



Subject		Global Perspectives
Class	English D	
School Year	2024-25	
Teacher	Adrián Estévez Cebreiro	
Learning objectives	<p>Research Constructing research questions.</p> <ul style="list-style-type: none"> • Construct own questions to aid understanding of a topic. <p>Information skills.</p> <ul style="list-style-type: none"> • Locate relevant information and answers to questions within sources provided. <p>Conducting research.</p> <ul style="list-style-type: none"> • Conduct investigations, using interviews or questionnaires, making observations and taking appropriate measurements. <p>Recording findings</p> <ul style="list-style-type: none"> • Select, organise and record information from sources and findings from research in simple charts or diagrams 	
What do we want to learn this year?	<p>Analysis Identifying perspectives:</p> <ul style="list-style-type: none"> • Recognise that people think or believe different things about a topic. <p>Interpreting data:</p> <ul style="list-style-type: none"> • Draw simple conclusions from graphical or numerical data. <p>Making connections:</p> <ul style="list-style-type: none"> • Talk about simple causes of personal actions and consequences on others. <p>Solving problems:</p> <ul style="list-style-type: none"> • Suggest personal actions that could make a positive difference to an issue affecting others. 	

	<p>Evaluation Evaluating Sources: <ul style="list-style-type: none"> • Discuss a source, recognising that the author has a clear viewpoint on the topic Evaluating arguments: <ul style="list-style-type: none"> • Express an opinion about another person’s viewpoint, giving reasons for opinion. Reflection Personal contribution: <ul style="list-style-type: none"> • Identify strengths and limitations of personal contribution to teamwork. Teamwork: <ul style="list-style-type: none"> • Identify how working together improved the shared outcome achieved. Personal viewpoints: <ul style="list-style-type: none"> • Talk about what has been learned during an activity and consider how personal ideas have changed Personal learning: <ul style="list-style-type: none"> • Identify which types of activities support learning Collaboration Cooperation and interdependence: <ul style="list-style-type: none"> • The team allocate given tasks to team members to achieve a shared outcome. Engaging in teamwork: <ul style="list-style-type: none"> • The team member introduces ideas and works positively with other team members to achieve a shared outcome Communication Communicating information: <ul style="list-style-type: none"> • Present information about a given topic clearly and with an appropriate structure. Listening and responding: <ul style="list-style-type: none"> • Listen to others in class discussions and respond with relevant ideas and questions. </p>
Teaching Strategies	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.

<p>How will we learn? - Organisation and practice</p>	<p>Teaching Strategies:</p> <ul style="list-style-type: none"> -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. -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. <p>Useful principles for active learning include:</p> <ul style="list-style-type: none"> • 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.
<p>Cross-curricular activities: Connections with other subjects?</p>	<p>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.</p>
<p>Assessment How will we know what we have learned?</p>	<p>Formative Assessment:</p> <p>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.</p> <p>Summative Assessment:</p>

	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	2024-25	
Teacher	Merete Brydensholt	
Learning objectives What do we want to learn this year?	<p>YEAR 7: Understanding spoken and written French in various contexts.</p>	<p>Access Studio/Bridging Course:</p> <ul style="list-style-type: none"> - Greetings and introductions - Numbers 1-100 - The alphabet - Days of the week and months - Classroom objects and school equipment - Colours and describing pets - Expressing opinions on sports - Talking about likes and dislikes - Describing yourself and others - Talking about school and school subjects

	<p>YEAR 8: Further developing communication skills and cultural awareness.</p> <ul style="list-style-type: none"> - Describing where you live - Giving directions - Weekend plans - Learning about France and Francophone countries - Talking about holidays - Preparing for trips - Dream holiday plans - French holiday destinations - Buying food and drinks
<p>Teaching Strategies</p> <p>How will we learn? - Organisation and practice</p>	<ul style="list-style-type: none"> - 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.
<p>Cross-curricular activities:</p>	<p>Cross-curricular links with Art (describing paintings), Geography (Francophone countries), and History (French culture).</p>

<p>Connections with other subjects?</p>	
<p>Assessment</p> <p>How will we know what we have learned?</p>	<p>Formative Assessment:</p> <p>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.</p> <p>Summative Assessment:</p> <p>Reading, Writing, and Oral Tests.</p>
<p>Materials/ other remarks:</p>	<p>Tricolore total 1+2</p> <p>Kerboodle</p> <p>TV5 monde and other web based materials</p> <p>Films</p> <p>Songs</p>

Subject	Danish
Class	English D
School Year	2024-25
Teacher	Merete Brydensholt Christiansen
<p>Learning objectives</p> <p>What do we want to learn this year?</p>	<ul style="list-style-type: none"> • 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
<p>Teaching Strategies</p> <p>How will we learn? - Organisation and practice</p>	<ul style="list-style-type: none"> - 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:	Cross-curricular links with Art (describing paintings) and other language classes.

Connections with other subjects?	
Assessment How will we know what we have learned?	<p>Formative Assessment:</p> <p>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.</p>
Materials/ other remarks:	<p>Fart på dansk</p> <p>Duolingo</p> <p>Different web based materials</p> <p>Songs</p> <p>Books- Fiction and non fiction corresponding to the individual level of the student.</p>

Subject

English

Class	ED
School Year	2024-25
Teacher	Caroline Rahbek
<p>Learning objectives</p> <p>What do we want to learn this year?</p>	<p>Three main strands:</p> <p>Reading, Writing and Speaking and Listening</p> <p>Reading:</p> <p>Vocabulary and language. Explain possible interpretations, analysis of how linguistic and literary techniques are used. The organisation of ideas. Reflect and evaluate texts.</p> <p>Writing:</p> <p>Create effects by using a range of literary techniques. Planning and writing texts for different purposes and audiences.</p> <p>Speaking and listening:</p> <p>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.</p>
<p>Teaching Strategies</p> <p>How will we learn? - Organisation and practice</p>	<p>Appropriate use of formative and summative assessment</p> <p>Direct instruction</p> <p>Questioning techniques and thinking skills</p>

	<p>Differentiation</p> <p>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.</p> <p>Blended learning with the use of technology</p>
<p>Cross-curricular activities:</p> <p>Connections with other subjects?</p>	<p>History</p> <p>Art</p> <p>Global Perspectives</p>
<p>Assessment</p> <p>How will we know what we have learned?</p>	<p>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.</p> <p>Summative assessments – Cambridge Tests at the appropriate level.</p>
<p>Materials/ other remarks:</p>	<p>A variety of fiction of different genres and non-fiction texts, both contemporary and historical. Use of film clips.</p>

Subject	
Class	ED
School Year	2024-25
Teacher	Caroline Rahbek
Learning objectives	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
What do we want to learn this year?	Study of an important individual
	A world history topic – student choice
	Denmark in WWII in relation to the 80 th anniversary of the end of the war.
Teaching Strategies	Appropriate use of formative and summative assessment
	Direct instruction
How will we learn? - Organisation and practice	Questioning techniques and thinking skills
	Source work analysis and evaluation

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

Subject.	Mathematics
Class	ED
School Year	2024-25
Teacher	Itziar Ochoa de Alaiza Gracia
Learning objectives What do we want to learn this year?	<p><u>Stage 7</u></p> <p>1. Number</p> <p>a. Integers, powers and roots</p> <ul style="list-style-type: none"> 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. <p>b. Place value, ordering and rounding</p> <ul style="list-style-type: none"> 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. <p>c. Fractions, decimals, percentages, ratio and proportion</p> <ul style="list-style-type: none"> 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 (m^3), cubic centimetres (cm^3) and cubic millimetres (mm^3).
- 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 n th 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.

	<p>iv. 8Sp.04 Design and conduct chance experiments or simulations, using small and large numbers of trials. Compare the experimental probabilities with theoretical outcomes.</p>
<p>Teaching Strategies</p> <p>How will we learn?- Organisation and practice</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ Specialising and Generalising ○ Conjecturing and Convincing ○ Characterising and Classifying ○ Critiquing and Improving
<p>Cross-curricular activities:</p> <p>Connections with other subjects?</p>	<p>Here are some examples of activities that apply knowledge, understanding and skills from Cambridge Lower Secondary Mathematics in the context of other subjects:</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • Global Perspectives: Developing key skills in analysis, collaboration and communication evaluation, reflection and research.
Assessment	
How will we know what we have learned?	<ul style="list-style-type: none"> • Written tests at the end of each section. • Cambridge Lower Secondary Progression Tests • Cambridge Lower Secondary Checkpoint
Materials/ other remarks:	<p>Stage 7: Cambridge Checkpoint Maths Student's Book 1</p> <p>Stage 8: Cambridge Checkpoint Maths Student's Book 2</p>

Subject	
Class	Science
School Year	2024-25
Teacher	Itziar Ochoa de Alaiza Gracia
Learning objectives What do we want to learn this year?	<ol style="list-style-type: none"> 1. Thinking and Working Scientifically <ol style="list-style-type: none"> a. Models and representations <ol style="list-style-type: none"> 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.

- b. Scientific enquiry: purpose and planning
 - 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
 - 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
 - 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.
 - v. 8TWSa.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 (speed = distance / 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 (moment = force x distance).
 - v. 8Pf.05 Explain that pressure is caused by the action of a force, exerted by a substance, on an area (pressure = force / 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.

	<p>d. 8SIC.04 Describe how people develop and use scientific understanding as individuals and through collaboration, e.g. through peer-review.</p> <p>e. 8SIC.05 Discuss how the uses of science can have a global environmental impact.</p>
<p>Teaching Strategies</p> <p>How will we learn? - Organisation and practice</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Language awareness ○ Promoting talk ○ Managing discussions ○ Promoting learner questions ○ Promoting writing
<p>Cross-curricular activities:</p> <p>Connections with other subjects?</p>	<p>Here are some examples of activities that apply knowledge, understanding and skills from Cambridge Lower Secondary Science in the context of other subjects:</p> <ul style="list-style-type: none"> • 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.
<p>Assessment</p>	<ul style="list-style-type: none"> • Written tests at the end of each section. • Group projects. • Presentations.

How will we know what we have learned?	<ul style="list-style-type: none"> • 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	2024-25
Teacher	Jonathan Bauer
Learning objectives What do we want to learn this year?	<p>Experiencing</p> <ul style="list-style-type: none"> • 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. <p>Making</p> <ul style="list-style-type: none"> • Learn to use a range of media, materials, tools, technologies and processes with increasing skill, independence and confidence.

	<ul style="list-style-type: none"> • Select appropriate media, materials, tools, technologies and processes for a purpose. <p>Reflecting</p> <ul style="list-style-type: none"> • Celebrate artistic experiences and learning. • Analyse, critique and connect own and others' work as part of the artistic process. <p>Thinking and Working Artistically</p> <ul style="list-style-type: none"> • 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.
<p>Teaching Strategies</p> <p>How will we learn?- Organisation and practice</p>	<ul style="list-style-type: none"> • 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.
<p>Cross-curricular activities:</p> <p>Connections with other subjects?</p>	<p>Art combined with History and Global Perspectives with pertinent cultural and societal connections</p>

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

Årsplan for	Krea
Klasse / Hold	DD
Skoleår / Periode	2024-25
Lærere:	LR og JO
Mål for undervisningen:	<p>I krea er der fokus på både 4/5 håndværk og design og 1/5 madkundskab. Vi arbejder sammen 2 lærere og eleverne skal have kendskab til følgende i håndværk og design:</p> <ul style="list-style-type: none"> • Håndværktøj og redskaber • Teknikker • Arbejdsformer • Maskiner • Sikkerhed • Materialekendskab

- Materialeforarbejdning
- Materialekombination og udtryk
- Idéudvikling
- Idéafprøvning
- Produktrealisering
- Evaluering

I krea skal eleverne arbejde med både hårde og bløde materialer
 De skal lærer at anvende værktøjer, redskaber og maskiner forsvarligt til forarbejdning af materialer.
 De skal lærere at forarbejde materialer i forhold til produktets form, funktion og udtryk.
 Og de skal lærere at arbejde med enkle designprocesser knyttet til egen produktfremstilling.

Eleverne skal have kendskab til følgende i madkundskab:

- Sundhedsbevidsthed
- Ernæring og energibehov
- Hygiejne
- Råvarekendskab
- Madvaredeklarationer og fødevaremærkninger
- Grundmetoder og madteknik
- Smag og tilsmagning

De skal stifte bekendskab med madvalg i forhold til sundhed, kunne træffe begrundede madvalg i forhold til kvalitet, smag og bæredygtighed.
 De skal lærere madlavningsteknikker og omsætte idéer i madlavningen.

Arbejdsmetoder og
 arbejdsformer:

De kommer både til at arbejde individuelt og i mindre grupper.

Undervisningsforløb:	<p>Undervingsforløbene kan ændre sig løbende, da eleverne gerne skal kunne nå at blive færdige med deres ting.</p> <ul style="list-style-type: none">• Sunprint og håndsugning• Pinewood darby• Designproces• Jul
Status og evalueringsformer:	Der vil løbende være evaluering af elevernes kompetencer indenfor de forskellige aktiviteter.
Materialer o.a.:	Vi bruger ikke bestemte bøger og platforme, men benytter ofte instruksvideoer fra youtube og diverse hjemmesider med opskrifter.