simple conclusions from graphical or numerical data. Making connections: • Talk about simple causes of personal actions and consequences on others. Solving problems:

- Suggest personal actions that could make a positive difference to an issue affecting others.

Evaluation

Evaluating Sources:

- Discuss a source, recognising that the author has a clear viewpoint on the topic

Evaluating arguments:

- Express an opinion about another person's viewpoint, giving reasons for opinion.

Reflection

Personal contribution:

- Identify strengths and limitations of personal contribution to teamwork.

Teamwork:

- Identify how working together improved the shared outcome achieved.

Personal viewpoints:

- Talk about what has been learned during an activity and consider how personal ideas have changed

Personal learning:

- Identify which types of activities support learning

Collaboration

Cooperation and interdependence:

- The team allocate given tasks to team members to achieve a shared outcome.

Engaging in teamwork:

- The team member introduces ideas and works positively with other team members to achieve a shared outcome

Communication

Communicating information:

- Present information about a given topic clearly and with an appropriate structure.

Listening and responding:

- Listen to others in class discussions and respond with relevant ideas and questions.

Teaching Strategies How will we learn? - Organisation and practice	Cambridge Lower Secondary Global Perspectives is taught through a series of Challenges. The Challenges are a set of teaching and learning materials that provide stimulating contexts for the teaching and learning of the learning objectives. A two-year program is planned in order to cater for the BIS system whereby pupils spend two years in the English D class. These are labelled Year A and Year B, and alternate from year to year, as follows: 2024-25 Year A 2025-26 Year B 2026-27 Year A 2027-28 Year B Year A Topics: Social Justice, Peace and Conflict, Sustainable Development. Year B Topics: Globalisation and Interdependence, Human Rights, Power and Governance. Teaching Strategies: -Cooperative Learning. -We'll be using the different backgrounds of the students as frames of references. -The different materials used in the classroom will be designed/selected according to the student's experiences & interests.
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	-Students will work in groups, complete project reports together and participate in field work outings. Students will focus on using each other's life experiences and respecting opinions and differences to enhance the learning experience for all. -Differentiation. Useful principles for active learning include: • identify prior learning and build on this • use a variety of individual, pair and group work • promote high-quality talk • use success criteria so that learners are responsible for their own progress • encourage regular self-reflection and peer feedback.
Cross-curricular activities: Connections with other subjects?	The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication. It strengthens the links across English as a first or second language, mathematics, science and ICT Starters.
Assessment How will we know what we have learned?	Formative Assessment: Formative assessment can be conducted through a variety of methods, such as targeted questioning, exit questions and recap starter activities, or peer and self-assessment that promotes reflection and the sharing of knowledge. Summative Assessment: Cambridge Written Examinations. Team project (Reflective paper).
Materials/ other remarks:	Cambridge Lower Secondary Global Perspectives is taught through a series of Challenges. The Challenges are a set of teaching and learning materials that provide stimulating contexts for the teaching and learning of the learning objectives listed in Section 1 of this document.

Subject	French		
Class	English D		
School Year	2026-27		
Teacher	Merete Brydensholt		
Learning objectives What do we want to learn this year?	YEAR 7: Understanding spoken and written French in various contexts. - Greetings and introductions - Numbers 1-100 - The alphabet - Days of the week and months - Classroom objects and school equipment - Colours and describing pets - Talking about free time activities - Talking about likes and dislikes - Describing yourself and others - Talking about school and school subjects - Learning about French and francophone cultures YEAR 8: Further developing communication skills and cultural awareness. - Describing where you live - Giving directions - Weekend plans		

	- Learning about France and Francophone countries - Talking about holidays - Preparing for trips - Telling about holiday plans - French and francophone holiday destinations - Buying food and drinks
Teaching Strategies How will we learn?- Organisation and practice	- Engage with authentic texts and multimedia resources. - Phonics teaching to improve literacy. - Interactive activities for basic vocabulary and grammar. - Role-playing, dialogues, and interactive exercises for real-life scenarios.
Cross-curricular activities: Connections with other subjects?	Cross-curricular links with Art (describing paintings), Geography (Francophone countries), and History (French culture).

Assessment How will we know what we have learned?	Formative Assessment: Formative assessment can be conducted through a variety of methods, such as targeted questioning, exit questions and recap starter activities, or peer and self-assessment that promotes reflection and the sharing of knowledge. Summative Assessment: Reading, Writing, and Oral Tests.
Materials/ other remarks:	Dynamo 1+2 TV5 monde and other web based materials Films and videos Songs

Subject

Danish

Class	English D
School Year	2026-27
Teacher	Merete Brydensholt Christiansen
Learning objectives What do we want to learn this year?	• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • Broaden vocabulary and develop ability to understand new words • Describe people, places, things and actions orally and in simple writing
Teaching Strategies How will we learn? - Organisation and practice	- Engage with authentic texts and multimedia resources. - Phonics teaching to improve literacy. - Interactive activities for basic vocabulary and grammar. - Role-playing, dialogues, and interactive exercises for real-life scenarios.
Cross-curricular activities: Connections with other subjects?	Cross-curricular links with Art (describing paintings) and other language classes.

Assessment	Formative Assessment:
How will we know what we have learned?	Formative assessment can be conducted through a variety of methods, such as targeted questioning, exit questions and recap starter activities, or peer and self-assessment that promotes reflection and the sharing of knowledge.
Materials/ other remarks:	Fart på dansk Duolingo Different web based materials Songs Books- Fiction and non fiction corresponding to the individual level of the student.

Subject	English
Class	ED
School Year	2026-27
Teacher	Caroline Rahbek

Learning objectives What do we want to learn this year?	Three main strands: Reading, Writing and Speaking and Listening Reading: Vocabulary and language. Explain possible interpretations, analysis of how linguistic and literary techniques are used. The organisation of ideas. Reflect and evaluate texts. Writing: Create effects by using a range of literary techniques. Planning and writing texts for different purposes and audiences. Speaking and listening: Listen, evaluate what is heard and produce a reasoned response. Develop skills in cooperating and communicating within a group. Develop confidence in reading aloud and using tone and pace to emphasise meaning.
Teaching Strategies How will we learn?- Organisation and practice	Appropriate use of formative and summative assessment Direct instruction Questioning techniques and thinking skills Differentiation

	A combination of whole class activities, some led by the teacher involving responses to both fiction and non-fiction texts, group work (including drama) and individual responses. Blended learning with the use of technology
Cross-curricular activities: Connections with other subjects?	History Art Global Perspectives
Assessment How will we know what we have learned?	Formative assessments - teacher assessed class work, such as comprehension and creative writing tasks. Reflection on class work, questioning and discussions with peers and the whole class. Summative assessments – Cambridge Tests at the appropriate level.
Materials/ other remarks:	A variety of fiction of different genres and non-fiction texts, both contemporary and historical. Use of film clips.

Subject	History
Class	ED
School Year	2026-27
Teacher	Caroline Rahbek
Learning objectives What do we want to learn this year?	How to conduct research How to analyse and evaluate source material and interpretations of the past Historical concepts such as cause and consequence, change and continuity, and similarity and difference Study of an important individual – this year we will be looking at the late Eighteenth and early nineteenth centuries in conjunction with the work in English on Jane Austen. – this year we will be looking at the late Eighteenth and early nineteenth centuries in conjunction – this year we will be looking at the late Eighteenth and early nineteenth centuries in conjunction A world history topic – student choice. We will start with preparation for the school camp and look at late Iron Age and the Viking Age.
Teaching Strategies How will we learn?- Organisation and practice	Appropriate use of formative and summative assessment Direct instruction Questioning techniques and thinking skills Source work analysis and evaluation

	Writing supported judgements Group presentations Differentiation Blended learning with the use of technology
Cross-curricular activities: Connections with other subjects?	English Global Perspectives Art
Assessment How will we know what we have learned?	Formative assessment – questioning and discussions. Checking of classwork. Presentations. Summative assessment – exam style written assessments.
Materials/ other remarks:	Primary and secondary sources. Textbooks. Online History websites. Journal articles. Film.

Subject.	Mathematics
Class	ED
School Year	2026-27
Teacher	Itziar Ochoa de Alaiza Gracia
Learning objectives What do we want to learn this year?	<u>Stage 7</u> 1. Number a. Integers, powers and roots i. 7Ni.01 Estimate, add and subtract integers, recognising generalisations. ii. 7Ni.02 Understand that brackets, positive indices and operations follow a particular order. iii. 7Ni.03 Estimate, multiply and divide integers including where one integer is negative. iv. 7Ni.04 Understand lowest common multiple and highest common factor (numbers less than 100). v. 7Ni.05 Use knowledge of tests of divisibility to find factors of numbers greater than 100. vi. 7Ni.06 Understand the relationship between squares and corresponding square roots, and cubes and corresponding cube roots. b. Place value, ordering and rounding i. 7Np.01 Use knowledge of place value to multiply and divide whole numbers and decimals by any positive power of 10. ii. 7Np.02 Round numbers to a given number of decimal places. c. Fractions, decimals, percentages, ratio and proportion i. 7Nf.01 Recognise that fractions, terminating decimals and percentages have equivalent values. ii. 7Nf.02 Estimate and add mixed numbers, and write the answer as a mixed number in its simplest form. iii. 7Nf.03 Estimate, multiply and divide proper fractions. iv. 7Nf.04 Use knowledge of common factors, laws of arithmetic and order of operations to simplify calculations containing decimals or fractions.

- v. 7Nf.05 Recognise percentages of shapes and whole numbers, including percentages less than 1 or greater than 100.
- vi. 7Nf.06 Understand the relative size of quantities to compare and order decimals and fractions, using the symbols =, $\neq$, $>$ and $<$.
- vii. 7Nf.07 Estimate, add and subtract positive and negative numbers with the same or different number of decimal places.
- viii. 7Nf.08 Estimate, multiply and divide decimals by whole numbers.
- ix. 7Nf.09 Understand and use the unitary method to solve problems involving ratio and direct proportion in a range of contexts.
- x. 7Nf.10 Use knowledge of equivalence to simplify and compare ratios (same units).
- xi. 7Nf.11 Understand how ratios are used to compare quantities to divide an amount into a given ratio with two parts.

2. Algebra

- a. Expressions, equations and formulae
 - i. 7Ae.01 Understand that letters can be used to represent unknown numbers, variables or constants.
 - ii. 7Ae.02 Understand that the laws of arithmetic and order of operations apply to algebraic terms and expressions (four operations).
 - iii. 7Ae.03 Understand how to manipulate algebraic expressions including:
 - collecting like terms
 - applying the distributive law with a constant.
 - iv. 7Ae.04 Understand that a situation can be represented either in words or as an algebraic expression, and move between the two representations (linear with integer coefficients).
 - v. 7Ae.05 Understand that a situation can be represented either in words or as a formula (single operation), and move between the two representations.
 - vi. 7Ae.06 Understand that a situation can be represented either in words or as an equation. Move between the two representations and solve the equation (integer coefficients, unknown on one side).
 - vii. 7Ae.07 Understand that letters can represent an open interval (one term).
- b. Sequences, functions and graphs

- i. 7As.01 Understand term-to-term rules, and generate sequences from numerical and spatial patterns (linear and integers).
- ii. 7As.02 Understand and describe nth term rules algebraically (in the form $n \pm a$, $a \times n$ where a is a whole number).
- iii. 7As.03 Understand that a function is a relationship where each input has a single output. Generate outputs from a given function and identify inputs from a given output by considering inverse operations (linear and integers).
- iv. 7As.04 Understand that a situation can be represented either in words or as a linear function in two variables (of the form $y = x + c$ or $y = mx$), and move between the two representations.
- v. 7As.05 Use knowledge of coordinate pairs to construct tables of values and plot the graphs of linear functions, where y is given explicitly in terms of x ($y = x + c$ or $y = mx$).
- vi. 7As.06 Recognise straight-line graphs parallel to the x - or y -axis.
- vii. 7As.07 Read and interpret graphs related to rates of change. Explain why they have a specific shape.

3. Geometry and Measure

a. Geometrical reasoning, shapes and measurements

- i. 7Gg.01 Identify, describe and sketch regular polygons, including reference to sides, angles and symmetrical properties.
- ii. 7Gg.02 Understand that if two 2D shapes are congruent, corresponding sides and angles are equal.
- iii. 7Gg.03 Know the parts of a circle:
 - centre
 - radius
 - diameter
 - circumference
 - chord
 - tangent.
- iv. 7Gg.04 Understand the relationships and convert between metric units of area, including hectares (ha), square metres (m^2), square centimetres (cm^2) and square millimetres (mm^2).
- v. 7Gg.05 Derive and know the formula for the area of a triangle. Use the formula to calculate the area of triangles and compound shapes made from rectangles and triangles.

- vi. 7Gg.06 Identify and describe the combination of properties that determine a specific 3D shape.
- vii. 7Gg.07 Derive and use a formula for the volume of a cube or cuboid. Use the formula to calculate the volume of compound shapes made from cuboids, in cubic metres (m³), cubic centimetres (cm³) and cubic millimetres (mm³).
- viii. 7Gg.08 Visualise and represent front, side and top view of 3D shapes.
- ix. 7Gg.09 Use knowledge of area, and properties of cubes and cuboids to calculate their surface area.
- x. 7Gg.10 Identify reflective symmetry and order of rotational symmetry of 2D shapes and patterns.
- xi. 7Gg.11 Derive the property that the sum of the angles in a quadrilateral is 360°, and use this to calculate missing angles.
- xii. 7Gg.12 Know that the sum of the angles around a point is 360°, and use this to calculate missing angles.
- xiii. 7Gg.13 Recognise the properties of angles on:
 - parallel lines and transversals
 - perpendicular lines
 - intersecting lines.
- xiv. 7Gg.14 Draw parallel and perpendicular lines, and quadrilaterals.
- b. Position and transformations
 - i. 7Gp.01 Use knowledge of scaling to interpret maps and plans.
 - ii. 7Gp.02 Use knowledge of 2D shapes and coordinates to find the distance between two coordinates that have the same x or y coordinate (without the aid of a grid).
 - iii. 7Gp.03 Use knowledge of translation of 2D shapes to identify the corresponding points between the original and the translated image, without the use of a grid.
 - iv. 7Gp.04 Reflect 2D shapes on coordinate grids, in a given mirror line (x- or y-axis), recognising that the image is congruent to the object after a reflection.
 - v. 7Gp.05 Rotate shapes 90° and 180° around a centre of rotation, recognising that the image is congruent to the object after a rotation.
 - vi. 7Gp.06 Understand that the image is mathematically similar to the object after enlargement. Use positive integer scale factors to perform and identify enlargements.

4. Statistics and Probability

a. Statistics

- i. 7Ss.01 Select and trial data collection and sampling methods to investigate predictions for a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data).
- ii. 7Ss.02 Understand the effect of sample size on data collection and analysis.
- iii. 7Ss.03 Record, organise and represent categorical, discrete and continuous data. Choose and explain which representation to use in a given situation:
 - Venn and Carroll diagrams
 - tally charts, frequency tables and two-way tables
 - dual and compound bar charts
 - waffle diagrams and pie charts
 - frequency diagrams for continuous data
 - line graphs
 - scatter graphs
 - infographics.
- iv. 7Ss.04 Use knowledge of mode, median, mean and range to describe and summarise large data sets. Choose and explain which one is the most appropriate for the context.
- v. 7Ss.05 Interpret data, identifying patterns, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation, including sampling, and check predictions.

b. Probability

- i. 7Sp.01 Use the language associated with probability and proportion to describe, compare, order and interpret the likelihood of outcomes.
- ii. 7Sp.02 Understand and explain that probabilities range from 0 to 1, and can be represented as proper fractions, decimals and percentages.
- iii. 7Sp.03 Identify all the possible mutually exclusive outcomes of a single event, and recognise when they are equally likely to happen.
- iv. 7Sp.04 Understand how to find the theoretical probabilities of equally likely outcomes.
- v. 7Sp.05 Design and conduct chance experiments or simulations, using small and large numbers of trials. Analyse the frequency of outcomes to calculate experimental probabilities.

Stage 8

1. Number

- a. Integers, powers and roots
 - i. 8Ni.01 Understand that brackets, indices (square and cube roots) and operations follow a particular order.
 - ii. 8Ni.02 Estimate, multiply and divide integers, recognising generalisations.
 - iii. 8Ni.03 Understand factors, multiples, prime factors, highest common factors and lowest common multiples.
 - iv. 8Ni.04 Understand the hierarchy of natural numbers, integers and rational numbers.
 - v. 8Ni.05 Use positive and zero indices, and the index laws for multiplication and division.
 - vi. 8Ni.06 Recognise squares of negative and positive numbers, and corresponding square roots.
 - vii. 8Ni.07 Recognise positive and negative cube numbers, and the corresponding cube roots.
- b. Place value, ordering and rounding
 - i. 8Np.01 Use knowledge of place value to multiply and divide integers and decimals by 0.1 and 0.01.
 - ii. 8Np.02 Round numbers to a given number of significant figures.
- c. Fractions, decimals, percentages, ratio and proportion
 - i. 8Nf.01 Recognise fractions that are equivalent to recurring decimals.
 - ii. 8Nf.02 Estimate and subtract mixed numbers, and write the answer as a mixed number in its simplest form.
 - iii. 8Nf.03 Estimate and multiply an integer by a mixed number, and divide an integer by a proper fraction.
 - iv. 8Nf.04 Use knowledge of the laws of arithmetic and order of operations (including brackets) to simplify calculations containing decimals or fractions.
 - v. 8Nf.05 Understand percentage increase and decrease, and absolute change.
 - vi. 8Nf.06 Understand the relative size of quantities to compare and order decimals and fractions (positive and negative), using the symbols $=$, $\neq$, $>$, $<$, $\leq$ and $\geq$.
 - vii. 8Nf.07 Estimate and multiply decimals by integers and decimals.

- viii. 8Nf.08 Estimate and divide decimals by numbers with one decimal place.
- ix. 8Nf.09 Understand and use the relationship between ratio and direct proportion.
- x. 8Nf.10 Use knowledge of equivalence to simplify and compare ratios (different units).
- xi. 8Nf.11 Understand how ratios are used to compare quantities to divide an amount into a given ratio with two or more parts.

2. Algebra

- a. Expressions, equations and formulae
 - i. 8Ae.01 Understand that letters have different meanings in expressions, formulae and equations.
 - ii. 8Ae.02 Understand that the laws of arithmetic and order of operations apply to algebraic terms and expressions (four operations, squares and cubes).
 - iii. 8Ae.03 Understand how to manipulate algebraic expressions including:
 - applying the distributive law with a single term (squares and cubes)
 - identifying the highest common factor to factorise.
 - iv. 8Ae.04 Understand that a situation can be represented either in words or as an algebraic expression, and move between the two representations (linear with integer or fractional coefficients).
 - v. 8Ae.05 Understand that a situation can be represented either in words or as a formula (mixed operations), and manipulate using knowledge of inverse operations to change the subject of a formula.
 - vi. 8Ae.06 Understand that a situation can be represented either in words or as an equation. Move between the two representations and solve the equation (integer or fractional coefficients, unknown on either or both sides).
 - vii. 8Ae.07 Understand that letters can represent open and closed intervals (two terms).
- b. Sequences, functions and graphs
 - i. 8As.01 Understand term-to-term rules, and generate sequences from numerical and spatial patterns (including fractions).
 - ii. 8As.02 Understand and describe nth term rules algebraically (in the form $n \pm a$, $a \times n$, or $an \pm b$, where a and b are positive or negative integers or fractions).
 - iii. 8As.03 Understand that a function is a relationship where each input has a single output. Generate outputs from a given function and identify inputs from a given output by considering inverse operations (including fractions).

- iv. 8As.04 Understand that a situation can be represented either in words or as a linear function in two variables (of the form $y = mx + c$), and move between the two representations.
- v. 8As.05 Use knowledge of coordinate pairs to construct tables of values and plot the graphs of linear functions, where y is given explicitly in terms of x ($y = mx + c$).
- vi. 8As.06 Recognise that equations of the form $y = mx + c$ correspond to straight-line graphs, where m is the gradient and c is the y -intercept (integer values of m).
- vii. 8As.07 Read and interpret graphs with more than one component. Explain why they have a specific shape and the significance of intersections of the graphs.

3. Geometry and Measure

a. Geometrical reasoning, shapes and measurements

- i. 8Gg.01 Identify and describe the hierarchy of quadrilaterals.
- ii. 8Gg.02 Understand π as the ratio between a circumference and a diameter. Know and use the formula for the circumference of a circle.
- iii. 8Gg.03 Know that distances can be measured in miles or kilometres, and that a kilometre is approximately $\frac{5}{8}$ of a mile or a mile is 1.6 kilometres.
- iv. 8Gg.04 Use knowledge of rectangles, squares and triangles to derive the formulae for the area of parallelograms and trapezia. Use the formulae to calculate the area of parallelograms and trapezia.
- v. 8Gg.05 Understand and use Euler's formula to connect number of vertices, faces and edges of 3D shapes.
- vi. 8Gg.06 Use knowledge of area and volume to derive the formula for the volume of a triangular prism. Use the formula to calculate the volume of triangular prisms.
- vii. 8Gg.07 Represent front, side and top view of 3D shapes to scale.
- viii. 8Gg.08 Use knowledge of area, and properties of cubes, cuboids, triangular prisms and pyramids to calculate their surface area.
- ix. 8Gg.09 Understand that the number of sides of a regular polygon is equal to the number of lines of symmetry and the order of rotation.
- x. 8Gg.10 Derive and use the fact that the exterior angle of a triangle is equal to the sum of the two interior opposite angles.
- xi. 8Gg.11 Recognise and describe the properties of angles on parallel and intersecting lines, using geometric vocabulary such as alternate, corresponding and vertically opposite.

- xii. 8Gg.12 Construct triangles, midpoint and perpendicular bisector of a line segment, and the bisector of an angle.
- b. Position and transformations
 - i. 8Gp.01 Understand and use bearings as a measure of direction.
 - ii. 8Gp.02 Use knowledge of coordinates to find the midpoint of a line segment.
 - iii. 8Gp.03 Translate points and 2D shapes using vectors, recognising that the image is congruent to the object after a translation.
 - iv. 8Gp.04 Reflect 2D shapes and points in a given mirror line on or parallel to the x- or y-axis, or $y = \pm x$ on coordinate grids. Identify a reflection and its mirror line.
 - v. 8Gp.05 Understand that the centre of rotation, direction of rotation and angle are needed to identify and perform rotations.
 - vi. 8Gp.06 Enlarge 2D shapes, from a centre of enlargement (outside or on the shape) with a positive integer scale factor. Identify an enlargement and scale factor.

4. Statistics and Probability

- a. Statistics
 - i. 8Ss.01 Select, trial and justify data collection and sampling methods to investigate predictions for a set of related statistical questions, considering what data to collect (categorical, discrete and continuous data).
 - ii. 8Ss.02 Understand the advantages and disadvantages of different sampling methods.
 - iii. 8Ss.03 Record, organise and represent categorical, discrete and continuous data. Choose and explain which representation to use in a given situation:
 - Venn and Carroll diagrams
 - tally charts, frequency tables and two-way tables
 - dual and compound bar charts
 - pie charts
 - frequency diagrams for continuous data
 - line graphs and time series graphs
 - scatter graphs
 - stem-and-leaf diagrams
 - infographics.

	iv. 8Ss.04 Use knowledge of mode, median, mean and range to compare two distributions, considering the interrelationship between centrality and spread. v. 8Ss.05 Interpret data, identifying patterns, trends and relationships, within and between data sets, to answer statistical questions. Discuss conclusions, considering the sources of variation, including sampling, and check predictions. b. Probability i. 8Sp.01 Understand that complementary events are two events that have a total probability of 1. ii. 8Sp.02 Understand that tables, diagrams and lists can be used to identify all mutually exclusive outcomes of combined events (independent events only). iii. 8Sp.03 Understand how to find the theoretical probabilities of equally likely combined events. iv. 8Sp.04 Design and conduct chance experiments or simulations, using small and large numbers of trials. Compare the experimental probabilities with theoretical outcomes.
Teaching Strategies How will we learn? - Organisation and practice	• Active learning: Active learning involves learners being engaged in their learning rather than passively listening and copying information. Learners take part in a variety of activities that involve thinking hard. The focus should always be on the learning objective, rather than the task itself. • Learner groupings: use an effective balance of individual, pair, group and whole-class activities to develop both independence and collaboration • Developing effective communication: ○ Language awareness ○ Promoting talk ○ Managing discussions ○ Promoting learner questions • Thinking and Working Mathematically: When learners think and work mathematically, they actively engage with their learning of mathematics. They try to make sense of ideas and build connections between different facts, procedures and concepts. Thinking and Working Mathematically has eight characteristics that are presented in four pairs: ○ Specialising and Generalising ○ Conjecturing and Convincing ○ Characterising and Classifying

	○ Critiquing and Improving
Cross-curricular activities: Connections with other subjects?	Here are some examples of activities that apply knowledge, understanding and skills from Cambridge Lower Secondary Mathematics in the context of other subjects: • Science: Learners use data handling skills to choose how to present findings from a scientific investigation. • Art & Design: Learners first investigate the features of 2D designs (e.g. shapes, sequences, symmetry). Then they use their findings as a prompt for their own artistic design. They should use effective measuring strategies when creating 3D designs. • Global Perspectives: Developing key skills in analysis, collaboration and communication evaluation, reflection and research.
Assessment How will we know what we have learned?	• Written tests at the end of each section. • Cambridge Lower Secondary Progression Tests • Cambridge Lower Secondary Checkpoint
Materials/ other remarks:	Stage 7: Cambridge Checkpoint Maths Student's Book 1 Stage 8: Cambridge Checkpoint Maths Student's Book 2

Subject

Science

Class	ED
School Year	2026-27
Teacher	Itziar Ochoa de Alaiza Gracia
Learning objectives What do we want to learn this year?	<u>Stage 7</u> 1. Thinking and Working Scientifically a. Models and representations i. 7TWSm.01 Describe the strengths and limitations of a model. ii. 7TWSm.02 Use symbols and formulae to represent scientific ideas. b. Scientific enquiry: purpose and planning i. 7TWSp.01 Identify whether a given hypothesis is testable. ii. 7TWSp.02 Describe how scientific hypotheses can be supported or contradicted by evidence from an enquiry. iii. 7TWSp.03 Make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding. iv. 7TWSp.04 Plan a range of investigations of different types, while considering variables appropriately, and recognise that not all investigations can be fair tests. v. 7TWSp.05 Know the meaning of hazard symbols, and consider them when planning practical work. c. Carrying out scientific enquiry i. 7TWSc.01 Sort, group and classify phenomena, objects, materials and organisms through testing, observation, using secondary information, and making and using keys. ii. 7TWSc.02 Decide what equipment is required to carry out an investigation or experiment and use it appropriately. iii. 7TWSc.03 Evaluate whether measurements and observations have been repeated sufficiently to be reliable.

- iv. 7TWSc.04 Take appropriately accurate and precise measurements, explaining why accuracy and precision are important.
- v. 7TWSc.05 Carry out practical work safely.
- vi. 7TWSc.06 Evaluate a range of secondary information sources for their relevance and know that some sources may be biased.
- vii. 7TWSc.07 Collect and record sufficient observations and/or measurements in an appropriate form.
- viii. Scientific enquiry: analysis, evaluation and conclusions
- ix. 7TWSa.01 Describe the accuracy of predictions, based on results, and suggest why they were or were not accurate.
- x. 7TWSa.02 Describe trends and patterns in results, including identifying any anomalous results.
- xi. 7TWSa.03 Make conclusions by interpreting results and explain the limitations of the conclusions.
- xii. 7TWSa.04 Evaluate experiments and investigations, and suggest improvements, explaining any proposed changes.
- xiii. 7TSWa.05 Present and interpret observations and measurements appropriately.

2. Biology

a. Structure and function

- i. 7Bs.01 Understand that all organisms are made of cells and microorganisms are typically single celled.
- ii. 7Bs.02 Identify and describe the functions of cell structures (limited to cell membrane, cytoplasm, nucleus, cell wall, chloroplast, mitochondria and sap vacuole).
- iii. 7Bs.03 Explain how the structures of some specialised cells are related to their functions (including red blood cells, neurones, ciliated cells, root hair cells and palisade cells).
- iv. 7Bs.04 Describe the similarities and differences between the structures of plant and animal cells.
- v. 7Bs.05 Understand that cells can be grouped together to form tissues, organs and organ systems.

b. Life processes

- i. 7Bp.01 Describe the seven characteristics of living organisms.
- ii. 7Bp.02 Discuss reasons for classifying viruses as living or non-living.
- iii. 7Bp.03 Describe a species as a group of organisms that can reproduce to produce fertile offspring.

- iv. 7Bp.04 Use and construct dichotomous keys to classify species and groups of related organisms.
- c. Ecosystems
 - i. 7Be.01 Know and describe the ecological role some microorganisms have as decomposers.
 - ii. 7Be.02 Construct and interpret food chains and webs which include microorganisms as decomposers.

3. Chemistry

- a. Materials and their structure
 - i. 7Cm.01 Understand that all matter is made of atoms, with each different type of atom being a different element.
 - ii. 7Cm.02 Know that the Periodic Table presents the known elements in an order.
 - iii. 7Cm.03 Know metals and non-metals as the two main groupings of elements.
 - iv. 7Cm.04 Describe the differences between elements, compounds and mixtures, including alloys as an example of a mixture.
 - v. 7Cm.05 Describe a vacuum as a space devoid of matter.
 - vi. 7Cm.06 Describe the three states of matter as solid, liquid and gas in terms of the arrangement, separation and motion of particles.
 - vii. 7Cm.07 Use the particle model to represent elements, compounds and mixtures.
- b. Properties of materials
 - i. 7Cp.01 Understand that all substances have chemical properties and physical properties.
 - ii. 7Cp.02 Understand that the acidity or alkalinity of a substance is a chemical property and is measured by pH.
 - iii. 7Cp.03 Use indicators (including Universal Indicator and litmus) to distinguish between acidic, alkaline and neutral solutions.
 - iv. 7Cp.04 Use tests to identify hydrogen, carbon dioxide and oxygen gases.
 - v. 7Cp.05 Describe common differences between metals and non-metals, referring to their physical properties.
 - vi. 7Cp.06 Understand that alloys are mixtures that have different chemical and physical properties from the constituent substances.
 - vii. 7Cp.07 Use the particle model to explain the difference in hardness between pure metals and their alloys.
- c. Changes to materials

- i. 7Cc.01 Identify whether a chemical reaction has taken place through observations of the loss of reactants and/or the formation of products which have different properties to the reactants (including evolving a gas, formation of a precipitate or change of colour).
- ii. 7Cc.02 Explain why a precipitate forms, in terms of a chemical reaction between soluble reactants forming at least one insoluble product.
- iii. 7Cc.03 Use the particle model to describe chemical reactions.
- iv. 7Cc.04 Describe neutralisation reactions in terms of change of pH.

4. Physics

a. Forces and energy

- i. 7Pf.01 Describe changes in energy that are a result of an event or process.
- ii. 7Pf.02 Know that energy tends to dissipate and in doing so it becomes less useful.
- iii. 7Pf.03 Describe gravity as a force of attraction between any two objects and describe how the size of the force is related to the masses of the objects.
- iv. 7Pf.04 Understand that there is no air resistance to oppose movement in a vacuum.

b. Light and sound

- i. 7Ps.01 Describe the vibration of particles in a sound wave and explain why sound does not travel in a vacuum.
- ii. 7Ps.02 Explain echoes in terms of the reflection of sound waves.

c. Electricity and magnetism

- i. 7Pe.01 Use a simple model to describe electricity as a flow of electrons around a circuit.
- ii. 7Pe.02 Describe electrical conductors as substances that allow electron flow and electrical insulators as substances that inhibit electron flow.
- iii. 7Pe.03 Know how to measure the current in series circuits.
- iv. 7Pe.04 Describe how adding components into a series circuit can affect the current (limited to addition of cells and lamps).
- v. 7Pe.05 Use diagrams and conventional symbols to represent, make and compare circuits that include cells, switches, lamps, buzzers and ammeters.

5. Earth and Space

a. Planet Earth

- i. 7ESp.01 Describe the model of plate tectonics, in which a solid outer layer (made up of the crust and uppermost mantle) moves because of flow lower in the mantle.

- ii. 7ESp.02 Describe how earthquakes, volcanoes and fold mountains occur near the boundaries of tectonic plates.
 - iii. 7ESp.03 Know that clean, dry air contains 78% nitrogen, 21% oxygen and small amounts of carbon dioxide and other gases, and this composition can change because of pollution and natural emissions.
- b. Cycles on Earth
 - i. 7ESc.01 Describe the water cycle (limited to evaporation, condensation, precipitation, water run-off, open water and groundwater).
- c. Earth in space
 - i. 7ESs.01 Describe how planets form from dust and gas, which are pulled together by gravity.
 - ii. 7ESs.02 Know that gravity is the force that holds components of the Solar System in orbit around the Sun.
 - iii. 7ESs.03 Describe tidal forces on Earth as a consequence of the gravitational attraction between the Earth, Moon and Sun.
 - iv. 7ESs.04 Explain how solar and lunar eclipses happen.
- d. Science in Context
- e. 7SIC.01 Discuss how scientific knowledge is developed through collective understanding and scrutiny over time.
- f. 7SIC.02 Describe how science is applied across societies and industries, and in research.
- g. 7SIC.03 Evaluate issues which involve and/or require scientific understanding.
- h. 7SIC.04 Describe how people develop and use scientific understanding, as individuals and through collaboration, e.g. through peer-review.
- i. 7SIC.05 Discuss how the uses of science can have a global environmental impact.

Stage 8

1. Thinking and Working Scientifically

- a. Models and representations
 - i. 8TWSm.01 Describe what an analogy is and how it can be used as a model.
 - ii. 8TWSm.02 Use an existing analogy for a purpose.
 - iii. 8TWSm.03 Use symbols and formulae to represent scientific ideas.

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| | <ul style="list-style-type: none"> b. Scientific enquiry: purpose and planning <ul style="list-style-type: none"> i. 8TWSp.01 Identify whether a given hypothesis is testable. ii. 8TWSp.02 Describe how scientific hypotheses can be supported or contradicted by evidence from an enquiry. iii. 8TWSp.03 Make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding. iv. 8TWSp.04 Plan a range of investigations of different types, while considering variables appropriately, and recognise that not all investigations can be fair tests. v. 8TWSp.05 Make risk assessments for practical work to identify and control risks. c. Carrying out scientific enquiry <ul style="list-style-type: none"> i. 8TWSc.01 Sort, group and classify phenomena, objects, materials and organisms through testing, observation, using secondary information, and making and using keys. ii. 8TWSc.02 Decide what equipment is required to carry out an investigation or experiment and use it appropriately. iii. 8TWSc.03 Evaluate whether measurements and observations have been repeated sufficiently to be reliable. iv. 8TWSc.04 Take appropriately accurate and precise measurements, explaining why accuracy and precision are important. v. 8TWSc.05 Carry out practical work safely, supported by risk assessments where appropriate. vi. 8TWSc.06 Evaluate a range of secondary information sources for their relevance and know that some sources may be biased. vii. 8TWSc.07 Collect and record sufficient observations and/or measurements in an appropriate form. d. Scientific enquiry: analysis, evaluation and conclusions <ul style="list-style-type: none"> i. 8TWSa.01 Describe the accuracy of predictions, based on results, and suggest why they were or were not accurate. ii. 8TWSa.02 Describe trends and patterns in results, including identifying any anomalous results. iii. 8TWSa.03 Make conclusions by interpreting results and explain the limitations of the conclusions. iv. 8TWSa.04 Evaluate experiments and investigations, and suggest improvements, explaining any proposed changes. |
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- v. 8TSWa.05 Present and interpret observations and measurements appropriately.

2. Biology

a. Structure and function

- i. 8Bs.01 Identify ball-and-socket and hinge joints, and explain how antagonistic muscles move the bones at a hinge joint.
- ii. 8Bs.02 Describe the components of blood and their functions (limited to red blood cells transporting oxygen, white blood cells protecting against pathogens and plasma transporting blood cells, nutrients and carbon dioxide).
- iii. 8Bs.03 Describe how the structure of the human respiratory system is related to its function of gas exchange (in terms of lung structure and the action of the diaphragm and intercostal muscles) and understand the difference between breathing and respiration.
- iv. 8Bs.04 Describe the diffusion of oxygen and carbon dioxide between blood and the air in the lungs.

b. Life processes

- i. 8Bp.01 Identify the constituents of a balanced diet for humans as including protein, carbohydrates, fats and oils, water, minerals (limited to calcium and iron) and vitamins (limited to A, C and D), and describe the functions of these nutrients.
- ii. 8Bp.02 Understand that carbohydrates and fats can be used as a store of energy in animals, and animals consume food to obtain energy and nutrients.
- iii. 8Bp.03 Discuss how human growth, development and health can be affected by lifestyle, including diet and smoking.
- iv. 8Bp.04 Know that aerobic respiration occurs in the mitochondria of plant and animal cells, and gives a controlled release of energy.
- v. 8Bp.05 Know and use the summary word equation for aerobic respiration (glucose + oxygen -> carbon dioxide + water).

c. Ecosystems

- i. 8Be.01 Identify different ecosystems on the Earth, recognising the variety of habitats that exist within an ecosystem.
- ii. 8Be.02 Describe the impact of the bioaccumulation of toxic substances on an ecosystem.
- iii. 8Be.03 Describe how a new and/or invasive species can affect other organisms and an ecosystem.

3. Chemistry

- a. Materials and their structure
 - i. 8Cm.01 Describe the Rutherford model of the structure of an atom.
 - ii. 8Cm.02 Know that electrons have negative charge, protons have positive charge and neutrons have no charge.
 - iii. 8Cm.03 Know that the electrostatic attraction between positive and negative charge is what holds together individual atoms.
 - iv. 8Cm.04 Know that purity is a way to describe how much of a specific chemical is in a mixture.
- b. Properties of materials
 - i. 8Cp.01 Understand that the concentration of a solution relates to how many particles of the solute are present in a volume of the solvent.
 - ii. 8Cp.02 Describe how paper chromatography can be used to separate and identify substances in a sample.
- c. Changes to materials
 - i. 8Cc.01 Use word equations to describe reactions.
 - ii. 8Cc.02 Know that some processes and reactions are endothermic or exothermic, and this can be identified by temperature change.
 - iii. 8Cc.03 Describe the reactivity of metals (limited to sodium, potassium, calcium, magnesium, zinc, iron, copper, gold and silver) with oxygen, water and dilute acids.
 - iv. 8Cc.04 Know that reactions do not always lead to a single pure product and that sometimes a reaction will produce an impure mixture of products.
 - v. 8Cc.05 Describe how the solubility of different salts varies with temperature.
 - vi. 8Cc.06 Understand that some substances are generally unreactive and can be described as inert.

4. Physics

- a. Forces and energy
 - i. 8Pf.01 Calculate speed ($\text{speed} = \text{distance} / \text{time}$).
 - ii. 8Pf.02 Interpret and draw simple distance / time graphs.
 - iii. 8Pf.03 Describe the effects of balanced and unbalanced forces on motion.
 - iv. 8Pf.04 Identify and calculate turning forces ($\text{moment} = \text{force} \times \text{distance}$).
 - v. 8Pf.05 Explain that pressure is caused by the action of a force, exerted by a substance, on an area ($\text{pressure} = \text{force} / \text{area}$).

- vi. 8Pf.06 Use particle theory to explain pressures in gases and liquids (qualitative only).
- vii. 8Pf.07 Describe the diffusion of gases and liquids as the intermingling of substances by the movement of particles.
- b. Light and sound
 - i. 8Ps.01 Describe reflection at a plane surface and use the law of reflection.
 - ii. 8Ps.02 Describe refraction of light at the boundary between air and glass or air and water in terms of change of speed.
 - iii. 8Ps.03 Know that white light is made of many colours and this can be shown through the dispersion of white light, using a prism.
 - iv. 8Ps.04 Describe how colours of light can be added, subtracted, absorbed and reflected.
- c. Electricity and magnetism
 - i. 8Pe.01 Describe a magnetic field, and understand that it surrounds a magnet and exerts a force on other magnetic fields.
 - ii. 8Pe.02 Describe how to make an electromagnet and know that electromagnets have many applications.
 - iii. 8Pe.03 Investigate factors that change the strength of an electromagnet.

5. Earth and Space

- a. Planet Earth
 - i. 8ESp.01 Know that the reason the Earth has a magnetic field is that the core acts as a magnet.
 - ii. 8ESp.02 Identify renewable resources (including wind, tidal and solar power, and bioplastics) and non-renewable resources (including fossil fuels), and describe how humans use them.
- b. Cycles on Earth
 - i. 8ESc.01 Understand that there is evidence that the Earth's climate exists in a cycle between warm periods and ice ages, and the cycle takes place over long time periods.
 - ii. 8ESc.02 Understand that the Earth's climate can change due to atmospheric change.
 - iii. 8ESc.03 Describe the difference between climate and weather.
- c. Earth in space
 - i. 8ESs.01 Describe a galaxy in terms of stellar dust and gas, stars and planetary systems.
 - ii. 8ESs.02 Describe asteroids as rocks, smaller than planets, and describe their formation from rocks left over from the formation of a planetary system.

6. Science in Context

	a. 8SIC.01 Discuss how scientific knowledge is developed through collective understanding and scrutiny over time. b. 8SIC.02 Describe how science is applied across societies and industries, and in research. c. 8SIC.03 Evaluate issues which involve and/or require scientific understanding. d. 8SIC.04 Describe how people develop and use scientific understanding as individuals and through collaboration, e.g. through peer-review. e. 8SIC.05 Discuss how the uses of science can have a global environmental impact.
Teaching Strategies How will we learn?- Organisation and practice	• Active learning: Active learning involves learners being engaged in their learning rather than passively listening and copying information. Learners take part in a variety of activities that involve thinking hard. The focus should always be on the learning objective, rather than the task itself. • Learner groupings: use an effective balance of individual, pair, group and whole-class activities to develop both independence and collaboration • Developing effective communication: ○ Language awareness ○ Promoting talk ○ Managing discussions ○ Promoting learner questions ○ Promoting writing
Cross-curricular activities: Connections with other subjects?	Here are some examples of activities that apply knowledge, understanding and skills from Cambridge Lower Secondary Science in the context of other subjects: • Physical Education: Learners can use their scientific understanding of joints (8Bs.01) and human health (8Bp.01, 8Bp.02, 8Bp.03, 8Bp.04 and 8Bp.05) to support their understanding of movement and healthy bodies in Physical Education. • Art & Design: Learning from Stage 8 Physics, Light and Sound (8Ps.03 and 8Ps.04) about colours in light, and how they can be added, subtracted, absorbed and reflected, can be reinforced if learners use different colours of light to illuminate a still-life .

	• Global Perspectives: Developing key skills in research, analysis, evaluation, reflection, collaboration and communication.
Assessment How will we know what we have learned?	• Written tests at the end of each section. • Group projects. • Presentations. • Cambridge Lower Secondary Progression Tests • Cambridge Lower Secondary Checkpoint
Materials/ other remarks:	Cambridge Lower Secondary Science Stage 8 2nd edition

Subject	Art & Design
Class	ED
School Year	2026-27
Teacher	Jonathan Bauer
Learning objectives What do we want to learn this year?	Experiencing • Encounter, sense, experiment with and respond to a wide range of sources, including a range of art from different times and cultures. • Explore media, materials, tools, technologies and processes.

	• Gather and record experiences and visual information. Making • Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence. • Select appropriate media, materials, tools, technologies and processes for a purpose. Reflecting • Celebrate artistic experiences and learning. • Analyse, critique and connect own and others' work as part of the artistic process. Thinking and Working Artistically • Generate, develop, create, innovate and communicate ideas by using and connecting the artistic processes of experiencing, making and reflecting. • Embrace challenges and opportunities, working with growing independence. • Review and refine own work.
Teaching Strategies How will we learn?- Organisation and practice	• hold discussions on the work of other artists and designers • learners practice new skills and equipment • learners experiment with different art media • learners generate their own ideas to make individual designs or artwork • learners contribute to team projects • learners' produce a final output for a given task.

Cross-curricular activities:	Art combined with History and Global Perspectives with pertinent cultural and societal connections
Connections with other subjects?	Well-being
Assessment	Offer constructive criticism from teacher and peers
How will we know what we have learned?	Self-reflection using the design cycle – research, development, creation and reflection Compare work through chosen objectives
Materials/ other remarks:	Art instruments such as pencils, brushes, plasticene, wax, paper, and a variety of online and print resources

Subject	Physical Education
Class	ED
School Year	2026-27
Teachers	LR og JS
Learning objectives	Physical Education (4 to 5 year program)

What do we want to learn this year?

Physical Education consists of five content areas. The content described within these areas constitutes the core subject matter of the subject.

- Ball Skills and Ball Games focuses on combining technical mastery and tactical understanding with fair play, while developing familiarity and confidence with balls used in different ball-game cultures.
- Dance and Expression focuses on performing, creating and understanding dance through encounters with different dance genres, working with bodily expression and creating stories and choreographies.
- Diversity in Sport and Physical Activity focuses on providing opportunities to explore specific forms of physical activity and arenas that connect the subject with the local community and movement cultures beyond those covered by the other content areas.
- The Body and Training focuses on body awareness and physical ability through diverse forms of movement and targeted training. This combines practical experience with strength, endurance and coordination with an understanding of human anatomy and training principles.
- Apparatus Activities focuses on developing body control through movements in, on and over different types of apparatus. Students play, explore and practise performing skills and creating aesthetic outcomes through encounters with both gymnastics and parkour.

Learning Objectives

- Students participate in ball games, adapting their movements and positioning in relation to one another.
- Students develop and carry out ball-game activities. They participate in the activities by following shared agreements, norms, values and rules.
- Students create and perform complex choreographies. They experiment with bodily expression and work creatively through collaborative and co-creative processes.
- Students practise techniques and forms of expression within different dance genres and cultures.
- Students perform and develop physical activities in different spaces and arenas. During these activities, they continuously adapt the activities to the physical environment and the capabilities and circumstances of the group.
- Students discuss, using subject-specific terminology, how values and frameworks in practice influence opportunities for participation in different sporting and movement cultures for different groups.

	• Students plan and carry out training programmes with targeted activities and exercises based on key training principles. • Students use subject-specific terminology when working practically with the body, health and training cultures, and when discussing connections between habits, choices and society's ideals concerning the body. • Students collaborate in performing and safely receiving or spotting one another while carrying out complex and combined skills. • Students develop and present aesthetic outcomes by using skills from gymnastics and parkour in creative combinations.
Teaching Strategies How will we learn? - Organisation and practice	The Teaching Covers: Ball Skills and Ball Games • technical skills that are continuously developed through the organisation and development of ball-game activities • practising making appropriate tactical choices on the court or playing field based on an understanding of the underlying logic of the games • using subject-specific terminology to explain tactical considerations • activities involving both familiar and unfamiliar ball-game cultures from different ball-game families Dance and Expression • developing and presenting students' own complex choreographies, including giving and receiving feedback on aspects such as the form and dynamics of the dance • exploring, analysing and performing movements and bodily expressions through creative processes • practical work with bodily expression and perception, using subject-specific terminology when discussing cultural similarities and differences across different dance genres Diversity in Sport and Physical Activity

	• trying out and exploring forms of physical activity in different arenas, including urban spaces, natural environments and specialised facilities, which differ from the forms of physical activity covered in the other content areas • gaining practical experience with the values, norms and skills that characterise the different arenas • collaborating to organise and develop students' own physical activities • introduction to and use of subject-specific terminology that enhances and informs practical physical activity The Body and Training • practical work with human anatomy and physiology, as well as key principles of warm-up, recovery and progression in training • different forms of basic physical training, as well as selected exercises and activities from fitness culture Apparatus Activities • collaborating on the performance of complex and combined skills • embodying key concepts in work with take-off, flight and landing, including centre of gravity, body tension, body position and moment of inertia • creating, creatively combining and presenting aesthetic outcomes in gymnastics and parkour
Teaching course:	The programme is divided into a series of activity units. Please note that changes to the course content may be made throughout the school year. The activity units include: • Adventure Sports – Orienteering, Kayak Polo, and Climbing • Yoga • Stick and Racket Sports • Net Games • Parkour

	• Acrobatics • Volleyball • Dance and Creative Expression • Olympic Athletics (Track and Field) • Basketball
Evaluation	There will be ongoing evaluation of the students' competencies within the various activities.
Materials/ other remarks:	http://idræt7-9.gyldendal.dk

Subject	Krea
Class	ED
School Year	2026-27
Teachers	LR og JO
Learning objectives	In "Krea" (Creative Arts), the focus is primarily on Craft and Design (4/5) and partly on Food Science (1/5).
What do we want to learn this year?	Purpose and coherence of the content areas The purpose of the content areas is: Crafts and creative processes:

- In the subject, creative processes involve craftsmanship, exploration and development, incorporating elements from different design processes. The intention is for students to become familiar with basic tools, equipment, machinery and craft techniques in such a way that each student can make, decorate and repair objects that they can be proud of. Students should be given opportunities to use their imagination through aesthetic learning processes, imaginative processes and simple design processes.

Materials and resources:

- Crafts will always involve working with a material, and students will therefore gain practical experience of how a material looks, smells, sounds, feels and responds when worked with using craft techniques. Practical experience with material properties is linked to knowledge about the origin, production and life cycle of materials. Insight into how people work with and process materials serves as inspiration for students' own work and contributes to an understanding of how geographical and cultural factors influence the way we use materials.

Objects and culture:

- In connection with themes and learning activities, students engage in physical and sensory experiences with objects – both through encounters with specific cultural artefacts and materials, and through experiences of objects in use. Students experiment with forms of expression, techniques and construction, and put their own work into words. They become familiar with observing, describing and evaluating elements of form, materials and modes of expression. Investigations into function, use and meaning serve as inspiration for, or provide perspectives on, students' own design work.

	Learning objective - Students apply practical craft and design skills in creative and constructive processes, resulting in products in which expression, form and function work together. Food Studies Food Studies has four content areas. The content described within these areas constitutes the core subject matter of the subject. - Cooking focuses on craftsmanship and taste in relation to food. - Food products focuses on knowledge of food products and their possible uses in cooking. - Food, body and planet focuses on the significance of food and cooking in relation to health and sustainability. - People and meals focuses on the social and cultural significance of food and meals in people's lives.
Teaching Strategies How will we learn? - Organisation and practice	They will work both individually and in small groups.
Teaching course:	The teaching courses may change continuously, as the students should have enough time to complete their projects. This year the classes will be mixed Lea LED-lamps

	Jonas •
Evaluation	There will be ongoing evaluation of the students' competencies within the various activities.
Materials/ other remarks:	We do not use specific books or platforms, but we often use instructional videos from YouTube and various websites with recipes.

Subject	Wellbeing
Class	ED
School Year	2026-27
Teacher	Jonathan Bauer
Learning objectives What do we want to learn this year?	Self-awareness & identity Begin to identify personal strengths, interests and feelings. Build confidence in expressing individuality within a new secondary-school environment. Emotional literacy Learn to name and recognise a range of emotions in themselves and others. Introduce simple calming strategies (breathing, movement breaks, quiet time). Friendships & belonging Develop skills for making and keeping friends, kindness, and including others. Introduce the idea of respectful disagreement. Starting secondary school Build routines and habits that support a smooth transition: organisation, asking for help, and managing new responsibilities.

	Online safety & digital habits Introduce age-appropriate online safety basics and simple habits for healthy, balanced screen time. Healthy habits Explore the basics of sleep, movement and nutrition in simple, practical terms relevant to daily school life.
Teaching Strategies How will we learn? - Organisation and practice	Weekly circle time with structured discussion prompts Simple guided journaling and drawing Short mindfulness/breathing activities Cooperative games and group activities to build friendship skills Visual aids and stories to introduce emotional vocabulary
Cross-curricular activities: Connections with other subjects?	Wellbeing links with Art & Design (feelings expressed through drawing/collage), PE (healthy habits) and Krea/Billedkunst where relevant. Coordinated with form tutors to support the Year 7 transition into secondary school.
Assessment How will we know what we have learned?	No formal grading. Engagement is tracked through: Simple reflection journals or drawings (not marked for content) Participation in circle time and group activities Creative projects (e.g. 'all about me' art pieces, friendship collages) Light-touch check-ins (e.g. a simple feelings chart) used to guide teaching, not to grade students
Materials/ other remarks:	Notebooks/journals, drawing and craft supplies, feelings charts and visual aids, simple mindfulness resources, and age-appropriate stories or short videos on emotions and friendship.