



Subject	Global Perspectives
Class	English E
School Year	2026-27
Teacher	Adrián Estévez Cebreiro
Learning objectives What do we want to learn this year?	The aims are to enable students to: • become independent and empowered to take their place in an ever-changing, information-heavy, interconnected world • develop an analytical, evaluative grasp of global issues and their causes, consequences and possible courses of action • enquire into, and reflect on, issues independently and in collaboration with others from different cultural perspectives • work independently as well as part of a team, directing much of their own learning with the teacher as an active facilitator • consider important issues from personal, local and/or national and global perspectives and understand the links between these • critically assess the information available to them and support judgements with lines of reasoning • communicate and empathise with the needs and rights of others.
Teaching Strategies	Cambridge IGCSE Global Perspectives candidates will have opportunities to acquire and apply a range of skills to support them in these challenges, including: • researching, analysing and evaluating information

How will we learn?- Organisation and practice	• developing and justifying a line of reasoning • reflecting on processes and outcomes • communicating information and reasoning • collaborating to achieve a common outcome.
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). Individual Report
Materials/ other remarks:	More info at: https://www.cambridgeinternational.org/Images/662457-2025-2027-syllabus.pdf

Subject	French
Class	English E
School Year	2026-27
Teacher	Merete Brydensholt Christiansen
Learning objectives What do we want to learn this year?	This course follows the Cambridge IGCSE programme. The four key concepts in the language learning programme are as follows: • Linguistic competence • Knowledge about language • Creativity • Intercultural understanding The students will continue to develop both their spoken and written language and they will continuously acquire new knowledge about France and French speaking countries. There will be a balanced coverage of the four skills: listening, speaking, reading and writing. The topic areas this year will be: • Where I live and what it's like • Studying and working • The International perspective

Teaching Strategies How will we learn? - Organisation and practice	- Engage with authentic texts and multimedia resources. - Phonics teaching to improve literacy. - Participation in language competitions. - 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 assesment 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 assesment Cambridge Written Examinations.

Materials/ other remarks:	Cambridge IGCSE French (Hodder)
	TV5 monde and other web based materials
	Short texts, fiction and non fiction
	Songs
	Key topics: • Everyday activities • Personal and social life • The world around us • The world of work • The international world

Subject	English
Class	EE
School Year	2026-27
Teacher	Caroline Rahbek
Learning objectives	Skills covered are reading, writing and speaking and listening
What do we want to learn this year?	Reading:

To demonstrate understanding of written texts, and of the words and phrases within them.

Summarise and use material for a specific context.

Develop, analyse and evaluate facts, ideas and opinions.

Recognise and respond to linguistic devices, figurative language and imagery.

Writing:

To organise and convey facts, ideas and opinions effectively.

To demonstrate a varied vocabulary appropriate to the context.

To demonstrate an understanding of audience, purpose and form.

To demonstrate accuracy in spelling, punctuation and grammar.

Speaking and listening:

To describe and reflect on experience, and express what is thought, felt and imagined.

To organise and convey facts, ideas and opinions effectively.

To communicate with clarity, focus and purpose

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?	Global Perspectives History Art
Assessment	Formative - Formative – assessment of tasks completed in class. Questioning and discussions.

How will we know what we have learned?	Summative – Cambridge examinations at appropriate level – first or second language
Materials/ other remarks:	A variety of fiction of different genres, poetry, plays and short stories. Non- fiction, such as biographies and articles. Film clips. Past papers and Cambridge guides.

Subject	History
Class	EE
School Year	2026-27
Teacher	Caroline Rahbek
Learning objectives What do we want to learn this year?	Option B: the 20 th Century – International relations from 1919 Was the Treaty of Versailles fair? To what extent was the League of Nations a success? How far was Hitler’s foreign policy to blame for the outbreak of war in Europe in 1939? Who was to blame for the Cold War?

	How effectively did the United States contain the spread of communism? How secure was the USSR's control over Eastern Europe, 1948–c.1989? In addition ,Y11 will prepare for the Paper Two document question. In 2026 the topic is, ‘Was the Treaty of Versailles Fair?’
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 Group presentations Differentiation Blended learning with the use of technology
Cross-curricular activities: Connections with other subjects?	English Global Perspectives Art

Assessment	Formative – checking of classwork, responses to questions, discussion
How will we know what we have learned?	Summative – Cambridge written exams.
Materials/ other remarks:	Textbooks, primary and secondary sources, journal articles, fiction, films and past papers.

Subject	Art & Design
Class	EE
School Year	2026-27
Teacher	Jonathan Bauer
Learning objectives	Year 9
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.

Years 10 & 11

Record

	• record their own experiences and observations from first-hand and secondary resources and personal research • collect, record and respond to visual information using a range of techniques • select, give context to and organise the information they collect in a coherent way Explore • effectively use a wide range of resources and use the information to develop their practice • make personal investigations Develop • apply a range of skills to produce art and design work • Present • evaluate their own work, review and edit • reflect, refine and adapt
Teaching Strategies How will we learn?- Organisation and practice	Units designed to connect to individually chosen topics Whole class and one to one guidance
Cross-curricular activities: Connections with other subjects?	Art combined with History and Global Perspectives with pertinent cultural and societal connections Integrated with Well-being

Assessment How will we know what we have learned?	Frequent formative feedback throughout the year Peer to peer critiques Assignments for IGCSE Art & Design: Component 1 – Coursework This is an internally set assignment which is marked by Cambridge International. There is no question paper for this component. There are two parts to this component: • a portfolio and • a final outcome Component 2 – Externally Set Assignment This is an externally set assignment which is marked by Cambridge International. There is a question paper for this component. You may download the question paper from Cambridge International and give it to candidates as soon as it is released. Refer to the Cambridge Handbook for the year of examination for more information. There are two parts to this component: • supporting studies created during the preparation period and • a final outcome, produced during a supervised test of 8 hours' total duration.
Materials/ other remarks:	Art instruments such as pencils, brushes, plasticene, wax, paper, mixed media, photography and a variety of online and print resources

Subject	Mathematics
Class	EE
School Year	2026-27
Teacher	Itziar Ochoa de Alaiza Gracia
Learning objectives What do we want to learn this year?	<u>Stage 9</u> 1. Number a. Integers, powers and roots i. 9Ni.01 Understand the difference between rational and irrational numbers. ii. 9Ni.02 Use positive, negative and zero indices, and the index laws for multiplication and division. iii. 9Ni.03 Understand the standard form for representing large and small numbers. iv. 9Ni.04 Use knowledge of square and cube roots to estimate surds. b. Place value, ordering and rounding i. 9Np.01 Multiply and divide integers and decimals by 10 to the power of any positive or negative number. ii. 9Np.02 Understand that when a number is rounded there are upper and lower limits for the original number. c. Fractions, decimals, percentages, ratio and proportion i. 9Nf.01 Deduce whether fractions will have recurring or terminating decimal equivalents. ii. 9Nf.02 Estimate, add and subtract proper and improper fractions, and mixed numbers, using the order of operations. iii. 9Nf.03 Estimate, multiply and divide fractions, interpret division as a multiplicative inverse, and cancel common factors before multiplying or dividing. iv. 9Nf.04 Use knowledge of the laws of arithmetic, inverse operations, equivalence and order of operations (brackets and indices) to simplify calculations containing decimals and fractions. v. 9Nf.05 Understand compound percentages.

- vi. 9Nf.06 Estimate, multiply and divide decimals by integers and decimals.
- vii. 9Nf.07 Understand the relationship between two quantities when they are in direct or inverse proportion.
- viii. 9Nf.08 Use knowledge of ratios and equivalence for a range of contexts.

2. Algebra

- a. Expressions, equations and formulae
 - i. 9Ae.01 Understand that the laws of arithmetic and order of operations apply to algebraic terms and expressions (four operations and integer powers).
 - ii. 9Ae.02 Understand how to manipulate algebraic expressions including:
 - expanding the product of two algebraic expressions
 - applying the laws of indices
 - simplifying algebraic fractions.
 - iii. 9Ae.03 Understand that a situation can be represented either in words or as an algebraic expression, and move between the two representations (including squares, cubes and roots).
 - iv. 9Ae.04 Understand that a situation can be represented either in words or as a formula (including squares and cubes), and manipulate using knowledge of inverse operations to change the subject of a formula.
 - v. 9Ae.05 Understand that a situation can be represented either in words or as an equation. Move between the two representations and solve the equation (including those with an unknown in the denominator).
 - vi. 9Ae.06 Understand that the solution of simultaneous linear equations:
 - is the pair of values that satisfy both equations
 - can be found algebraically (eliminating one variable)
 - can be found graphically (point of intersection).
 - vii. 9Ae.07 Understand that a situation can be represented either in words or as an inequality. Move between the two representations and solve linear inequalities.
- b. Sequences, functions and graphs
 - i. 9As.01 Generate linear and quadratic sequences from numerical patterns and from a given term-to-term rule (any indices).

- ii. 9As.02 Understand and describe nth term rules algebraically (in the form $an \pm b$, where a and b are positive or negative integers or fractions, and in the form n/a , n^2 , n^3 or $n^2 \pm a$, where a is a whole number).
- iii. 9As.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 indices).
- iv. 9As.04 Understand that a situation can be represented either in words or as a linear function in two variables (of the form $y = mx + c$ or $ax + by = c$), and move between the two representations.
- v. 9As.05 Use knowledge of coordinate pairs to construct tables of values and plot the graphs of linear functions, including where y is given implicitly in terms of x ($ax + by = c$), and quadratic functions of the form $y = x^2 \pm a$.
- vi. 9As.06 Understand that straight-line graphs can be represented by equations. Find the equation in the form $y = mx + c$ or where y is given implicitly in terms of x (fractional, positive and negative gradients).
- vii. 9As.07 Read, draw and interpret graphs and use compound measures to compare graphs.

3. Geometry and Measure

a. Geometrical reasoning, shapes and measurements

- i. 9Gg.01 Know and use the formulae for the area and circumference of a circle.
- ii. 9Gg.02 Know and recognise very small or very large units of length, capacity and mass.
- iii. 9Gg.03 Estimate and calculate areas of compound 2D shapes made from rectangles, triangles and circles.
- iv. 9Gg.04 Use knowledge of area and volume to derive the formula for the volume of prisms and cylinders. Use the formula to calculate the volume of prisms and cylinders.
- v. 9Gg.05 Use knowledge of area, and properties of cubes, cuboids, triangular prisms, pyramids and cylinders to calculate their surface area.
- vi. 9Gg.06 Identify reflective symmetry in 3D shapes.
- vii. 9Gg.07 Derive and use the formula for the sum of the interior angles of any polygon.
- viii. 9Gg.08 Know that the sum of the exterior angles of any polygon is 360° .
- ix. 9Gg.09 Use properties of angles, parallel and intersecting lines, triangles and quadrilaterals to calculate missing angles.

- x. 9Gg.10 Know and use Pythagoras' theorem.
- xi. 9Gg.11 Construct 60° , 45° and 30° angles and regular polygons.
- b. Position and transformations
 - i. 9Gp.01 Use knowledge of bearings and scaling to interpret position on maps and plans.
 - ii. 9Gp.02 Use knowledge of coordinates to find points on a line segment.
 - iii. 9Gp.03 Transform points and 2D shapes by combinations of reflections, translations and rotations.
 - iv. 9Gp.04 Identify and describe a transformation (reflections, translations, rotations and combinations of these) given an object and its image.
 - v. 9Gp.05 Recognise and explain that after any combination of reflections, translations and rotations the image is congruent to the object.
 - vi. 9Gp.06 Enlarge 2D shapes, from a centre of enlargement (outside, on or inside the shape) with a positive integer scale factor. Identify an enlargement, centre of enlargement and scale factor.
 - vii. 9Gp.07 Analyse and describe changes in perimeter and area of squares and rectangles when side lengths are enlarged by a positive integer scale factor.

4. Statistics and Probability

- a. Statistics
 - i. 9Ss.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, and the appropriateness of each type (qualitative or quantitative; categorical, discrete or continuous).
 - ii. 9Ss.02 Explain potential issues and sources of bias with data collection and sampling methods, identifying further questions to ask.
 - iii. 9Ss.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
 - line graphs, time series graphs and frequency polygons
 - scatter graphs

- stem-and-leaf and back-to-back stem-and-leaf diagrams
- infographics.
- iv. 9Ss.04 Use mode, median, mean and range to compare two distributions, including grouped data.
- v. 9Ss.05 Interpret data, identifying patterns, trends and relationships, within and between data sets, to answer statistical questions. Make informal inferences and generalisations, identifying wrong or misleading information.
- b. Probability
 - i. 9Sp.01 Understand that the probability of multiple mutually exclusive events can be found by summation and all mutually exclusive events have a total probability of 1.
 - ii. 9Sp.02 Identify when successive and combined events are independent and when they are not.
 - iii. 9Sp.03 Understand how to find the theoretical probabilities of combined events.
 - iv. 9Sp.04 Design and conduct chance experiments or simulations, using small and large numbers of trials. Calculate the expected frequency of occurrences and compare with observed outcomes.

IGCSE:

1. Numbers

- a. C1.1 Types of number
- b. C1.2 Sets
- c. C1.3 Powers and roots
- d. C1.4 Fractions, decimals and percentages
- e. C1.5 Ordering
- f. C1.6 The four operations
- g. C1.7 Indices I
- h. C1.8 Standard form
- i. C1.9 Estimation
- j. C1.10 Limits of accuracy

- k. C1.11 Ratio and proportion
- l. C1.12 Rates
- m. C1.13 Percentages
- n. C1.14 Using a calculator
- o. C1.15 Time
- p. C1.16 Money
- q. E1.17 Exponential growth and decay
- r. E1.18 Surds

2. Algebra and graphs

- a. C2.1 Introduction to algebra
- b. C2.2 Algebraic manipulation
- c. E2.3 Algebraic fractions
- d. C2.4 Indices II
- e. C2.5 Equations
- f. C2.6 Inequalities
- g. C2.7 Sequences
- h. E2.8 Proportion
- i. C2.9 Graphs in practical situations
- j. C2.10 Graphs of functions
- k. C2.11 Sketching curves
- l. E2.12 Differentiation
- m. E2.13 Functions

3. Coordinate geometry

- a. C3.1 Coordinates
- b. C3.2 Drawing linear graphs
- c. C3.3 Gradient of linear graphs
- d. E3.4 Length and midpoint
- e. C3.5 Equations of linear graphs
- f. C3.6 Parallel lines

g. E3.7 Perpendicular lines

4. Geometry

- a. C4.1 Geometrical terms
- b. C4.2 Geometrical constructions
- c. C4.3 Scale drawings
- d. C4.4 Similarity
- e. C4.5 Symmetry
- f. C4.6 Angles
- g. C4.7 Circle theorems
- h. E4.8 Circle theorems II

5. Mensuration

- a. C5.1 Units of measure
- b. C5.2 Area and perimeter
- c. C5.3 Circles, arcs and sectors
- d. C5.4 Surface area and volume
- e. C5.5 Compound shapes and parts of shapes

6. Trigonometry

- a. C6.1 Pythagoras' theorem
- b. C6.2 Right-angled triangles
- c. E6.3 Exact trigonometric values
- d. E6.4 Trigonometric functions
- e. E6.5 Non-right-angled triangles
- f. E6.6 Pythagoras' theorem and trigonometry in 3D

7. Transformations and vectors

- a. C7.1 Transformations
- b. E7.2 Vectors in two dimensions
- c. E7.3 Magnitude of a vector
- d. E7.4 Vector geometry

8. Probability

	a. C8.1 Introduction to probability b. C8.2 Relative and expected frequencies c. C8.3 Probability of combined events d. E8.4 Conditional probability 9. Statistics a. C9.1 Classifying statistical data b. C9.2 Interpreting statistical data c. C9.3 Averages and range d. C9.4 Statistical charts and diagrams e. C9.5 Scatter diagrams f. E9.6 Cumulative frequency diagrams g. E9.7 Histograms
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. • For Stage 9 students: ○ Cambridge Lower Secondary Progression Tests ○ Cambridge Lower Secondary Checkpoint • For IGCSE students: All candidates take two components. ○ Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below, should be entered for Paper 1 and Paper 3. These candidates will be eligible for grades C to G. ○ Candidates who have studied the Extended subject content and who are expected to achieve a grade C or above should be entered for Paper 2 and Paper 4. These candidates will be eligible for grades A* to E.
Materials/ other remarks:	Stage 9: Cambridge Checkpoint Maths Student's Book 3 IGCSE: Online platform Kognity

Subject	Science
Class	EE
School Year	2026-27
Teacher	Itziar Ochoa de Alaiza Gracia
Learning objectives What do we want to learn this year?	<u>Stage 9</u> 1. Thinking and Working Scientifically a. Models and representations i. 9TWSm.01 Understand that models and analogies reflect current scientific evidence and understanding and can change. ii. 9TWSm.02 Describe some important models, including analogies, and discuss their strengths and limitations. iii. 9TWSm.03 Use symbols and formulae to represent scientific ideas. b. Scientific enquiry: purpose and planning i. 9TWSp.01 Suggest a testable hypothesis based on scientific understanding. ii. 9TWSp.02 Describe examples where scientists' unexpected results from enquiries have led to improved scientific understanding. iii. 9TWSp.03 Make predictions of likely outcomes for a scientific enquiry based on scientific knowledge and understanding. iv. 9TWSp.04 Plan a range of investigations of different types to obtain appropriate evidence when testing hypotheses. v. 9TWSp.05 Make risk assessments for practical work to identify and control risks. c. Carrying out scientific enquiry

- i. 9TWSc.01 Sort, group and classify phenomena, objects, materials and organisms through testing, observation, using secondary information, and making and using keys.
- ii. 9TWSc.02 Decide what equipment is required to carry out an investigation or experiment and use it appropriately.
- iii. 9TWSc.03 Decide when to increase the range of observations and measurements, and increase the extent of repetition, to give sufficiently reliable data.
- iv. 9TWSc.04 Take appropriately accurate and precise measurements, explaining why accuracy and precision are important.
- v. 9TWSc.05 Carry out practical work safely, supported by risk assessments where appropriate.
- vi. 9TWSc.06 Make an informed decision whether to use evidence from first-hand experience or secondary sources.
- vii. 9TWSc.07 Collect, record and summarise sufficient observations and measurements, in an appropriate form.
- d. Scientific enquiry: analysis, evaluation and conclusions
 - i. 9TWSa.01 Evaluate the strength of the evidence collected and how it supports, or refutes, the prediction.
 - ii. 9TWSa.02 Describe trends and patterns in results, identifying any anomalous results and suggesting why results are anomalous.
 - iii. 9TWSa.03 Make conclusions by interpreting results, explain the limitations of the conclusions and describe how the conclusions can be further investigated.
 - iv. 9TWSa.04 Evaluate experiments and investigations, including those by others, and suggest improvements, explaining any proposed changes.
 - v. 9TWSa.05 Present and interpret results, and predict results between the data points collected.

2. **Biology**

- a. Structure and function
 - i. 9Bs.01 Describe the pathway of water and mineral salts from the roots to the leaves in flowering plants, including absorption in root hair cells, transport through xylem and transpiration from the surface of leaves.
 - ii. 9Bs.02 Describe the structure of the human excretory (renal) system and its function (limited to kidneys filtering blood to remove urea, which is excreted in urine).

- iii. 9Bs.03 Know that chromosomes contain genes, made of DNA, and that genes contribute to the determination of an organism's characteristics.

b. Life processes

- i. 9Bp.01 Describe the fusion of gametes to produce a fertilised egg with a new combination of DNA.
- ii. 9Bp.02 Describe the inheritance of sex in humans in terms of XX and XY chromosomes.
- iii. 9Bp.03 Describe variation within a species and relate this to genetic differences between individuals.
- iv. 9Bp.04 Describe the scientific theory of natural selection and how it relates to genetic changes over time.
- v. 9Bp.05 Know that plants require minerals to maintain healthy growth and life processes (limited to magnesium to make chlorophyll and nitrates to make protein).
- vi. 9Bp.06 Know that photosynthesis occurs in chloroplasts and is the process by which plants make carbohydrates, using the energy from light.
- vii. 9Bp.07 Know and use the summary word equation for photosynthesis (carbon dioxide + water -> glucose + oxygen, in the presence of light and chlorophyll).
- viii. 9Bp.08 Discuss how fetal development is affected by the health of the mother, including the effect of diet, smoking and drugs.

c. Ecosystems

- i. 9Be.01 Describe what could happen to the population of a species, including extinction, when there is an environmental change.

3. Chemistry

a. Materials and their structure

- i. 9Cm.01 Understand that the structure of the Periodic Table is related to the atomic structure of the elements and the Periodic Table can be used to predict an element's structure and properties.
- ii. 9Cm.02 Understand that a molecule is formed when two or more atoms join together chemically, through a covalent bond.
- iii. 9Cm.03 Describe a covalent bond as a bond made when a pair of electrons is shared by two atoms (limited to single bonds).
- iv. 9Cm.04 Describe an ion as an atom which has gained at least one electron to be negatively charged or lost at least one electron to be positively charged.

- v. 9Cm.05 Describe an ionic bond as an attraction between a positively charged ion and a negatively charged ion.
- b. Properties of materials
 - i. 9Cp.01 Understand that the groups within the Periodic Table have trends in physical and chemical properties, using group 1 as an example.
 - ii. 9Cp.02 Describe how the density of a substance relates to its mass in a defined volume.
 - iii. 9Cp.03 Calculate and compare densities of solids, liquids and gases.
 - iv. 9Cp.04 Know that elements and compounds exist in structures (simple or giant), and this influences their physical properties.
- c. Changes to materials
 - i. 9Cc.01 Use word equations and symbol equations to describe reactions (balancing symbol equations is not required).
 - ii. 9Cc.02 Identify examples of displacement reactions and predict products (limited to reactions involving calcium, magnesium, zinc, iron, copper, gold and silver salts).
 - iii. 9Cc.03 Describe how to prepare some common salts by the reactions of metals with acids, and metal carbonates with acids, and purify them, using filtration, evaporation and crystallisation.
 - iv. 9Cc.04 Describe the effects of concentration, surface area and temperature on the rate of reaction, and explain them using the particle model.
 - v. 9Cc.05 Understand that in chemical reactions mass and energy are conserved.

4. Physics

- a. Forces and energy
 - i. 9Pf.01 Use density to explain why objects float or sink in water.
 - ii. 9Pf.02 Describe the difference between heat and temperature.
 - iii. 9Pf.03 Know that energy is conserved, meaning it cannot be created or destroyed.
 - iv. 9Pf.04 Know that thermal energy will always transfer from hotter regions or objects to colder ones, and this is known as heat dissipation.
 - v. 9Pf.05 Describe thermal transfer by the processes of conduction, convection and radiation.
 - vi. 9Pf.06 Explain cooling by evaporation.
- b. Light and sound
 - i. 9Ps.01 Draw and interpret waveforms, and recognise the link between loudness and amplitude, pitch and frequency.

- ii. 9Ps.02 Use waveforms to show how sound waves interact to reinforce or cancel each other.
- c. Electricity and magnetism
 - i. 9Pe.01 Describe how current divides in parallel circuits.
 - ii. 9Pe.02 Know how to measure current and voltage in series and parallel circuits, and describe the effect of adding cells and lamps.
 - iii. 9Pe.03 Calculate resistance (resistance = voltage / current) and describe how resistance affects current.
 - iv. 9Pe.04 Use diagrams and conventional symbols to represent, make and compare circuits that include cells, switches, resistors (fixed and variable), ammeters, voltmeters, lamps and buzzers.

5. Earth and Space

- a. Planet Earth
 - i. 9ESp.01 Explain the movement of tectonic plates in terms of convection currents.
 - ii. 9ESp.02 Explain why the jigsaw appearance of continental coasts, location of volcanoes and earthquakes, fossil record and alignment of magnetic materials in the Earth's crust are all evidence for tectonic plates.
- b. Cycles on Earth
 - i. 9ESc.01 Describe the carbon cycle (limited to photosynthesis, respiration, feeding, decomposition and combustion).
 - ii. 9ESc.02 Describe the historical and predicted future impacts of climate change, including sea level change, flooding, drought and extreme weather events.
- c. Earth in space
 - i. 9ESs.01 Describe the consequences of asteroid collision with the Earth, including climate change and mass extinctions.
 - ii. 9ESs.02 Describe the evidence for the collision theory for the formation of the Moon.
 - iii. 9ESs.03 Know that nebulae are clouds of dust and gas, and can act as stellar nurseries.

6. Science in Context

- a. 9SIC.01 Discuss how scientific knowledge is developed through collective understanding and scrutiny over time.
- b. 9SIC.02 Describe how science is applied across societies and industries, and in research.
- c. 9SIC.03 Evaluate issues which involve and/or require scientific understanding.

- d. 9SIC.04 Describe how people develop and use scientific understanding as individuals and through collaboration, e.g. through peer-review.
- e. 9SIC.05 Discuss how the uses of science can have a global environmental impact.

IGCSE

1. Biology

- a. B1 Characteristics of living organisms
- b. B2 Cells
- c. B3 Movement into and out of cells
- d. B4 Biological molecules
- e. B5 Enzymes
- f. B6 Plant nutrition
- g. B7 Human nutrition
- h. B8 Transport in plants
- i. B9 Transport in animals
- j. B10 Diseases and immunity
- k. B11 Gas exchange in humans
- l. B12 Respiration
- m. B13 Drugs
- n. B14 Reproduction
- o. B15 Organisms and their environment
- p. B16 Human influences on ecosystems

2. Chemistry

- a. C1 States of matter
- b. C2 Atoms, elements and compounds
- c. C3 Stoichiometry C4 Electrochemistry

	d. C5 Chemical energetics e. C6 Chemical reactions f. C7 Acids, bases and salts g. C8 The Periodic Table h. C9 Metals i. C10 Chemistry of the environment j. C11 Organic chemistry k. C12 Experimental techniques and chemical analysis 3. Physics a. P1 Motion, forces and energy b. P2 Thermal physics c. P3 Waves d. P4 Electricity e. P5 Space physics
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:	Here are some examples of activities that apply knowledge, understanding and skills from Cambridge Lower Secondary Science in the context of other subjects:

Connections with other subjects?	• Physical Education: Learners can use their scientific understanding of joints and human health to support their understanding of movement and healthy bodies in Physical Education. • Art & Design: Learning from Physics, Light and Sound 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. • For Stage 9 students: ○ Cambridge Lower Secondary Progression Tests ○ Cambridge Lower Secondary Checkpoint • For IGCSE students: All candidates take three papers. ○ Candidates who have studied the Core subject content, or who are expected to achieve a grade D or below should be entered for Paper 1, Paper 3 and either Paper 5 or Paper 6. These candidates will be eligible for grades C to G. ○ Candidates who have studied the Extended subject content (Core and Supplement), and who are expected to achieve a grade C or above should be entered for Paper 2, Paper 4 and either Paper 5 or Paper 6. These candidates will be eligible for grades A* to G.
Materials/ other remarks:	Stage 9: Cambridge Lower Secondary Science Stage 9 2nd edition IGCSE: Online platform Kognity

Subject	Physical Education
Class	EE
School Year	2026-27

Teacher	LR and JS
Learning objectives What do we want to learn this year?	Physical Education (4 to 5 year program) 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 movementcultures 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 aestheticoutcomes 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
Cross-curricular activities: Connections with other subjects?	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 • Basketball • Stick and Racket Sports • Physical Training • Volleyball • Parkour • Dance and Creative Expression

	Olympic Athletics (Track and Field)
Assessment	
How will we know what we have learned?	Students are assessed continuously following each teaching unit. Throughout the school year, they will receive 2–3 grades reflecting their overall progress and achievement.
Materials/ other remarks:	http://idræt7-9.gyldendal.dk

Subject	Danish
Class	EE
School Year	2026-27
Teacher	Camilla Møller
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	- Engage with authentic texts and multimedia resources.

How will we learn? - Organisation and practice	- Phonics teaching to improve literacy. - Interactive activities for basic vocabulary and grammar. - Role-playing, dialogues, and interactive exercises for real-life scenarios. - Games with grammar and understanding of the Danish language
Cross-curricular activities: Connections with other subjects? Assessment	Cross-curricular links with Art (describing paintings) and other language classes 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.
How will we know what we have learned?	
Materials/ other remarks:	Duolingo Different web-based materials & homemade materials related to the various assignments Songs Books- Fiction and non-fiction corresponding to the individual level of the student.

Subject	Wellbeing
Class	EE
School Year	2026-27
Teacher	Jonathan Bauer
Learning objectives What do we want to learn this year?	Self-awareness & identity Reflect on personal values, strengths and areas for growth as identity becomes more complex in early adolescence. Explore how identity is shaped by culture, family and peer group. Emotional regulation Recognise and name a wider emotional vocabulary. Develop strategies for managing stress, frustration and anxiety, including simple mindfulness and breathing techniques. Relationships & communication Build skills for healthy friendships and peer relationships, including assertive communication, conflict resolution and recognising peer pressure. Digital wellbeing & citizenship Examine the impact of social media on mood, self-image and sleep. Practise strategies for healthy, balanced device use and responsible online behaviour. Resilience & growth mindset Reframe setbacks (academic and personal) as part of learning. Set realistic personal goals and track progress toward them.

	Physical wellbeing Understand the links between sleep, nutrition, movement and mood. Explore healthy routines appropriate for a busy school schedule.
Teaching Strategies How will we learn? - Organisation and practice	Weekly circle time and small-group discussion Guided personal journaling Mindfulness and breathing exercises Scenario-based role play for communication and conflict skills Occasional guest speakers / external workshops where available
Cross-curricular activities: Connections with other subjects?	Wellbeing themes are woven into Art & Design (reflective/creative journaling), Global Perspectives (media literacy, social issues) and PE (physical health). Coordinated with form tutors so that wellbeing topics reinforce, rather than duplicate, pastoral care conversations.
Assessment How will we know what we have learned?	No formal grading. Engagement is tracked through: Personal reflection journals (self-assessed, not marked for content) Participation in discussions and group activities Creative pieces (e.g. mood/identity art projects, collages, short pieces of writing) Occasional self-assessment check-ins (e.g. simple mood/wellbeing scales) used to guide teaching, not to grade students
Materials/ other remarks:	Personal journals/notebooks, art and craft supplies for reflective projects, mindfulness audio resources, discussion prompt cards, and a range of age-appropriate videos and articles on mental health and digital wellbeing.